

# American English for Newcomers

Conversation Class Guide

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# Greetings and Other Basics

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Greeting Cards Match Game
- 2 Meeting Someone New Role-Play
- 3 Library Registration Form - Name Tag Activity
- 4 Phrase Sorting and Matching Game
- 5 Phone Greeting Practice and Dialogue

## Activity 1 Greeting Cards Match Game

### Key Vocabulary

Hello!	Hi!
Good morning!	Good afternoon!
Thank you!	You're welcome!
Goodbye!	See you later!
Excuse me.	I'm sorry.

### How to Run this Activity

- 1 Create two decks of cards: one with formal/complete greeting phrases (Hello! Good morning! Thank you!), and another with informal/shortened versions (Hi! Good afternoon! Thanks!). Print or write each on index cards.
- 2 Shuffle each deck separately and distribute cards face-down. Players take turns flipping one card from each deck to find matching pairs (formal with informal versions).
- 3 When a match is found, the player keeps the pair and explains when each version is used (e.g., "Hello is more formal, Hi is casual"). Incorrect matches go back face-down.
- 4 Continue until all pairs are matched. The player with the most pairs wins. Discuss which greetings work best in a library setting.

### Try it!

- ▶ Say "Good morning!" when you arrive at the library desk.
- ▶ Reply to a coworker with "Hi!" in the hallway.
- ▶ Thank someone and respond with "You're welcome!"

**Facilitator tip:** Encourage students to act out scenarios where formal vs. informal greetings are appropriate—meeting a boss vs. greeting a friend.

## Activity 2 Meeting Someone New Role-Play

### Key Vocabulary

What is your name?	My name is...
Where are you from?	I am from...
Where do you live?	I live in...
It's nice to meet you.	You too!
How are you?	I'm fine.

### How to Run this Activity

- 1 Pair up students. Assign each pair a scenario: meeting at a library event, at a coffee shop, or in a class. Give them 2-3 minutes to prepare their role-play dialogue using at least 3 key phrases.
- 2 Each pair performs their role-play for the group (2-3 minutes). Other students note which vocabulary phrases they hear and provide feedback.
- 3 Switch roles so each student practices both greeting and responding. Repeat with different scenarios or new partners.
- 4 Facilitate a whole-group discussion: What did they say? What could they add? How would they greet someone more formal or more casual?

#### Try it!

- ▶ Ask a new person: "What is your name? Where are you from?"
- ▶ Respond: "My name is [Your Name]. I am from [Your Country]."
- ▶ End with: "It's nice to meet you!"

**Facilitator tip:** Remind students that in American culture, it's common to exchange names and ask where someone is from when meeting for the first time.

## Activity 3 Library Registration Form - Name Tag Activity

### Key Vocabulary

I understand.	I don't understand.
Please speak slowly.	Can you repeat that?
How do you say...?	What does this mean?
My name is...	What is your name?
I live in...	Where do you live?

### How to Run this Activity

- 1 Provide a blank library registration form (name, address, phone, email, language spoken). Demonstrate filling in your own example form while narrating each step clearly.
- 2 Have students fill in their own form, practicing how to ask for clarification: "How do you say...?" or "Can you repeat that?" if they don't understand a field label.
- 3 Pair students up and have them exchange forms, reading aloud what their partner wrote while practicing pronunciation and asking clarifying questions.
- 4 Create a classroom "registration wall" where students post their completed name tags with their name and hometown. Have them read 3-5 others aloud to practice speaking.

#### Try it!

- ▶ Say: "What does this word mean?" pointing to a form field.
- ▶ Ask: "How do you spell your address?"
- ▶ Read your form aloud: "My name is [Name]. I live in [City]."

**Facilitator tip:** Use this activity as a real library registration if possible, or create a realistic mock form. Students get practical experience while learning customer service language.

## Activity 4 Phrase Sorting and Matching Game

### Key Vocabulary

yes	no
please	thank you
hello	goodbye
good morning	good evening
excuse me	I'm sorry

### How to Run this Activity

- 1 Write phrases on individual cards or sticky notes. Create three category headers: Greetings, Polite Requests, and Responses. Post them on the wall or whiteboard.
- 2 Distribute phrase cards to students. One at a time, students read their phrase aloud, decide which category it belongs in, and place it under the correct header.
- 3 If a phrase could fit multiple categories, discuss why and decide together. For example, "Thank you!" could be both a greeting and a response.
- 4 Once all phrases are sorted, go through each category and have students practice saying all phrases with appropriate tone and emphasis.

#### Try it!

- ▶ *Sort a new phrase: Is "See you later!" a greeting or goodbye?*
- ▶ *Categorize: Does "Congratulations!" belong in greetings, polite requests, or responses?*
- ▶ *Practice saying: "Excuse me. Can you help me find a book?"*

**Facilitator tip:** *Some phrases may overlap categories. Use this as a teaching moment about how English context matters. A phrase can have multiple uses.*

## Activity 5 Phone Greeting Practice and Dialogue

### Key Vocabulary

Hello!	Hi!
Who is this?	This is...
How are you?	I'm fine, thank you.
Can I help you?	Yes, please.
Goodbye!	See you later!

### How to Run this Activity

- 1 Explain that phone greetings in America are slightly different from in-person greetings. Model a professional library phone greeting: "Hi! Thanks for calling [Library Name]. How can I help you?"
- 2 Provide a script template with blanks for students to practice: A: "Hello?" B: "Hi! This is \_\_\_\_\_. Can I \_\_\_\_\_?"  
A: "Of course! How can I help?" B: "I'm looking for \_\_\_\_\_."
- 3 Divide students into pairs. One student calls (holds phone or paper); the other answers. They practice 2-3 phone scenarios: asking library hours, requesting a book, asking directions to a branch.
- 4 Rotate roles. After each call, briefly review what went well and what could be improved. Emphasize polite, clear language and asking "How can I help?" as a closing question.

#### Try it!

- ▶ *Call a library: "Hi! I'm looking for a book. Can you help me?"*
- ▶ *Answer professionally: "Thank you for calling. How can I help you?"*
- ▶ *Close the call: "Great! Thank you so much. Goodbye!"*

**Facilitator tip:** *In America, phone greetings are often warmer and more informal than in some cultures. Encourage a friendly but professional tone. Use the activity to teach the phrase "How can I help?" which is extremely common in customer service.*

# Family

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## Library Conversation Class — Activity Handouts

- 1 Family Tree Diagram Activity
- 2 Introducing Family Members Role-Play
- 3 Emergency Contact Form - Fill in Activity
- 4 Family Roles Sorting and Description Game
- 5 Family Traditions Conversation Practice

## Activity 1 Family Tree Diagram Activity

### Key Vocabulary

mother	father
sister	brother
grandmother	grandfather
aunt	uncle
daughter	son

### How to Run this Activity

- 1 Draw a large blank family tree on the board with labeled positions (you in the center, parents above, siblings beside, children below, grandparents higher up). Explain each position.
- 2 Provide a family tree template (printed or drawn) for each student. Have them fill in their own family members' names in English. They can write their own names or "Me" in the center.
- 3 In pairs, students exchange their trees and take turns pointing to people while asking and answering: "Who is this?" "She is my mother." "How many brothers do you have?" "I have two brothers."
- 4 As a class, create a shared "classroom family tree" by collecting one family member's name from each student (e.g., "Maria's mother is Rosa, David's sister is Carmen"). Display it and practice reading aloud together.

### Try it!

- ▶ Point to your mother and say: "This is my mother. Her name is \_\_\_\_."
- ▶ Ask: "How many siblings do you have?"
- ▶ Answer: "I have one brother and one sister."

**Facilitator tip:** Be sensitive to diverse family structures (single parents, adoptive families, foster care, grandparents as guardians, LGBTQ+ families). Normalize all family types by using inclusive language and examples.

## Activity 2 Introducing Family Members Role-Play

### Key Vocabulary

This is my husband.

This is my wife.

These are my parents.

These are my children.

My family is large.

I have a small family.

I have an older sister.

I have two younger brothers.

I love my family.

My family is important.

### How to Run this Activity

- 1 Model a family introduction: "I'd like to introduce my family. This is my wife, Sarah. She is a nurse. These are our children, Emma and Jack. This is my mother. She lives with us."
- 2 Ask students to prepare a 30-second introduction of their family (3-4 people). They should practice saying: "[Name] is my [relation]. [He/She] is a [job/student/retired]. [He/She] [one characteristic]."
- 3 In small groups of 3-4, students introduce their families one at a time. Other group members listen and ask 1-2 follow-up questions: "How old is your sister?" "Where does your father work?"
- 4 Rotate groups so students hear different families. Afterward, ask: "Who has the largest family?" "Who has the most brothers?" etc., reinforcing the vocabulary through recall.

#### Try it!

- ▶ Introduce: "This is my father. He is a teacher."
- ▶ Say: "I have three children. They are all in school."
- ▶ Ask a question: "Do you have any aunts or uncles?"

**Facilitator tip:** Help students with structure: "This is my [noun]. [He/She] is [occupation/age]." Provide sentence frames on the board as a reference. Encourage brief, natural introductions, not long speeches.

## Activity 3 Emergency Contact Form - Fill in Activity

### Key Vocabulary

My name is...	My spouse is...
My children are...	My parents are...
In case of emergency, contact...	My phone number is...
My address is...	My relationship is...
My relative	My guardian

### How to Run this Activity

- 1 Show a real or realistic emergency contact form (used by hospitals, schools, libraries). Explain each field: Primary Contact (yourself), Emergency Contact (family member), Relationship (daughter, sister, etc.), Phone Number.
- 2 Work through one example form together as a class, filling in realistic information while reading each field aloud. Model natural pronunciation of family relationships.
- 3 Distribute blank forms. Students fill in their own information (or hypothetical information if they prefer privacy). Circulate and help with spelling of names and relationships.
- 4 Pair students and have them read their forms aloud to each other. They practice saying: "My primary contact is my mother. My secondary contact is my brother."

#### Try it!

- ▶ Say: "In case of emergency, contact my sister, Maria."
- ▶ Read: "My phone number is 555-0123. My relationship is [sister/mother/son]."
- ▶ Fill in: "Emergency contact: [Name], relationship: [Family member]"

**Facilitator tip:** This activity teaches practical, real-world English. Emphasize that forms are found in many contexts in the US: schools, workplaces, hospitals, gyms. Being able to complete them is an essential life skill.

## Activity 4 Family Roles Sorting and Description Game

### Key Vocabulary

baby	child
teenager	adult
man	woman
sibling	cousin
grandparent	grandchild

### How to Run this Activity

- 1 Create cards or images showing people of different ages and family roles: infant, young child, teen, young adult, middle-aged, elderly. Include multiple genders.
- 2 Display all cards/images. Read aloud: "A baby is very young. A teenager is 13-19 years old. A grandmother is older." Then have students sort cards into categories: babies, children, teenagers, adults, grandparents.
- 3 For each category, ask students to describe the person using family roles: "How many siblings does this teenager have?" "Is this woman a mother or a grandmother?" Write their answers on the board.
- 4 Create a role-based sorting game: Say a role ("uncle"), and students identify a photo/card that could be that person. Discuss: "An uncle is usually an adult man. He is the brother of your parent."

#### Try it!

- ▶ *Point to a person and say: "She is a grandmother."*
- ▶ *Describe: "A sibling is your brother or sister."*
- ▶ *Sort: "Which person is a teenager?"*

**Facilitator tip:** Use diverse representations in photos/cards: different races, family structures, abilities. This normalizes variety in family compositions and makes the activity more inclusive and relatable.

## Activity 5 Family Traditions Conversation Practice

### Key Vocabulary

I have a large family.

There are five people in my family.

My family is important.

I love my family.

My birthday is...

My family celebrates...

We gather together.

We spend time together.

My tradition is...

My family enjoys...

### How to Run this Activity

- 1 Share a simple family tradition from an American context: "My family celebrates Independence Day on July 4th. We have a barbecue and watch fireworks. It's an important tradition for us."
- 2 Explain common American family traditions: Thanksgiving dinner (November), Christmas (December), birthday parties, picnics, game nights. Acknowledge that families from different cultures have different traditions.
- 3 Pair students. Ask: "What is an important tradition in your family?" Each student tells their partner about ONE family tradition (2-3 sentences). Partners ask follow-up questions: "When do you do this?" "Who participates?"
- 4 In a circle, invite volunteers to share their partner's tradition with the class in English. Write key vocabulary on the board (gather, celebrate, together, important). Discuss how traditions bring families closer.

### Try it!

- ▶ Describe: "My family celebrates [holiday]. We [gather/eat/play] together."
- ▶ Ask: "What traditions does your family have?"
- ▶ Share: "An important tradition in my family is [something]."

**Facilitator tip:** This activity validates students' own cultures while introducing them to American traditions. Help them see that traditions are universal—all families have them. Use this to build cultural bridges and deepen conversations.

# Numbers

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## Library Conversation Class — Activity Handouts

- 1 Counting Money - American Coins Game
- 2 Numbers on Signs and Forms - Reading Aloud Activity
- 3 Phone Number Role-Play - Calling Practice
- 4 Number Line Ordering and Sequence Game
- 5 Form-Filling with Numbers - Age, Address, ZIP

## Activity 1 Counting Money - American Coins Game

### Key Vocabulary

penny	nickel
dime	quarter
dollar bill	cents
one cent	five cents
ten cents	twenty-five cents

### How to Run this Activity

- 1 Bring in real or realistic play coins (pennies=1¢, nickels=5¢, dimes=10¢, quarters=25¢). Hold up each coin, say the name and value, and have students repeat. Pass coins around so everyone can touch and examine them.
- 2 Teach: "One penny is one cent. One nickel is five cents. One dime is ten cents. One quarter is twenty-five cents." Write values on the board and have students copy.
- 3 Place coins on a table. Give students amounts to make: "Make 25 cents. Make 40 cents. Make one dollar (100 cents)." Students physically combine coins and announce: "This is a quarter!" or "These are four dimes!"
- 4 Create a fast-paced game: Show a coin, students shout the value. Then progress to: "I have two dimes and three nickels. How many cents?" Students calculate and answer aloud.

### Try it!

- ▶ *Point to a dime and say: "This is a dime. It is ten cents."*
- ▶ *Count: "One penny, one nickel, one dime, one quarter. This is 41 cents."*
- ▶ *Calculate: "I have 50 cents. I have two quarters!"*

**Facilitator tip:** *American coins can be confusing because their size doesn't match their value (a nickel is bigger than a dime, but worth less!). Explicitly teach this. Bring real coins if possible—physical objects are much more memorable than pictures.*

## Activity 2 Numbers on Signs and Forms - Reading Aloud Activity

### Key Vocabulary

zero	one
five	ten
twenty	fifty
one hundred	one thousand
phone number	ZIP code

### How to Run this Activity

- 1 Collect real examples: a house address (123 Main Street), a ZIP code (10001), a phone number (555-0147), prices (\$19.99), ages (25 years old). Display or write them on the board.
- 2 Model reading each aloud: Address: "one-two-three Main Street." Phone: "five-five-five, zero-one-four-seven." ZIP: "one-zero-zero-zero-one." Prices: "nineteen dollars and ninety-nine cents."
- 3 Distribute printed materials with numbers: library cards, store receipts, registration forms, event flyers. Students work in pairs, taking turns reading numbers aloud while their partner listens for accuracy.
- 4 Create a number bingo card with common numbers (5, 15, 30, 100, etc.). Call out numbers in English; students mark the ones they hear. First to get 5 in a row wins. Repeat with new cards.

### Try it!

- ▶ Read your phone number aloud slowly: "[Area code]-[prefix]-[number]".
- ▶ Say a ZIP code: "My ZIP code is 90210."
- ▶ Read a price: "This book costs fifteen dollars and ninety-nine cents."

**Facilitator tip:** Teach the phonetic differences: teens (13-19) sound similar to tens (30, 40, 50). Emphasize the "-teen" ending. Have students practice distinguishing "thirteen" vs. "thirty."

## Activity 3 Phone Number Role-Play - Calling Practice

### Key Vocabulary

What is your number?	My number is...
Say it again?	Did you say...?
Slowly, please.	Thank you.
zero	one
area code	extension

### How to Run this Activity

- 1 Teach the phrase structure: "My phone number is [area code] [three digits] [four digits]." Model slowly: "five... five... five... zero... zero... one... four... seven."
- 2 Pair students. One student has a "phone directory" with fictional names and phone numbers (or uses their own). They call the other and ask: "What is your phone number?" The other reads their number clearly.
- 3 If the listener doesn't hear clearly, they say: "Could you say that again?" or "Slowly, please?" The speaker repeats more slowly. Then the listener repeats back: "So your number is...?" to confirm.
- 4 Switch roles. Repeat with different partners. Emphasize the American habit of reading numbers in groups: pause after area code, then again after next 3 digits.

#### Try it!

- ▶ Say: "My number is [your number, slowly]."
- ▶ Ask: "What is your phone number?"
- ▶ Confirm: "So your number is five-five-five, zero-one-four-seven?"

**Facilitator tip:** Americans read phone numbers in a specific rhythm: (XXX) XXX-XXXX with pauses. Teach and practice this pattern. Also teach common responses to misheard numbers: "Can you spell that?" or "Could you repeat, please?"

## Activity 4 Number Line Ordering and Sequence Game

### Key Vocabulary

first	second
third	fourth
fifth	tenth
ordinal number	cardinal number
before	after

### How to Run this Activity

- 1 Draw a number line on the board from 1-10. Teach ordinal numbers: "First, second, third..." Point to each position while saying the ordinal aloud. Have students repeat.
- 2 Give students cards with numbers written as words and numerals (1, 2, 3... OR first, second, third...). Students arrange themselves in order along the front of the room, holding their cards.
- 3 Call out questions: "Who is first?" "What comes after third?" "Who is between fifth and seventh?" Students answer by pointing or saying their positions aloud.
- 4 Play a speed game: Shuffle the student order. They must quickly rearrange themselves without talking, showing they understand the sequence. Time them. Repeat 2-3 times, getting faster each round.

#### Try it!

- ▶ Say ordinal numbers: "First, second, third, fourth, fifth, sixth, seventh..."
- ▶ Answer: "What comes after tenth?" "Eleventh."
- ▶ Use in context: "She came in first. He came in third."

**Facilitator tip:** Ordinal numbers are tricky (first, not "oneth!"). Write them out prominently. Emphasize the -th ending for most numbers, but highlight the irregular ones (first, second, third). Lots of repetition helps.

## Activity 5 Form-Filling with Numbers - Age, Address, ZIP

### Key Vocabulary

age	date of birth
address	street
ZIP code	apartment number
years old	born in
house number	city

### How to Run this Activity

- 1 Show a realistic form requiring number information: library registration, school enrollment, or job application. Highlight the number fields: age (in years), street address (with house/apartment number), ZIP code, birth year.
- 2 Walk through an example: "I am 35 years old. My address is 456 Oak Street, Apartment 7. My ZIP code is 10001." Have students repeat each line.
- 3 Distribute blank forms. Students fill in their own information (or made-up info for privacy). As they write, have them say each number aloud: "My age is twenty-five. My ZIP code is nine-zero-zero-one-zero."
- 4 Pair up and exchange forms. Partner reads the numbers aloud while the writer checks for accuracy. Correct any misread numbers. Practice saying them together 2-3 times.

### Try it!

- ▶ Say your age: "I am [X] years old."
- ▶ Give your ZIP code: "My ZIP code is [five digits]."
- ▶ Read an address: "[House number] [Street name], [City], [ZIP]."

**Facilitator tip:** Many students struggle with large numbers (ZIP codes, house numbers). Teach them to read digits one-by-one rather than as full numbers: say "zero-zero-one-two-three" not "one thousand, two hundred, three." For ages, always say "years old" after the number.

# Dates, Time, and Weather

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Calendar Reading - Days and Dates Practice
- 2 Weekly Planner Activity - Writing Schedule
- 3 Role-Play Making an Appointment
- 4 Days and Months Sorting Game - Sequencing Activity
- 5 Reading a Bus/Work Schedule - Time and Days Practice

## Activity 1 Calendar Reading - Days and Dates Practice

### Key Vocabulary

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	weekend
today	tomorrow

### How to Run this Activity

- 1 Display a large wall calendar or printed monthly calendar. Point to each day of the week and have students repeat: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- 2 Teach: "Monday through Friday are weekdays. Saturday and Sunday are the weekend." Mark weekdays in one color, weekend days in another. Ask: "Is Monday a weekday?" "Is Saturday a weekend day?"
- 3 Point to dates on the calendar and practice reading them: "March 18th," "March 25th." Teach the ordinal pattern: first, second, third, fourth... Add "-th" for most numbers.
- 4 Ask daily questions: "What day is today?" (point to today's date). "What day is tomorrow?" Point together and practice the answer. "What is the date today?" Answer with full date: "Today is Tuesday, March 18th, 2026."

### Try it!

- ▶ *Point to a date and say: "This is Monday, March 20th."*
- ▶ *Ask: "What day is the weekend?"*
- ▶ *Answer: "Today is [day], [full date]."*

**Facilitator tip:** *In America, Sunday is traditionally the first day of the week (shown on left in calendars), though many people think Monday is first. Clarify this. The date format is month-day-year (March 18, 2026), which differs from many other countries.*

## Activity 2 Weekly Planner Activity - Writing Schedule

### Key Vocabulary

Monday	Friday
morning	afternoon
appointment	schedule
What time?	I have...
at	on

### How to Run this Activity

- 1 Create a blank weekly planner grid (7 days, with morning/afternoon/evening rows, or simplified 7-day view). Show an example schedule: "Monday 9 a.m. - Library. Tuesday 2 p.m. - Doctor appointment. Friday 10 a.m. - English class."
- 2 Have students create their own weekly schedule with 5-7 activities (real or hypothetical). They write the day, time, and activity. Circulate and help with spelling.
- 3 Pair students. They take turns reading their schedules aloud using the phrase: "On [day] at [time], I have [activity]." Partner listens and asks: "What time?" or "What day is that?"
- 4 Create a shared classroom schedule on the board with combined activities. Discuss: "When do we have library time?" "Who has an appointment on Thursday?" Reinforce day and time vocabulary.

### Try it!

- ▶ Say: "On Monday at 9 o'clock, I have English class."
- ▶ Ask: "What time is your appointment on Wednesday?"
- ▶ Answer: "At 2 p.m. I have a doctor visit."

**Facilitator tip:** Americans use both 12-hour (2 p.m.) and 24-hour time informally. Teach a.m. (morning, midnight-noon) and p.m. (afternoon/evening, noon-midnight). Use 12-hour primarily since it's more common in everyday conversation.

## Activity 3 Role-Play Making an Appointment

### Key Vocabulary

I have an appointment.	Thursday works for me.
What time?	What day?
I am available...	Is [day] okay?
Can I...?	Let me check my calendar.
Perfect!	See you then.

### How to Run this Activity

- 1 Model a sample appointment dialogue: A: "Can I make an appointment?" B: "Sure! What day works for you?" A: "Thursday afternoon." B: "How about 2 p.m.?" A: "Thursday at 2 p.m. is perfect!" B: "Great! See you Thursday."
- 2 Provide a script template with blanks for students to fill in their own times/days. Practice reading through it once together as a class.
- 3 Pair students: one is the office receptionist (library, doctor, salon), the other is calling to make an appointment. The caller uses the script; the receptionist improvises responses.
- 4 Switch roles and repeat with different appointment types (library program, doctor, haircut, school meeting). Afterward, ask: "What phrases did you use?" and list them on the board.

#### Try it!

- ▶ *Call and ask: "Can I make an appointment on Friday?"*
- ▶ *Respond: "Yes! What time is good for you?"*
- ▶ *Confirm: "Okay, Friday at 10 a.m. See you then!"*

**Facilitator tip:** *Many cultures have different appointment expectations. In the US, appointments are usually punctual and scheduled in advance. Teach this context. Also teach how to handle conflicts: "Can we do another time? I am not available Thursday."*

## Activity 4 Days and Months Sorting Game - Sequencing Activity

### Key Vocabulary

January	February
spring	summer
fall	winter
month	year
season	holiday

### How to Run this Activity

- 1 Write all 12 months on individual cards. Place them face-up and have students arrange them in order (January to December). Once correct, flip them over and have students arrange from memory. Repeat until fast.
- 2 Teach the 4 seasons and which months they include (US): Winter (December-February), Spring (March-May), Summer (June-August), Fall (September-November). Sort month cards into season groups.
- 3 Introduce major US holidays and their months: Independence Day (July 4), Thanksgiving (November), Christmas (December). Place holiday cards next to the correct months.
- 4 Play a speed game: Call out a month or season. Students race to say the next month/season. Or: "What month comes after July?" "August!" "What season is December in?" "Winter!"

#### Try it!

- ▶ Say the months in order: "January, February, March, April..."
- ▶ Identify: "What season is July in?" "Summer!"
- ▶ Answer: "Christmas is in [month]."

**Facilitator tip:** The seasons in the US are different from some other hemispheres (Australia has opposite seasons). Be aware of this if students are from the Southern Hemisphere. Teach US seasons clearly since they'll encounter them in American contexts.

## Activity 5 Reading a Bus/Work Schedule - Time and Days Practice

### Key Vocabulary

schedule	time
Monday	Friday
morning	afternoon
time	arrives/departs
What time...?	When...?

### How to Run this Activity

- 1 Show a realistic schedule: a bus timetable, a work shift schedule, or a library hours poster. Explain: "This shows when the bus comes. This line is 8:30 a.m. This line is 2:15 p.m."
- 2 Work through 3-4 example questions as a class: "When does the bus come on Monday morning?" (students find Monday, find morning column, read time). "What time is the afternoon bus on Friday?" etc.
- 3 Distribute printed schedules (with simple layouts). Ask comprehension questions orally. Students point to the answer and read it aloud. Examples: "What day is closed?" "When does it open on Saturday?" "What time is the evening slot?"
- 4 Create a scavenger hunt: Give students 5-6 questions about the schedule. They find answers and write down the time/day. Share answers with a partner and correct together. Discuss: "Was that easy or hard? Why?"

### Try it!

- ▶ *Read a time: "The bus arrives at 8:45 a.m."*
- ▶ *Find information: "What time does the library close on Wednesday?"*
- ▶ *Answer: "At 5 p.m. It opens again on Thursday at 10 a.m."*

**Facilitator tip:** *Real-world schedules are essential for independence in the US. Bus riders, students with work schedules, and library users all need these skills. Use actual local schedules if possible to make it meaningful and practical.*

# In the Neighborhood and around Town

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Neighborhood Map Labeling
- 2 Meeting Your New Neighbor Role-Play
- 3 Community Notice Board Reading
- 4 Locating Neighborhood Places on a Map
- 5 Describing Your Neighborhood

## Activity 1 Neighborhood Map Labeling

### Key Vocabulary

neighbor	neighborhood
apartment	house
lawn	garden
community center	library
street	block
city	town

### How to Run this Activity

- 1 Distribute a blank neighborhood map to each participant. Include common buildings: grocery store, bank, post office, school, church, library, park, coffee shop, bakery, and restaurant.
- 2 Call out the name of each location one at a time. Participants write the name on the correct building in their map.
- 3 After completing the map, have participants work in pairs. One person asks, 'Where is the grocery store?' and the other points to it on the map and says, 'It's on Main Street, near the bank.'
- 4 Review pronunciations together. Have volunteers read their maps aloud, using complete sentences to describe locations.

#### Try it!

- ▶ *Where is the nearest grocery store?*
- ▶ *The library is on Oak Street.*
- ▶ *I live in a neighborhood with a park.*
- ▶ *Can you show me where the post office is?*

**Facilitator tip:** *Use a real map of your town if possible. Ask participants to identify their own neighborhoods and landmarks. This connects vocabulary to their actual living environment.*

## Activity 2 Meeting Your New Neighbor Role-Play

### Key Vocabulary

introduce	conversation
move in	move out
backyard	driveway
community	block

### How to Run this Activity

- 1 Create a scenario: 'You just moved into an apartment. Your neighbor comes to say hello.' Demonstrate the conversation with a volunteer playing the neighbor.
- 2 Model useful phrases: 'Hi, my name is... I'm your new neighbor. I live next door. Have you lived here long? Do you have any pets?'
- 3 Pair participants and assign roles (new neighbor / established neighbor). Give each pair 5 minutes to have a natural conversation.
- 4 Invite 2-3 pairs to perform their conversations for the whole class. Provide feedback on naturalness and pronunciation.

#### Try it!

- ▶ *Hi, my name is Sarah. I just moved in.*
- ▶ *Have you lived here long?*
- ▶ *I have lived here for two years.*
- ▶ *Do you have any recommendations for a good mechanic?*

**Facilitator tip:** Encourage participants to exchange phone numbers in the role-play (optional). This normalizes asking for contact info in a natural context. Celebrate authentic conversations, not perfect grammar.

## Activity 3 Community Notice Board Reading

### Key Vocabulary

conversation	community center
introduce	apartment

### How to Run this Activity

- 1 Create a sample community notice board (poster) with 5-6 real or realistic announcements: yoga class at community center, book club at library, ESL conversation group, neighborhood block party, church event.
- 2 Distribute printed copies or show on screen. Ask: 'What activities are available in this community? Which ones interest you?'
- 3 Have participants work in pairs. Each pair chooses one notice and prepares to explain it to the class in 2-3 sentences.
- 4 Host a 'notice board walk.' Pairs stand by their chosen notice and present: 'This is a book club. It meets every Tuesday at the library. It costs \$5 per month.'

#### Try it!

- ▶ *There is a yoga class at the community center.*
- ▶ *The book club meets every Tuesday.*
- ▶ *This event is free for neighbors.*
- ▶ *I am interested in the conversation group.*

**Facilitator tip:** *If possible, bring real notices from your library or community center. Discuss which events are truly free versus those with fees. Ask where participants have seen community notices (libraries, email, bulletin boards).*

## Activity 4 Locating Neighborhood Places on a Map

### Key Vocabulary

street	block
city	town
neighborhood	community

### How to Run this Activity

- 1 Show a detailed street map of your town (printed or digital). Point to key intersections and locations. Use compass directions: 'The post office is on Main Street between First and Second Avenue.'
- 2 Teach directional language: north, south, east, west, between, near, across from, next to.
- 3 Call out locations and have participants point on their maps. Start simple: 'Show me the library.'  
Progress to: 'The church is north of the grocery store. Where is it?'
- 4 Have each participant choose one location they visit regularly (doctor, workplace) and describe how to get there from the library using streets and directions.

#### Try it!

- ▶ *The bank is on Oak Street near the park.*
- ▶ *Can you show me where the school is?*
- ▶ *The post office is across from the coffee shop.*
- ▶ *Go north on Main Street to find the library.*

**Facilitator tip:** *Download a free map from Google Maps or OpenStreetMap. Encourage participants to bring a map of their own neighborhood and share it. This builds personal connection and real-world skills.*

## Activity 5 Describing Your Neighborhood

### Key Vocabulary

neighborhood	community
lawn	garden
backyard	driveway
block	street

### How to Run this Activity

- 1 Model a description: 'My neighborhood is quiet and safe. There are many trees and gardens. We have a community center and a park. My neighbors are friendly. We say hello in the morning.'
- 2 Brainstorm adjectives for neighborhoods: quiet, busy, safe, green, friendly, new, old, large, small.
- 3 Have participants write 3-4 sentences describing their own neighborhood. Help with vocabulary as needed. Provide a sentence starter: 'My neighborhood is... There are... My neighbors...'
- 4 Organize a 'neighborhood tour' where volunteers stand and read their descriptions. After each one, peers ask follow-up questions: 'How long have you lived there? Do you like your neighborhood? Why?'

### Try it!

- ▶ *My neighborhood is very green with many trees.*
- ▶ *There is a park and a community center near my home.*
- ▶ *My neighbors are very friendly and helpful.*
- ▶ *I like my neighborhood because it is quiet and safe.*

**Facilitator tip:** Show photos of different neighborhood types (urban, suburban, rural) to expand perspectives. Discuss what makes a neighborhood feel like home. Ask about neighborhoods in their home countries for comparison.

# Using Money

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Identifying American Coins and Bills
- 2 Role-Play at the Bank
- 3 Reading a Bank Statement
- 4 Budgeting Exercise
- 5 Calling the Bank

## Activity 1 Identifying American Coins and Bills

### Key Vocabulary

credit card	debit card
bills	coins
cash	check

### How to Run this Activity

- 1 Display real or printed images of American coins: penny (1¢), nickel (5¢), dime (10¢), quarter (25¢). Repeat names several times. Have participants repeat each name aloud.
- 2 Show bills: \$1, \$5, \$10, \$20, \$100. Point out size differences and colors. Show the face on each bill.
- 3 Teach coin combinations: 4 quarters = 1 dollar, 2 dimes + 1 nickel = 25 cents, etc. Practice with math problems: 'One dime and two nickels equals... 20 cents!'
- 4 Create a 'matching game.' Call out an amount (like 'thirty cents') and participants hold up the correct combination of coins or bills.

### Try it!

- ▶ *A quarter is worth 25 cents.*
- ▶ *A dime is worth 10 cents.*
- ▶ *Four quarters equals one dollar.*
- ▶ *This bill is a twenty-dollar bill.*

**Facilitator tip:** *If possible, bring real coins and bills for people to handle and examine. Emphasize the distinctive features (size, color, names). Discuss why understanding coins is important for small purchases and change.*

## Activity 2 Role-Play at the Bank

### Key Vocabulary

deposit	withdrawal
savings account	checking account
bank teller	ATM

### How to Run this Activity

- 1 Explain the scenario: 'You want to open a checking account' or 'You want to withdraw money.' Model the conversation with a volunteer playing the bank teller.
- 2 Teach key phrases: 'I would like to open an account.' 'What is my account balance?' 'I would like to deposit this check.' 'Can I withdraw \$50, please?'
- 3 Set up a 'bank counter' with a volunteer as teller and a line of customers. Customers come up one at a time with a simple request (opening account, depositing check, asking balance).
- 4 Rotate roles so multiple participants practice as both customer and bank teller. Provide a script card for tellers with standard responses.

#### Try it!

- ▶ *I would like to open a checking account.*
- ▶ *What is my account balance?*
- ▶ *I would like to deposit this check.*
- ▶ *Can I withdraw \$100 in cash, please?*

**Facilitator tip:** *Explain the difference between checking and savings accounts in simple terms: checking is for everyday spending, savings is for money you keep. Many banks offer accounts with no minimum balance for new immigrants.*

## Activity 3 Reading a Bank Statement

### Key Vocabulary

bank account	transaction
balance	deposit
withdrawal	interest

### How to Run this Activity

- 1 Display or distribute a sample simplified bank statement. Highlight key parts: account number, statement period, transactions, opening and closing balance.
- 2 Explain each column: date (when), description (what), amount (how much), balance (running total).
- 3 Practice reading individual transactions: 'On January 5th, there was a deposit of \$500. The balance is now \$1,200. On January 10th, there was a withdrawal of \$100. The new balance is \$1,100.'
- 4 Give each pair a blank statement and ask them to calculate balances based on transactions you call out. Check answers together.

#### Try it!

- ▶ *I have a checking account at the bank.*
- ▶ *There was a deposit of \$1,000 on March 1st.*
- ▶ *The balance is now \$2,500.*
- ▶ *I made a withdrawal yesterday.*

**Facilitator tip:** *Explain that bank statements help you track money and catch errors. Discuss online banking—many banks now offer statements by email. Encourage participants to ask their bank for a free statement to practice with at home.*

## Activity 4 Budgeting Exercise

### Key Vocabulary

budget	payment
income	expense
savings	investment

### How to Run this Activity

- 1 Teach budget basics: add up all money coming in (income), then list all money going out (expenses).
- 2 Create a realistic sample budget for an American family: rent \$1,200, food \$400, utilities \$150, transportation \$200, insurance \$100, childcare \$150, savings \$100, other \$100. Total income: \$2,200.
- 3 Have participants create their own budget using a worksheet. List categories: rent/mortgage, food, utilities, transportation, insurance, childcare, savings, other.
- 4 Pair participants to discuss their budgets: 'How much do you spend on food? Do you have money for savings? Where can you spend less?'

#### Try it!

- ▶ *My monthly budget is \$2,500.*
- ▶ *I spend \$1,000 on rent.*
- ▶ *I save \$200 every month.*
- ▶ *Food costs about \$400 per month.*

**Facilitator tip:** Use real numbers from your area (rent, utilities). Discuss the importance of savings, even small amounts. Many banks in America offer financial planning services free to customers. Introduce the concept of living within your means.

## Activity 5 Calling the Bank

### Key Vocabulary

ATM	PIN
account	balance
credit card	debit card

### How to Run this Activity

- 1 Write a script for a typical call: 'Hi, I have a question about my account. Yes, I'm a customer. My account number is... What is my balance?' Record or model the conversation.
- 2 Teach important phone phrases: 'I need to speak to someone about...', 'Can you help me?', 'I don't understand. Can you repeat, please?', 'Thank you for your help.'
- 3 Pair participants. One is the customer, one is the bank representative. Give the customer a simple question: 'What's my balance? Can I get a credit card? What is my interest rate?'
- 4 Discuss safety: 'Never give your PIN or full account number to someone who calls you. Banks will never ask for passwords by phone or email.' Practice the phrase: 'I cannot give that information over the phone.'

#### Try it!

- ▶ *I need to ask about my account balance.*
- ▶ *Can you help me open a savings account?*
- ▶ *Can you please repeat that?*
- ▶ *Thank you for your help today.*

**Facilitator tip:** Many U.S. banks have 24/7 customer service lines and interpreters. Discuss how to access these. Teach participants to write down their questions before calling. Role-play common frustrations (long hold times, automated systems) so they feel prepared.

# Apartments, Houses, and Utilities

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Rental Ad
- 2 Role-Play with Landlord or Real Estate Agent
- 3 Filling in a Rental Application
- 4 Understanding a Utility Bill
- 5 Calling to Report a Repair

## Activity 1 Reading a Rental Ad

### Key Vocabulary

landlord	tenant
rent	deposit
lease	rental agreement

### How to Run this Activity

- 1 Display 2-3 real or realistic rental listings from a website. Point out key information: address, number of bedrooms/bathrooms, rent price, 'what's included' (utilities, parking), contact info.
- 2 Teach abbreviations: BR (bedroom), BA (bathroom), apt (apartment), incl. (included), utilities (electric, water, heat), lease term.
- 3 Provide a vocabulary checklist. Have participants scan the ads and identify: rent amount, deposit required, move-in date, phone number to call.
- 4 Ask comprehension questions: 'Is water included?' 'How much is the deposit?' 'Can you move in this month?' 'Are pets allowed?'

#### Try it!

- ▶ *This apartment costs \$1,200 a month.*
- ▶ *The deposit is \$1,200 due at move-in.*
- ▶ *Utilities are included in the rent.*
- ▶ *The lease is for one year.*

**Facilitator tip:** Use real listings from Craigslist, Facebook Marketplace, or rental sites relevant to your area. Discuss red flags: too-good prices, requests for money before signing. Teach participants to always visit in person before paying.

## Activity 2 Role-Play with Landlord or Real Estate Agent

### Key Vocabulary

landlord	tenant
lease	rental period
rental agreement	termination

### How to Run this Activity

- 1 Create two scenarios: (1) A tenant tours an apartment and asks questions. (2) A tenant signs a lease and discusses move-in details.
- 2 Model questions a tenant should ask: 'When can I move in?' 'Is the deposit refundable?' 'Who pays for repairs?' 'Are utilities included?' 'Can I have pets?'
- 3 Set up a simple 'rental office.' One volunteer is the landlord/agent sitting at a desk with a lease form. Others are renters with questions.
- 4 Rotate so multiple participants practice both roles. Encourage realistic questions based on their own housing searches.

#### Try it!

- ▶ *When can I move in?*
- ▶ *How much is the deposit?*
- ▶ *Are utilities included?*
- ▶ *Who pays for repairs in the apartment?*

**Facilitator tip:** *Explain the difference: landlords own buildings and collect rent; real estate agents help buy/sell property (not usually rentals). Discuss tenant rights in your state—many have free legal aid organizations that help renters.*

## Activity 3 Filling in a Rental Application

### Key Vocabulary

rental agreement	sign
rent payment	receipt
payment schedule	due date

### How to Run this Activity

- 1 Distribute a simplified rental application form. Walk through each section: personal info (name, phone, email), income (job and salary), references (landlord/supervisor contact), pet info, move-in date.
- 2 Explain what information is required and why: income shows ability to pay, references show history as a good tenant, personal info allows contact.
- 3 Have participants practice filling out the form with real or practice information. Assist with spelling names, writing addresses, calculating income.
- 4 Review completed forms for legibility and completeness. Discuss common questions: 'What if I don't have previous landlord references? What if I'm self-employed?'

#### Try it!

- ▶ *I am filling out a rental application.*
- ▶ *My monthly income is \$2,500.*
- ▶ *I will move in on May 1st.*
- ▶ *Here is a reference from my previous landlord.*

**Facilitator tip:** Explain that many landlords do background checks and check references. Discuss credit reports and credit scores (they affect housing approval). Some organizations help people with bad credit or no rental history find housing.

## Activity 4 Understanding a Utility Bill

### Key Vocabulary

utilities	maintenance
electricity bill	water bill
monthly payment	due date

### How to Run this Activity

- 1 Display a sample utility bill (electric, water, or gas). Point out each section: billing period, usage (how much you used), rate (cost per unit), total amount due, due date.
- 2 Explain typical utilities in the U.S.: electricity (for lights, appliances), water, natural gas (for heat and cooking), sometimes internet.
- 3 Teach vocabulary: kWh (kilowatt-hour, measurement of electricity), CCF (unit for natural gas), gallons (water measurement).
- 4 Have participants practice reading bills. Give scenarios: 'Your electric bill is \$125 and due by the 20th. What should you do?' 'Your water bill doubled. Why might this happen?'

#### Try it!

- ▶ *This is my electricity bill.*
- ▶ *The bill is due on March 20th.*
- ▶ *I use about 300 kWh of electricity per month.*
- ▶ *My water bill is \$45 this month.*

**Facilitator tip:** *Discuss how to reduce utility costs: turn off lights, take shorter showers, insulate homes. Many utility companies offer free energy audits. Explain how to report a utility emergency (gas leak, no heat in winter).*

## Activity 5 Calling to Report a Repair

### Key Vocabulary

repair	maintenance
landlord	emergency
appointment	the plumber

### How to Run this Activity

- 1 Create realistic scenarios: broken stove, leaky faucet, heating system not working, water damage, broken door lock. Discuss which are emergencies (heat in winter, water damage) vs. non-emergencies.
- 2 Model a phone call: 'Hi, I'm calling about my apartment at [address]. There is a problem with the heating. Can someone come fix it? Yes, I'm available Monday. What time?' Practice saying address, apartment number, and problem clearly.
- 3 Give participants a scenario card with a problem. They call the 'landlord' (a volunteer with a phone script) and request a repair.
- 4 Discuss: What's the best time to call? Should you email or call? What info should you have ready (address, apartment number, problem description)?

#### Try it!

- ▶ *I'm calling to report a repair.*
- ▶ *There is a leaky faucet in the kitchen.*
- ▶ *Can someone come fix it this week?*
- ▶ *I am available on Tuesday afternoon.*

**Facilitator tip:** *Emphasize: don't wait for emergency situations. Small problems become big expensive problems. Explain 'reasonable hours'—landlords usually must respond within 24-48 hours. Discuss tenant rights: in many states, landlords must provide 24-hour notice before entering for non-emergencies.*

# Using Technology and Social Media

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Identifying Computer Parts
- 2 Role-Play Tech Support Call
- 3 Reading a Wi-Fi Password Notice
- 4 Safe Internet Basics
- 5 Filling in an Online Form

## Activity 1 Identifying Computer Parts

### Key Vocabulary

desktop computer

laptop computer

keyboard

mouse

monitor

screen

### How to Run this Activity

- 1 Display images or real computers (if available). Point to and name each part slowly: keyboard, mouse, monitor/screen, power button, hard drive, speakers, touchpad (on laptop).
- 2 Repeat each term 2-3 times and have participants repeat. Ask: 'What do you use the keyboard for? What about the mouse? The screen?'
- 3 Create a labeling activity: show a diagram of a computer and have participants number or match parts to their names.
- 4 Play a 'Simon Says' game: 'Touch the keyboard... Click the mouse... Point to the monitor.' Use commands to reinforce part names and functions.

### Try it!

- ▶ *This is a desktop computer.*
- ▶ *The keyboard is for typing.*
- ▶ *The mouse is for clicking.*
- ▶ *The monitor shows pictures and words.*

**Facilitator tip:** *Bring in actual computers or parts if possible—hands-on learning is powerful. Discuss the difference: desktop (separate pieces, more powerful, stays in one place) vs. laptop (portable, all-in-one). Many libraries have computers people can practice with.*

## Activity 2 Role-Play Tech Support Call

### Key Vocabulary

password	username
email	website
to log in	browser

### How to Run this Activity

- 1 Scenario: Someone can't log into their email or a website. Model a helpful tech support call: 'I'm having trouble logging in. Yes, I remember my username. No, I don't remember my password. Can you help me reset it?'
- 2 Teach phrases: 'I have a problem with...', 'Can you help me?', 'I tried... but it didn't work.', 'Can you explain that again, please?'
- 3 Set up a 'tech support center.' Volunteers take turns as the help desk person. Callers describe their problem: can't remember password, can't log in, forgot username, browser won't open.
- 4 Discuss solutions: password reset, security questions, contacting website support, clear cookies/cache (use simple terms: 'Sometimes you need to restart your computer').

#### Try it!

- ▶ *I forgot my password.*
- ▶ *I cannot log in to my email.*
- ▶ *Can you help me reset my username?*
- ▶ *I don't remember my password. Can I reset it?*

**Facilitator tip:** *Emphasize password safety: never share passwords, use strong passwords (mix of letters and numbers), write them down in a safe place. Discuss 'two-factor authentication'—extra security using a phone number. Normalize that tech problems happen to everyone.*

## Activity 3 Reading a Wi-Fi Password Notice

### Key Vocabulary

wifi	internet
password	network
to connect	security

### How to Run this Activity

- 1 Display a typical Wi-Fi setup notice (like from a router or apartment). Point out: network name (SSID), password, type of security (WPA2, WPA3), password tips.
- 2 Teach: 'SSID' (Service Set Identifier) = the name of the wireless network. Password = the code to connect. Some passwords are simple, some are complex (mix of upper/lowercase, numbers, symbols).
- 3 Have participants practice 'connecting': show them a device screen asking for network name and password. They read the notice and enter the password correctly. Reinforce: Is this network secure? Yes, it has a password.
- 4 Discuss: Where is the network name and password? (on a sticker on the router, in the setup materials, emailed to you). What if you forget? (Call internet provider, look at bill)

#### Try it!

- ▶ *The Wi-Fi network name is 'Community Library Guest'.*
- ▶ *The password is 'Learn2024!'*
- ▶ *I need to enter the password to connect.*
- ▶ *This network is secure and password-protected.*

**Facilitator tip:** Explain that public Wi-Fi (like in coffee shops) might not have passwords and are less secure. Discuss: don't do banking on public Wi-Fi, use a VPN (Virtual Private Network) for safety. Teach: if Wi-Fi isn't working, restart the router (turn off, wait 30 seconds, turn on).

## Activity 4 Safe Internet Basics

### Key Vocabulary

password	security
privacy	spam
download	attachment

### How to Run this Activity

- 1 Teach internet safety rules: 1) Create strong passwords (mix of letters, numbers, symbols; don't use birthdate or simple words). 2) Don't share personal information (bank, SSN, credit card) online. 3) Don't download from unknown sources.
- 2 Discuss common dangers: phishing (fake emails), viruses, spam. Show examples of suspicious emails: 'Click here to claim your prize!' 'Verify your bank account!' Teach: banks don't ask for passwords by email.
- 3 Explain attachments: only open attachments from people you know and trust. Viruses can hide in attachments.
- 4 Role-play: 'You get an email saying you won a prize.' Response: 'Don't click. This is a scam.' 'A friend sends a file.' Response: 'I'll ask her if she sent it, then open it.'

#### Try it!

- ▶ Use a strong password with letters and numbers.
- ▶ Banks will never ask for your password by email.
- ▶ Don't download files from unknown websites.
- ▶ Be careful with email attachments from unknown senders.

**Facilitator tip:** Discuss U.S. Federal Trade Commission (FTC) resources on internet safety. Many libraries and senior centers offer free tech security classes. Teach: if you think you're a victim of fraud, call the FTC (1-877-438-4338). Scams target everyone—using precautions is smart, not paranoid.

## Activity 5 Filling in an Online Form

### Key Vocabulary

form	email
username	password
to submit	account

### How to Run this Activity

- 1 Show an actual online form (sign-up, library card, job application). Walk through each field: name, email, password, date of birth, address, phone.
- 2 Explain what information is required (marked with \*) vs. optional. Teach that required fields must be filled before submitting.
- 3 Have participants practice: give each person a simple online form (printed or on screen). They fill in their information carefully.
- 4 Check: Is all information legible? Are required fields completed? Is the email address spelled correctly? Teach: after submitting, you usually get a confirmation email. Check your inbox and spam folder.

#### Try it!

- ▶ *I am creating a new account.*
- ▶ *This field is required—I must fill it in.*
- ▶ *My email address is 'john@email.com'.*
- ▶ *I clicked 'submit' and got a confirmation email.*

**Facilitator tip:** Practice with real forms: library website, community center registration, or a safe practice form. Discuss: before submitting, check for secure connection (look for 'https' and a lock icon in the address bar). Teach: don't submit personal info on non-secure sites (no 'https').

# Interviewing and Finding Work

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Job Posting
- 2 Role-Play Job Interview
- 3 Filling in a Job Application Form
- 4 Sorting Job Skills
- 5 Phone Script for Following Up After Applying

## Activity 1 Reading a Job Posting

### Key Vocabulary

job posting	position
job description	qualification
employer	job search portal

### How to Run this Activity

- 1 Display a sample job posting from a US company (healthcare, retail, or hospitality).
- 2 Have students identify key information: job title, company name, location, and requirements.
- 3 Discuss what makes a strong candidate and how qualifications match job requirements.
- 4 Ask students about their relevant work experience or skills that match the posting.

#### Try it!

- ▶ *What qualifications do you have for this job?*
- ▶ *Tell me about your work experience in this field.*
- ▶ *How did you find this job posting?*

**Facilitator tip:** *Use real job postings from LinkedIn or Indeed to make this activity authentic and relevant.*

## Activity 2 Role-Play Job Interview

### Key Vocabulary

to hire	interview
strength	weakness
to prepare	to practice

### How to Run this Activity

- 1 Explain the purpose of a job interview and how it works in the US (formal, professional).
- 2 Show example interview questions and have students listen to sample answers.
- 3 Pair students and assign roles: interviewer and candidate.
- 4 Conduct interviews with follow-up questions about experience, skills, and why they want the job.

#### Try it!

- ▶ *Tell me about your work experience.*
- ▶ *What are your strengths and weaknesses?*
- ▶ *Why do you want to work for our company?*

**Facilitator tip:** *Provide students with a list of common interview questions so they can prepare. Emphasize eye contact and professional tone.*

## Activity 3 Filling in a Job Application Form

### Key Vocabulary

job application	résumé
reference	recommendation
work experience	education

### How to Run this Activity

- 1 Distribute blank job application forms (simplified versions of real US applications).
- 2 Review each section: personal information, work history, education, and references.
- 3 Explain what information goes in each field and discuss the importance of accuracy.
- 4 Have students complete a sample form with accurate information from their own backgrounds.

#### Try it!

- ▶ *How do you fill in the work experience section?*
- ▶ *Where do you write your phone number?*
- ▶ *Who can you use as a reference?*

**Facilitator tip:** *Highlight common mistakes on job applications (leaving blank fields, poor handwriting, incorrect dates). Bring real forms for students to practice.*

## Activity 4 Sorting Job Skills

### Key Vocabulary

skill	strength
to work	position
company	employee

### How to Run this Activity

- 1 Create cards with different job skills (communication, technical skills, teamwork, problem-solving).
- 2 Display cards and discuss what each skill means with examples from different jobs.
- 3 Have students sort skills by importance for specific job types (retail, healthcare, IT).
- 4 Discuss which skills they have and which ones they want to develop.

#### Try it!

- ▶ *I am good at teamwork and communication.*
- ▶ *I want to improve my technical skills.*
- ▶ *Which skills are most important for this job?*

**Facilitator tip:** Use pictures or icons alongside skill names to help visual learners. Relate skills to actual jobs students are interested in.

## Activity 5 Phone Script for Following Up After Applying

### Key Vocabulary

to look for a job	to research
cover letter	hired
to ask questions	employer

### How to Run this Activity

- 1 Explain when and how to follow up after submitting an application (after 1-2 weeks).
- 2 Provide a sample phone script and discuss key phrases for professional conversation.
- 3 Practice the script together as a class (teacher as employer, students as applicants).
- 4 Have students practice in pairs, with one as the employer receptionist or hiring manager.

#### Try it!

- ▶ *Hello, I am calling about the job I applied for two weeks ago.*
- ▶ *Could you tell me the status of my application?*
- ▶ *Thank you for your time. I look forward to hearing from you.*

**Facilitator tip:** Record example calls so students can hear correct pronunciation and pacing. Remind them to be polite and professional.

# Life at the Office

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Workplace Vocabulary Matching
- 2 Role-Play Asking for Time Off
- 3 Reading a Work Schedule
- 4 Office Email Writing
- 5 Understanding a Pay Stub

## Activity 1 Workplace Vocabulary Matching

### Key Vocabulary

boss	supervisor
coworker	colleague
department	office

### How to Run this Activity

- 1 Create a matching activity with 10-15 workplace terms and their definitions or pictures.
- 2 Display images of workplace locations and equipment (desk, printer, meeting room).
- 3 Have students match terms to pictures or example sentences about workplace scenarios.
- 4 Discuss the functions and importance of each item or role in an office setting.

### Try it!

- ▶ *My boss is very friendly and helpful.*
- ▶ *I work with three coworkers in my department.*
- ▶ *The printer is near the meeting room.*

**Facilitator tip:** *Use photos or illustrations of real office environments. Consider bringing in office supply catalogs for visual reference.*

## Activity 2 Role-Play Asking for Time Off

### Key Vocabulary

boss	manager
break	lunch break
to arrange a meeting	to cancel a meeting

### How to Run this Activity

- 1 Explain different types of time off in the US (sick days, vacation days, personal days).
- 2 Model appropriate language for requesting time off professionally.
- 3 Assign roles: employee requesting time off and manager/supervisor deciding.
- 4 Have students practice conversations about specific time-off scenarios.

#### Try it!

- ▶ *I would like to request time off next week.*
- ▶ *Can I take a day off on Friday?*
- ▶ *I need to leave early today for a doctor's appointment.*

**Facilitator tip:** *Explain company policies about advance notice (usually 2 weeks for vacation, as soon as possible for emergencies). Practice both formal and casual requests.*

## Activity 3 Reading a Work Schedule

### Key Vocabulary

workday	overtime
task	project
working hours	shift

### How to Run this Activity

- 1 Display a weekly work schedule showing different shift times and days off.
- 2 Have students practice reading times, days, and identifying their shift.
- 3 Discuss overtime and how it affects pay. Explain break times.
- 4 Have students identify their days off and plan what to do during breaks.

#### Try it!

- ▶ *What time does my shift start?*
- ▶ *When do I have my lunch break?*
- ▶ *How many hours of overtime do I have this week?*

**Facilitator tip:** Use real schedules from local businesses (with names removed). Teach 24-hour time format as well as 12-hour AM/PM.

## Activity 4 Office Email Writing

### Key Vocabulary

to arrange a meeting

deadline

project

to set a time

professional

colleague

### How to Run this Activity

- 1 Show examples of professional workplace emails (brief, clear, polite, with proper greeting).
- 2 Identify key parts: subject line, greeting, purpose, closing.
- 3 Display common email phrases and discuss tone (formal vs. casual depending on recipient).
- 4 Have students write and exchange simple emails with a partner using workplace scenarios.

#### Try it!

- ▶ *Hi [Name], I wanted to confirm our meeting on Thursday at 2pm.*
- ▶ *Could you please send me the project deadline?*
- ▶ *Thank you for your help with the presentation yesterday.*

**Facilitator tip:** Show common email mistakes (*unclear subject, too casual, too long*). Practice email etiquette like response time and 'reply all' awareness.

## Activity 5 Understanding a Pay Stub

### Key Vocabulary

paycheck	raise
salary	overtime
tax	benefits

### How to Run this Activity

- 1 Explain the components of a US paycheck (gross pay, deductions, net pay).
- 2 Display a sample pay stub and identify each line item.
- 3 Discuss deductions like federal tax, Social Security, and health insurance.
- 4 Have students calculate net pay or compare pay stubs with different hours worked.

#### Try it!

- ▶ *What is my gross pay for this period?*
- ▶ *How much was deducted for taxes?*
- ▶ *How do I get a raise in my job?*

**Facilitator tip:** *Simplify the terminology and focus on the most common deductions. Bring real (anonymized) pay stubs if possible, or create realistic samples.*

# Immigration and Citizenship

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading an Immigration Form
- 2 Role-Play at USCIS Office
- 3 Document Checklist Activity
- 4 Immigration Timeline Sorting
- 5 Practice Citizenship Interview Questions

## Activity 1 Reading an Immigration Form

### Key Vocabulary

application form	document
legal	status
case number	decision

### How to Run this Activity

- 1 Display a simplified version of an important immigration form (work permit or residency application).
- 2 Review each section and explain what information is requested and why.
- 3 Discuss different types of documents needed (passport, birth certificate, proof of residence).
- 4 Have students identify which documents they already have and which they need to obtain.

#### Try it!

- ▶ *Where do I write my date of birth?*
- ▶ *What is a case number?*
- ▶ *Which documents do I need for this application?*

**Facilitator tip:** Use simplified government forms (from USCIS.gov) and highlight only essential sections. Provide translations or visual aids for complex terms.

## Activity 2 Role-Play at USCIS Office

### Key Vocabulary

caseworker	interview
to appear in person	to show identification
application	approval

### How to Run this Activity

- 1 Explain the purpose of USCIS appointments and what to expect.
- 2 Model appropriate behavior and language during a government interview (formal, honest, respectful).
- 3 Assign roles: immigration officer and applicant.
- 4 Practice conversations about the purpose of application and required documents.

#### Try it!

- ▶ *Welcome. Can I see your ID and passport?*
- ▶ *When did you arrive in the United States?*
- ▶ *Do you have all the required documents with you?*

**Facilitator tip:** *Emphasize punctuality, bringing all documents, and answering questions honestly. Show respect for government officials and procedures.*

## Activity 3 Document Checklist Activity

### Key Vocabulary

passport	work permit
green card	visa
proof of residence	birth certificate

### How to Run this Activity

- 1 Create a checklist of required documents for different immigration applications.
- 2 Describe each document and explain why it is needed.
- 3 Have students identify which documents they have and which they need to gather.
- 4 Discuss where to get missing documents (government offices, certified copies, etc.).

#### Try it!

- ▶ *I need to get a certified copy of my birth certificate.*
- ▶ *Do I need my passport for this application?*
- ▶ *How do I prove where I live in the United States?*

**Facilitator tip:** *Create different checklists for different visa types or applications. Include contact information for local offices where documents can be obtained.*

## Activity 4 Immigration Timeline Sorting

### Key Vocabulary

application	processing time
decision	approval
to submit an application	extension

### How to Run this Activity

- 1 Create cards with different stages of an immigration process (submission, review, decision, approval, start date).
- 2 Discuss the typical timeline for a work permit application (4-6 weeks, for example).
- 3 Have students arrange cards in chronological order.
- 4 Discuss what happens at each stage and how to check status (case number, USCIS website).

#### Try it!

- ▶ *When will I hear about my application?*
- ▶ *How long does the process usually take?*
- ▶ *What should I do while I wait for a decision?*

**Facilitator tip:** *Explain that timelines vary and encourage students to follow up after the expected timeframe. Teach them how to check application status online.*

## Activity 5 Practice Citizenship Interview Questions

### Key Vocabulary

citizen	naturalization
oath	Constitution
United States	government

### How to Run this Activity

- 1 Explain the naturalization process and the citizenship interview.
- 2 Review a few basic civics questions (government branches, rights, history).
- 3 Have students listen to and repeat interview questions and answers.
- 4 Conduct mock interviews where students answer questions about the US and their commitment to living here.

#### Try it!

- ▶ *Why do you want to become a US citizen?*
- ▶ *Can you name one right from the Bill of Rights?*
- ▶ *What are the three branches of government?*

**Facilitator tip:** *Note that this activity is for conversation practice, not test preparation. Refer advanced students to official USCIS civics study materials.*

# United States Government and Voting

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Three Branches Sorting Game
- 2 Role-Play Voting
- 3 Reading a Sample Ballot
- 4 Constitution Basics Quiz
- 5 Calling Your Representative

## Activity 1 Three Branches Sorting Game

### Key Vocabulary

executive branch

legislative branch

judicial branch

President

Congress

Supreme Court

### How to Run this Activity

- 1 Create cards with different government functions and responsibilities.
- 2 Explain the three branches: Executive (President, enforces laws), Legislative (Congress, makes laws), Judicial (Courts, interprets laws).
- 3 Have students sort functions and officials by which branch they belong to.
- 4 Discuss checks and balances with examples of how branches limit each other's power.

#### Try it!

- ▶ *The President is part of the executive branch.*
- ▶ *Congress makes the laws in the United States.*
- ▶ *The Supreme Court decides if a law is constitutional.*

**Facilitator tip:** *Use visual diagrams showing the structure of each branch. Provide real-world examples (recent legislation, Supreme Court decisions, executive orders).*

## Activity 2 Role-Play Voting

### Key Vocabulary

to vote	voter
election	ballot
polling place	candidate

### How to Run this Activity

- 1 Explain voter eligibility in the US (citizen, 18 or older, registered).
- 2 Create a mock ballot with local issues or fictional candidates.
- 3 Show students how to mark a ballot and discuss voting etiquette.
- 4 Have students practice checking voter registration status and finding their polling place.

#### Try it!

- ▶ *I registered to vote last month.*
- ▶ *Where is my polling place?*
- ▶ *How do I mark this ballot?*

**Facilitator tip:** *Contact your local election office for real voting materials or sample ballots. Emphasize that voting is private and no one can tell you how to vote.*

## Activity 3 Reading a Sample Ballot

### Key Vocabulary

ballot	candidate
to elect	term
vote	election

### How to Run this Activity

- 1 Obtain a real sample ballot from a recent local election.
- 2 Review different types of races (President, Congress, local positions, ballot measures).
- 3 Explain ballot language and how to research candidates and issues.
- 4 Have students practice marking a ballot and discussing their choices.

#### Try it!

- ▶ *This ballot has three candidates for mayor.*
- ▶ *I need to research these issues before I vote.*
- ▶ *Who are you voting for in this election?*

**Facilitator tip:** Use ballots in English with as few special terms as possible. Invite a local election official to speak or provide non-partisan voter guides.

## Activity 4 Constitution Basics Quiz

### Key Vocabulary

U.S. Constitution	Bill of Rights
amendment	right
freedom of speech	freedom of religion

### How to Run this Activity

- 1 Introduce the Constitution as the main law of the US government.
- 2 Explain key concepts: separation of powers, checks and balances, rights.
- 3 Teach about the Bill of Rights (first 10 amendments) and their importance.
- 4 Have students answer simple multiple-choice or true/false questions about the Constitution.

#### Try it!

- ▶ *The Constitution protects the rights of Americans.*
- ▶ *The Bill of Rights includes freedom of speech.*
- ▶ *One right is the freedom to practice any religion.*

**Facilitator tip:** *Simplify Constitution content for ELL learners. Use diagrams and examples to explain abstract concepts like 'checks and balances'.*

## Activity 5 Calling Your Representative

### Key Vocabulary

Senator	Representative
Congress	to represent
federal	government

### How to Run this Activity

- 1 Explain how to find your congressional representatives (Senate and House) using websites like house.gov or senate.gov.
- 2 Discuss why residents contact their representatives (supporting or opposing legislation, requesting help).
- 3 Provide a script for calling or emailing a representative with a concern or question.
- 4 Have students practice leaving a voicemail or writing an email to their representative.

#### Try it!

- ▶ *I am calling about the healthcare bill you are voting on.*
- ▶ *My name is [Name] and I am your constituent.*
- ▶ *Please vote for [or against] this bill because [reason].*

**Facilitator tip:** *Have office phone numbers and email addresses available for local and federal representatives. Clarify that all constituents deserve representation regardless of immigration status.*

# Medical Care and Emergencies

American English for Newcomers

## Library Conversation Class – Activity Handouts

- 1 Reading an Insurance Card
- 2 Role-Play Making a Doctor's Appointment
- 3 Understanding an Explanation of Benefits (EOB)
- 4 Medical Situation Sorting: ER vs. Urgent Care vs. Doctor
- 5 Calling to Reschedule an Appointment

## Activity 1 Reading an Insurance Card

### Key Vocabulary

health insurance	insurance card
member ID	group number
copay	deductible
provider	coverage

### How to Run this Activity

- 1 Distribute sample insurance cards or printed examples to participants.
- 2 Point out key sections: member name, member ID, group number, copay amounts.
- 3 Ask participants to find the doctor's office phone number on the card.
- 4 Explain what copay means: the fixed amount you pay for a visit.
- 5 Discuss deductible: the amount you pay before insurance begins to help.

#### Try it!

- ▶ *Where is the member ID on this card?*
- ▶ *What is the copay for a doctor visit?*
- ▶ *What does this card cover?*

**Facilitator tip:** *Bring real (redacted) or realistic sample cards. Many people are unfamiliar with insurance terminology and may feel embarrassed—create a safe, non-judgmental space for questions.*

## Activity 2 Role-Play Making a Doctor's Appointment

### Key Vocabulary

receptionist	doctor
appointment	time slot
checkup	consultation
available	schedule

### How to Run this Activity

- 1 Model a phone conversation: You call the doctor's office, a receptionist answers.
- 2 Teach key phrases: 'I would like to make an appointment,' 'Can I get an appointment next week?'
- 3 Have one participant play the receptionist, others play patients.
- 4 Vary the scenarios: first appointment, follow-up, urgent care needed.
- 5 Switch roles so everyone practices both patient and receptionist parts.

#### Try it!

- ▶ *I would like to make an appointment with the doctor.*
- ▶ *When is the appointment?*
- ▶ *Can I get an appointment next week?*

**Facilitator tip:** *Use a phone or pretend phone prop. Rehearse before the role-play so people feel confident. Highlight common reasons for appointments (checkup, follow-up, symptoms).*

## Activity 3 Understanding an Explanation of Benefits (EOB)

### Key Vocabulary

claim	procedure
approved	denied
paid amount	patient responsibility
billed	submitted

### How to Run this Activity

- 1 Show a sample EOB form (use a real, redacted one if possible).
- 2 Explain that an EOB is a summary sent by insurance after you see a doctor.
- 3 Point out: the procedure name, amount billed, amount insurance paid, amount you owe.
- 4 Discuss why some claims are denied (not covered, out of network, pre-approval needed).
- 5 Have participants identify each section on a practice EOB and answer questions.

#### Try it!

- ▶ *How much did the doctor bill for this visit?*
- ▶ *How much did the insurance pay?*
- ▶ *How much do I owe?*
- ▶ *Why was this claim denied?*

**Facilitator tip:** *EOBs confuse many people. Take time to explain that bills and EOBs are different documents. Walk through one example slowly and answer all questions.*

## Activity 4 Medical Situation Sorting: ER vs. Urgent Care vs. Doctor

### Key Vocabulary

emergency room	ER
urgent care	clinic
life-threatening	serious
minor	non-emergency

### How to Run this Activity

- 1 Explain three types of care: Emergency Room (life-threatening), Urgent Care (serious but not life-threatening), Doctor's Office (routine).
- 2 Give examples of each: chest pain = ER, sprained ankle = Urgent Care, sore throat = Doctor.
- 3 Provide scenario cards with health situations (fever, car accident, broken bone, cold, etc.).
- 4 Have participants sort them into ER, Urgent Care, or Doctor's Office.
- 5 Discuss each scenario and why it belongs in that category.

### Try it!

- ▶ *A patient has chest pains. Where should they go?*
- ▶ *A patient has a mild cough. Where should they go?*
- ▶ *A patient fell and cannot move their leg. Where should they go?*

**Facilitator tip:** *Emphasize that 911 is for life-threatening situations only. Some participants may not understand the US healthcare system hierarchy—be clear and give many examples.*

## Activity 5 Calling to Reschedule an Appointment

### Key Vocabulary

reschedule	change
cancel	appointment
conflict	available
apologize	prefer

### How to Run this Activity

- 1 Model the conversation: calling the doctor's office to reschedule.
- 2 Teach phrases: 'I need to reschedule my appointment,' 'Can I change it to...?', 'I apologize for the short notice.'
- 3 Practice common reasons: conflict with work, transportation issue, child care problem.
- 4 Have participants role-play both sides: receptionist and patient.
- 5 Address challenges: what if the office has no availability? What is the soonest option?

#### Try it!

- ▶ *I need to reschedule my appointment.*
- ▶ *Can I change it to Tuesday instead?*
- ▶ *I apologize for the short notice.*

**Facilitator tip:** *Some people worry about canceling or rescheduling due to cultural differences around authority. Reassure them that doctors expect this and appreciate advance notice. Use real language people actually say.*

# Medical Prescriptions

American English for Newcomers

## Library Conversation Class – Activity Handouts

- 1 Reading a Prescription Label
- 2 Role-Play Picking Up Medication at the Pharmacy
- 3 OTC vs. Prescription Sorting Game
- 4 Medication Schedule Planner
- 5 Calling for a Refill

## Activity 1 Reading a Prescription Label

### Key Vocabulary

prescription	label
dose	dosage
tablet	pill
directions	instructions

### How to Run this Activity

- 1 Show a sample prescription label or print realistic examples.
- 2 Point out each section: patient name, medicine name, dose, how often to take it, quantity, pharmacy name.
- 3 Explain 'Take one tablet per day' vs 'Take two tablets three times daily.'
- 4 Discuss expiration dates and storage instructions.
- 5 Have participants read practice labels and answer questions about them.

#### Try it!

- ▶ *What is the medicine name?*
- ▶ *What is the dose?*
- ▶ *How often do you take it?*
- ▶ *When does it expire?*

**Facilitator tip:** *Many people feel overwhelmed by medical labels. Point out that the label tells you everything—use simple language and allow time for questions.*

## Activity 2 Role-Play Picking Up Medication at the Pharmacy

### Key Vocabulary

pharmacist	pharmacy
pick up	prescription
patient	name
insurance	copay

### How to Run this Activity

- 1 Model the interaction: patient enters pharmacy, gives name, pharmacist hands over medicine.
- 2 Teach phrases: 'I am here to pick up a prescription,' 'What is your name?', 'That will be \$15.'
- 3 Have one person play pharmacist, others play patients.
- 4 Include variations: patient doesn't know if prescription is ready, insurance question, need clarification on instructions.
- 5 Practice the transaction multiple times with different participants.

#### Try it!

- ▶ *I am here to pick up a prescription.*
- ▶ *My name is [your name].*
- ▶ *Is my prescription ready?*

**Facilitator tip:** *Some patients are nervous about interactions with pharmacists. This role-play builds confidence. Emphasize that pharmacists answer questions about medicine—patients should ask!*

## Activity 3 OTC vs. Prescription Sorting Game

### Key Vocabulary

over-the-counter	OTC
prescription	pharmacist
generic	brand name
refill	expiry

### How to Run this Activity

- 1 Explain: OTC medicines are available without a prescription (aspirin, cold medicine), prescription medicines require a doctor's order.
- 2 Show pictures or examples of common OTC items (bandages, cough syrup, pain relief) and prescription items (antibiotics, heart medicine).
- 3 Create cards with medicine names and have participants sort into OTC or Prescription.
- 4 Discuss: OTC is cheaper, prescription is stronger, some medicines come in both forms.
- 5 Ask: 'Can you get this without seeing a doctor?' for each item.

#### Try it!

- ▶ *Is aspirin OTC or prescription?*
- ▶ *Is an antibiotic OTC or prescription?*
- ▶ *Can you buy cough medicine at the store?*

**Facilitator tip:** *Many newcomers may be used to getting strong medicines without prescriptions in their home countries. Explain the US system clearly: prescription = stronger, requires doctor approval.*

## Activity 4 Medication Schedule Planner

### Key Vocabulary

dose	daily
twice a day	three times a day
morning	evening
meal	food

### How to Run this Activity

- 1 Provide sample prescriptions with different dosing schedules: once daily, twice daily, three times daily, with meals, on empty stomach.
- 2 Create a daily schedule grid (breakfast, lunch, dinner, before bed).
- 3 Have participants place medicine doses on the correct times.
- 4 Discuss: 'Take with food' vs 'Take on empty stomach,' morning vs evening medicines.
- 5 Create a personal medication calendar for each participant's practice scenario.

#### Try it!

- ▶ *This medicine says take twice a day. When?*
- ▶ *Does this medicine need food?*
- ▶ *How many times per day do I take this?*
- ▶ *When should I take the morning dose?*

**Facilitator tip:** *Create visual schedules—many people are visual learners. Use a large calendar or chart. Some people take multiple medicines; help them understand which ones and when.*

## Activity 5 Calling for a Refill

### Key Vocabulary

refill	prescription
pharmacy	pharmacist
ready	pickup
available	soon

### How to Run this Activity

- 1 Model calling a pharmacy to request a refill: 'Hello, I need a refill on my prescription. My name is...'
- 2 Teach: pharmacies usually need 24-48 hours to fill a refill.
- 3 Explain: some insurance companies have refill limits (only 11 refills per year).
- 4 Have participants practice the phone call with a partner.
- 5 Address complications: pharmacist says no refills left (need to see doctor again), insurance denies refill.

#### Try it!

- ▶ *Hello, I need a refill on my prescription.*
- ▶ *My name is [name] and my phone number is [number].*
- ▶ *When will it be ready?*

**Facilitator tip:** *Use a phone or pretend phone. Some people feel intimidated by these calls. Role-play until they feel comfortable. Explain what the pharmacist might ask: name, phone number, doctor's name.*

# Dental Care

American English for Newcomers

## Library Conversation Class – Activity Handouts

- 1 Dental Care Vocabulary Matching
- 2 Role-Play Scheduling a Dental Appointment
- 3 Reading a Dental Insurance Card
- 4 Dental Hygiene Routine Sorting
- 5 Calling to Describe Tooth Pain

## Activity 1 Dental Care Vocabulary Matching

### Key Vocabulary

dentist	hygienist
tooth	teeth
cavity	filling
toothbrush	dental floss

### How to Run this Activity

- 1 Display pictures of dental tools and body parts: toothbrush, floss, toothpaste, X-ray, cavity, filling, crown.
- 2 Say the word and have participants point to the picture.
- 3 Explain each tool: toothbrush cleans, floss cleans between teeth, X-ray shows inside teeth.
- 4 Discuss what each professional does: dentist finds problems, hygienist cleans teeth.
- 5 Create a matching worksheet: term on left, picture on right.

#### Try it!

- ▶ *Point to the toothbrush.*
- ▶ *Show me the dental floss.*
- ▶ *What is this? (point to X-ray image)*

**Facilitator tip:** *Use real tools if possible—show an actual toothbrush and floss. Dental vocabulary is unfamiliar to many people. Visual aids are essential.*

## Activity 2 Role-Play Scheduling a Dental Appointment

### Key Vocabulary

dentist	appointment
cleaning	checkup
available	preferred
confirm	confirm

### How to Run this Activity

- 1 Model calling a dental office: 'Hello, I would like to schedule a cleaning.'
- 2 Teach phrases: 'I need a checkup,' 'What times are available?', 'Can I come on Tuesday?'
- 3 Have one person be the receptionist, others be patients.
- 4 Include variations: first appointment (X-rays needed), follow-up cleaning, emergency (toothache).
- 5 Practice confirming: 'My appointment is Tuesday at 2 PM, correct?'

#### Try it!

- ▶ *I would like to schedule a dental cleaning.*
- ▶ *Do you have any openings next week?*
- ▶ *What time works best for you?*
- ▶ *Can you confirm my appointment?*

**Facilitator tip:** *Dental anxiety is common. Create a safe environment. Explain what happens at a cleaning appointment to reduce fear.*

## Activity 3 Reading a Dental Insurance Card

### Key Vocabulary

dental insurance	copay
coverage	deductible
cleaning	annual
preventative	specialist

### How to Run this Activity

- 1 Show sample dental insurance cards or printed examples.
- 2 Explain: dental insurance often covers cleanings (preventative care), fillings, some major work.
- 3 Point out coverage details: How many cleanings per year? What is copay for cleaning vs filling?
- 4 Discuss deductibles: some plans have \$50-\$100 deductible before coverage starts.
- 5 Have participants review practice cards and answer questions about coverage.

#### Try it!

- ▶ *How much is the copay for a cleaning?*
- ▶ *What does this plan cover?*
- ▶ *Is a filling covered?*
- ▶ *What is the deductible?*

**Facilitator tip:** *Dental insurance is different from medical insurance—explain clearly. Many plans cover preventative care fully (cleanings, X-rays) but require copay for other services.*

## Activity 4 Dental Hygiene Routine Sorting

### Key Vocabulary

brush	morning
evening	floss
mouthwash	twice a day
daily	routine

### How to Run this Activity

- 1 Teach the recommended routine: brush twice a day, floss daily, use mouthwash if desired.
- 2 Show the order: brush first (2 minutes), then floss, then mouthwash (optional).
- 3 Discuss timing: morning and before bed are best times.
- 4 Create a schedule card: Morning routine and Evening routine.
- 5 Have participants put steps in order: rinse mouth, open toothpaste, wet toothbrush, brush, floss, rinse.

#### Try it!

- ▶ *When do you brush your teeth?*
- ▶ *Do you floss?*
- ▶ *What do you do before bedtime?*
- ▶ *How often should you clean your teeth?*

**Facilitator tip:** *Many cultures have different dental habits. This is educational—explain why dentists recommend twice-daily brushing and flossing. Use visuals to demonstrate.*

## Activity 5 Calling to Describe Tooth Pain

### Key Vocabulary

toothache	pain
dentist	urgent
appointment	emergency
ache	sensitive

### How to Run this Activity

- 1 Model calling the dentist with a problem: 'I have a terrible toothache. Can I come in today?'
- 2 Teach phrases: 'I have pain in my tooth,' 'It started yesterday,' 'Can you see me soon?'
- 3 Discuss severity: mild ache vs emergency (broken tooth, swelling, fever = go to ER).
- 4 Practice describing location: 'Lower back left,' 'front tooth,' 'upper right.'
- 5 Have participants role-play calling with different pain scenarios.

#### Try it!

- ▶ *I have a terrible toothache.*
- ▶ *Can you see me today?*
- ▶ *It hurts here (point to area).*
- ▶ *I think I have a cavity.*

**Facilitator tip:** *Tooth pain causes anxiety. Normalize seeking help. Explain: dentists handle emergencies, some offices have same-day appointments. Don't ignore tooth pain.*

# Using Public Transportation

American English for Newcomers

## Library Conversation Class – Activity Handouts

- 1 Reading a Bus Schedule
- 2 Role-Play Asking for Directions on Public Transit
- 3 Planning a Route Activity
- 4 Transit Vocabulary Matching Game
- 5 Calling for a Rideshare (Uber/Lyft)

## Activity 1 Reading a Bus Schedule

### Key Vocabulary

schedule	time
departure	arrival
route	station
bus stop	platform

### How to Run this Activity

- 1 Obtain a real local bus schedule or print a realistic example.
- 2 Show how to read it: find your stop, look at the column for your direction (north, south, east, west).
- 3 Explain times: 'The bus departs at 8:15 AM and arrives at 8:45 AM.'
- 4 Point out frequency: 'Every 15 minutes' or 'Every hour.'
- 5 Have participants find: 'What time does the next bus come?' 'When does it arrive downtown?'

#### Try it!

- ▶ *What time does the bus come?*
- ▶ *When does it arrive at Main Street?*
- ▶ *How often does the bus run?*
- ▶ *What is the route number?*

**Facilitator tip:** *Different cities have different schedule formats. Use your local bus system's schedule. Some are complex—take time to teach.*

## Activity 2 Role-Play Asking for Directions on Public Transit

### Key Vocabulary

direction	route
stop	transfer
downtown	platform
nearby	station

### How to Run this Activity

- 1 Model asking for directions: 'Excuse me, which bus goes to the library?'
- 2 Teach phrases: 'Does this bus go to...?', 'Where do I get off?', 'Do I need to change trains?'
- 3 Have one person be a passenger/conductor, others be tourists/newcomers.
- 4 Include: asking a fellow passenger, asking the bus driver, asking at the station.
- 5 Practice different destinations: workplace, hospital, school, downtown, station.

#### Try it!

- ▶ *Which bus goes to the hospital?*
- ▶ *Where is the nearest bus stop?*
- ▶ *Do I need to transfer?*
- ▶ *How long does the trip take?*

**Facilitator tip:** *People are usually happy to help. Normalize asking. Teach: it's okay to ask 'Where do I get off?' even if you're on the bus.*

## Activity 3 Planning a Route Activity

### Key Vocabulary

route	map
transfer	connection
subway	train
arrive	depart

### How to Run this Activity

- 1 Provide a map of local transit (bus, subway, train) or print a practice map.
- 2 Give a scenario: 'You need to go from Home to Hospital. Plan your route.'
- 3 Show how to trace: start point, find correct line/route, identify transfers needed, find destination.
- 4 Count transfers: direct route (0 transfers) is best, but sometimes 1-2 transfers are necessary.
- 5 Have participants plan 3-5 different routes and present their answers.

#### Try it!

- ▶ *How do I get from the train station to the library?*
- ▶ *What bus should I take?*
- ▶ *Do I need to transfer?*
- ▶ *Which line goes downtown?*

**Facilitator tip:** Use your actual city transit map. Practice with common destinations: jobs, schools, hospitals, shopping. Help people learn their local system.

## Activity 4 Transit Vocabulary Matching Game

### Key Vocabulary

bus	subway
station	bus stop
fare	ticket
driver	passenger

### How to Run this Activity

- 1 Create cards with vocabulary terms and pictures.
- 2 Show a picture: participants say the word.
- 3 Use definitions: 'The person who drives the bus = ?', 'A place to board the train = ?'
- 4 Play matching game: term to definition, term to picture, definition to picture.
- 5 Discuss usage: 'We say bus stop for buses, station for trains,' 'Fare is the price, ticket is proof of payment.'

#### Try it!

- ▶ *What is this? (show picture of bus stop)*
- ▶ *What do you call the person driving?*
- ▶ *What is a fare?*
- ▶ *Where do you wait for the train?*

**Facilitator tip:** *Create colorful cards with pictures. Repetition helps. Some terms are confusing (station vs stop, fare vs ticket)—explain the differences clearly.*

## Activity 5 Calling for a Rideshare (Uber/Lyft)

### Key Vocabulary

rideshare	app
driver	pickup
destination	fare
payment	rating

### How to Run this Activity

- 1 Explain rideshare apps: Uber, Lyft are apps on your phone for a car ride.
- 2 Show the steps (using a phone or projector): open app, enter destination, confirm pickup location, request ride, wait for driver, get in car, arrive, pay app.
- 3 Teach phrases: 'Are you my Uber driver?', 'Thanks for the ride,' 'Have a great day!'
- 4 Discuss costs: estimated fare is shown before you book.
- 5 Practice the app process (or role-play if no phones available).

### Try it!

- ▶ *How much will this ride cost?*
- ▶ *Where is my driver?*
- ▶ *What is the car number?*
- ▶ *Are you my Uber driver?*

**Facilitator tip:** *Many newcomers use rideshare. Show the app on your phone. Discuss safety: share your ride info with a friend, check driver name/car. Payment is automatic—no tipping required in-app (but appreciated).*

# School and Education

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 School Staff Cards Sorting Game
- 2 Role-Play: Enrolling a Child in School
- 3 Filling Out an Enrollment Form
- 4 School Events Calendar
- 5 Calling the School Office

## Activity 1 School Staff Cards Sorting Game

### Key Vocabulary

teacher	principal
counselor	student
administrator	librarian

### How to Run this Activity

- 1 Print out cards with school staff titles (teacher, principal, counselor, student, secretary, librarian).
- 2 Divide participants into small groups and give each group a set of cards face down.
- 3 Participants take turns drawing a card and describing the person's role without saying the title.
- 4 Other group members guess the position. Award points for correct guesses.
- 5 Discuss where you find each person in the school building and what they do.

#### Try it!

- ▶ *The teacher helps students learn.*
- ▶ *The principal runs the school.*
- ▶ *The counselor helps students with problems.*

**Facilitator tip:** *Bring in photos of your own school's staff if possible. Participants love seeing real examples from their community.*

## Activity 2 Role-Play: Enrolling a Child in School

### Key Vocabulary

enrollment	registration
admission requirements	documents
proof of residence	vaccination certificate

### How to Run this Activity

- 1 Assign one person to play the school secretary and one to play the parent enrolling a child.
- 2 The secretary has a checklist of required documents and asks questions about enrollment.
- 3 The parent asks questions about what documents are needed, when school starts, and bus schedules.
- 4 Exchange roles and repeat with different scenarios (private school, charter school, kindergarten vs. middle school).
- 5 Discuss real enrollment processes in local schools and answer questions.

#### Try it!

- ▶ *Which documents do I need to bring?*
- ▶ *When does the school year start?*
- ▶ *What is the school's address?*

**Facilitator tip:** *Have actual enrollment forms or documents from a local school available for participants to reference. This makes the role-play more realistic and valuable.*

## Activity 3 Filling Out an Enrollment Form

### Key Vocabulary

school registration form	application
birth certificate	proof of residence
start date	school choice

### How to Run this Activity

- 1 Provide each participant with a simplified enrollment form (create one with key fields).
- 2 Go through each section of the form together, explaining what information is needed.
- 3 Participants fill out the form with their own information or fictional information.
- 4 Partners exchange forms and check each other's work.
- 5 Discuss common questions and difficult sections; clarify vocabulary as needed.

#### Try it!

- ▶ *My child's birthday is May 15, 2015.*
- ▶ *Our address is 123 Main Street, Apartment 4B.*
- ▶ *My child attended school in Mexico.*

**Facilitator tip:** *Simplify the form to focus on the most important fields. Too many sections can overwhelm learners. Use visuals (pictures of documents) to help explain what 'proof of residence' and 'birth certificate' mean.*

## Activity 4 School Events Calendar

### Key Vocabulary

school year	school vacation
graduation	parent meeting
parent-teacher conference	assembly

### How to Run this Activity

- 1 Display a school calendar for the full year (print or project it).
- 2 Point out key dates: first day, holidays, parent-teacher conferences, graduation.
- 3 Participants work in pairs to ask each other questions about the calendar.
- 4 Create a simplified calendar showing upcoming school events in your area.
- 5 Discuss how to mark important dates at home and when to expect communications from school.

#### Try it!

- ▶ *When does the school year start?*
- ▶ *When are the school vacations?*
- ▶ *When is the parent-teacher conference?*

**Facilitator tip:** *Use a calendar from the actual school district if possible. Include translated notes about major holidays and breaks specific to your community. This helps new families understand the school rhythm.*

## Activity 5 Calling the School Office

### Key Vocabulary

school bus	school hours
homework	absence
excuse	attendance

### How to Run this Activity

- 1 Discuss reasons to call the school: to report absence, ask about homework, find bus information, check school hours.
- 2 Model a phone call to the school office, with one person playing the secretary.
- 3 Teach key phrases: 'I need to report an absence,' 'Can you help me with...,' 'Thank you for your help.'
- 4 Participants practice making phone calls in pairs using a role-play scenario.
- 5 Address concerns about language barriers and encourage participants to write down what they need to say.

#### Try it!

- ▶ *My child is sick today. I need to report an absence.*
- ▶ *Can you tell me what homework is due tomorrow?*
- ▶ *What time does the school bus arrive at my address?*

**Facilitator tip:** *Have the school's actual phone number and hours available. Practice leaving voicemails if the office is closed. Many parents are nervous about calling, so normalize this and practice multiple scenarios.*

# Shopping - General

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Store Receipt
- 2 Role-Play: Making a Return
- 3 Understanding a Sale Flyer
- 4 Comparing Prices Activity
- 5 Calling to Check Store Hours

## Activity 1 Reading a Store Receipt

### Key Vocabulary

receipt	warranty
discount	on sale
refund	return policy

### How to Run this Activity

- 1 Bring in sample receipts from local stores (Target, Walmart, etc.) or create simplified versions.
- 2 Point out key information: date, items purchased, prices, total, payment method.
- 3 Highlight sales prices, discounts, and how to find items purchased on sale.
- 4 Participants practice finding information on a receipt: 'How much did the shirt cost?' 'What is the return policy?'
- 5 Discuss how long to keep receipts and how receipts are used for returns and exchanges.

#### Try it!

- ▶ *How much did I pay in total?*
- ▶ *Which items were on sale?*
- ▶ *What is the return policy?*

**Facilitator tip:** *Many participants may have receipts from their own shopping. Use those as examples to make it relevant. Teach them to check prices and confirm they were charged correctly.*

## Activity 2 Role-Play: Making a Return

### Key Vocabulary

return	exchange
original receipt	store credit
defective	unused

### How to Run this Activity

- 1 Assign one person to play a salesperson and one to play a customer returning an item.
- 2 The customer has a reason for the return (wrong size, defective, changed mind) and has the receipt.
- 3 The salesperson asks why the item is being returned, checks the receipt, and processes the return.
- 4 Practice different scenarios: refund to original card, store credit, exchange for different size or color.
- 5 Discuss store return policies (usually 30 days) and what can/cannot be returned.

#### Try it!

- ▶ *I bought this shirt yesterday, but it's too small.*
- ▶ *Can I get a refund or store credit?*
- ▶ *Here is my receipt.*

**Facilitator tip:** *Know the return policies of major stores in your area. Some participants may be nervous about returns because their home countries have different policies. Explain that in the US, returns are usually easy and no questions asked.*

## Activity 3 Understanding a Sale Flyer

### Key Vocabulary

on sale	clearance
buy one get one	discount percentage
promotion	limited time

### How to Run this Activity

- 1 Collect sale flyers from local stores (usually found at store entrances or online).
- 2 Point out how to read sale information: original price vs. sale price, discount percentage, time period.
- 3 Explain common sales terms: 'Buy 1 Get 1,' '50% off,' 'Clearance,' 'Limited Time.'
- 4 Participants practice comparing prices: 'Which option saves you more money?'
- 5 Discuss how to save money: using coupons, shopping sales, and understanding when items are actually discounted.

#### Try it!

- ▶ *This jacket was \$50, now \$30. How much do you save?*
- ▶ *This sale ends on Friday. Should I buy it today?*
- ▶ *Buy one get one free is a good deal.*

**Facilitator tip:** *Bring real flyers or print digital ones from store websites. Make math real and practical. Calculate actual savings in dollars and percentages so participants understand the value.*

## Activity 4 Comparing Prices Activity

### Key Vocabulary

price	unit price
cheapest	best value
compare	brand

### How to Run this Activity

- 1 Bring in similar products from different brands or the same product at different sizes.
- 2 Create a comparison chart showing prices of each option.
- 3 Teach participants how to calculate unit price (total price  $\div$  quantity).
- 4 Participants practice: 'Which one is cheaper? Which is the best value?'
- 5 Discuss that the cheapest option is not always the best value (consider quality, quantity, and brand).

#### Try it!

- ▶ *Option A costs \$10 for 2 items. Option B costs \$15 for 3 items. Which is the better value?*
- ▶ *The name brand shirt costs \$25. The store brand costs \$12. Do they last the same?*
- ▶ *I want to save money. Should I buy the smaller package or the larger one?*

**Facilitator tip:** *Use actual products or prices from local stores. Teach brand name vs. store brand. Many families are trying to budget carefully, so this is a valuable life skill discussion.*

## Activity 5 Calling to Check Store Hours

### Key Vocabulary

store hours	closed
checkout	customer service
availability	in stock

### How to Run this Activity

- 1 Teach why you might call a store: to check hours, ask if an item is in stock, check on services.
- 2 Model a phone call where you ask for store hours in a respectful way.
- 3 Teach key phrases: 'What are your store hours?' 'Do you have this item in stock?' 'Is there a pharmacy?' 'Are you open on Sunday?'
- 4 Participants practice calling in pairs, using a script.
- 5 Discuss that many stores now post hours online, and explain how to find this information.

#### Try it!

- ▶ *What time do you close today?*
- ▶ *Do you have this item in stock?*
- ▶ *Is your store open on Sunday?*

**Facilitator tip:** *Provide actual store phone numbers and hours. Show participants how to find store information online using Google Maps or store websites. Many people don't realize they can check hours without calling.*

# Shopping - Groceries and Common Foods

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Grocery Flyer
- 2 Role-Play: At the Grocery Checkout
- 3 Reading Food Labels and Expiration Dates
- 4 Planning a Weekly Grocery List
- 5 Comparing Unit Prices

## Activity 1 Reading a Grocery Flyer

### Key Vocabulary

grocery store	supermarket
sale	coupon
unit price	organic

### How to Run this Activity

- 1 Collect grocery flyers from local supermarkets (Kroger, Safeway, Whole Foods, etc.).
- 2 Point out sale items, discounts, and coupon offers.
- 3 Show how to find unit prices on shelf tags or product packaging.
- 4 Participants identify items on sale and calculate total savings.
- 5 Discuss how to plan meals around what's on sale to save money.

#### Try it!

- ▶ *These apples are on sale for \$1.99 per pound. Should I buy them?*
- ▶ *I have a coupon for \$1 off milk. That saves money.*
- ▶ *This organic lettuce is more expensive but grown without chemicals.*

**Facilitator tip:** *Get flyers from different stores so participants can compare prices across stores. Discuss store loyalty programs and digital coupons. Many new families don't know how to use these money-saving tools.*

## Activity 2 Role-Play: At the Grocery Checkout

### Key Vocabulary

checkout lane	self-checkout
payment method	cashier
bagging	receipt

### How to Run this Activity

- 1 Set up a mock checkout with a basket of items (or just bring items to show).
- 2 One person plays the cashier, one plays the customer.
- 3 The cashier rings up items, asks about payment method, bags items.
- 4 The customer asks questions: 'Is this item on sale?' 'Can I use a coupon?' 'Do you take credit cards?'
- 5 Practice self-checkout scenarios as well, where customers scan and bag their own items.

#### Try it!

- ▶ *Will that be cash or card?*
- ▶ *I would like to use my credit card, please.*
- ▶ *Do you have reusable bags, or should I buy bags?*

**Facilitator tip:** *Discuss bagging etiquette (groceries together, not with non-food items), having ID ready for alcohol purchases, and that bagging is done after payment. Many stores have self-checkout machines now, which participants should feel comfortable using.*

## Activity 3 Reading Food Labels and Expiration Dates

### Key Vocabulary

expiration date	use by date
ingredients	nutrition
allergen	SNAP/EBT

### How to Run this Activity

- 1 Bring in various food items and show where to find expiration dates.
- 2 Explain 'Use by,' 'Best by,' 'Sell by' dates and why they matter.
- 3 Show how to read ingredients and identify common allergens (nuts, dairy, gluten).
- 4 Point out nutrition labels and discuss if participants need to watch sodium, sugar, or calories.
- 5 Discuss how to use SNAP/EBT benefits and which foods are eligible.

#### Try it!

- ▶ *This milk expires on March 30. Can I buy it today?*
- ▶ *This bread contains wheat and milk. I am allergic to milk.*
- ▶ *I want to buy healthy food for my family.*

**Facilitator tip:** *Bring actual products with expiration dates and labels. Explain that in the US, food labels are in English, but many stores have apps that translate them. Discuss how to read labels in other languages if participant's package provides them.*

## Activity 4 Planning a Weekly Grocery List

### Key Vocabulary

shopping list	aisle
produce	dairy
meat	frozen food

### How to Run this Activity

- 1 Show a typical store layout and identify major sections: produce, dairy, meat, frozen, etc.
- 2 Participants plan a week of simple meals and make a grocery list together.
- 3 Organize the list by store section (produce, dairy, meat) to make shopping faster.
- 4 Discuss budget-friendly meals and how to use sales flyers when planning.
- 5 Compare lists and discuss how to stick to a budget while buying nutritious food.

#### Try it!

- ▶ *Monday: chicken and rice. Tuesday: pasta with sauce.*
- ▶ *I need apples, carrots, and lettuce from produce.*
- ▶ *The chicken is on sale this week. I will buy extra.*

**Facilitator tip:** *Create a grocery list template that participants can take home. Discuss meal planning apps and how to take photos of flyers to remember sales. Talk about the importance of planning ahead to save time and money.*

## Activity 5 Comparing Unit Prices

### Key Vocabulary

unit price	price per ounce
bulk	individual
value	expensive

### How to Run this Activity

- 1 Explain unit price: dividing total cost by weight/quantity to compare fairly.
- 2 Bring in products in different sizes (small can of beans vs. large can).
- 3 Model how to calculate: '\$3 ÷ 12 oz = \$0.25 per ounce'.
- 4 Participants practice with other products: cereal, rice, oil, pasta.
- 5 Discuss when buying in bulk saves money and when smaller portions are better.

#### Try it!

- ▶ *The small box of rice costs \$2 for 8 ounces. The large box costs \$5 for 20 ounces. Which is cheaper per ounce?*
- ▶ *Buying in bulk usually saves money.*
- ▶ *Sometimes the large package is not the best value if you cannot use it all.*

**Facilitator tip:** *Use a calculator to show the math if needed. Many grocery store shelf tags show unit prices already, so teach participants to look for this information rather than doing math themselves. This is a practical money-saving skill.*

# Shopping - Clothes and Things for the Home

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Clothing Vocabulary Matching (Items on Table)
- 2 Role-Play: At a Clothing Store
- 3 Reading a Size Chart
- 4 Understanding a Store's Return Policy
- 5 Describing What You're Looking For

## Activity 1 Clothing Vocabulary Matching (Items on Table)

### Key Vocabulary

shirt	blouse
jacket	coat
pants	jeans

### How to Run this Activity

- 1 Lay out real clothing items (or pictures of clothing) on a table.
- 2 Call out a clothing word and ask participants to point to the correct item.
- 3 Have participants work in pairs to match items and try on sizes.
- 4 Discuss when to wear each item: casual shirts for everyday, formal blouses for work or events.
- 5 Play matching games: 'Which shoes match this dress?' 'What jacket goes with these pants?'

#### Try it!

- ▶ *Where are the socks?*
- ▶ *That dress is blue with white flowers.*
- ▶ *I need a warm coat for winter.*

**Facilitator tip:** Use actual clothing if possible. Many participants learn better by touching and trying on items. Discuss clothing for different seasons and occasions. Include discussion of cultural dress preferences.

## Activity 2 Role-Play: At a Clothing Store

### Key Vocabulary

fitting room	size
brand	casual/formal
receipt	exchange

### How to Run this Activity

- 1 Set up a mock clothing store with a rack of items (or bring a few shirts/pants).
- 2 One person plays the sales associate, one plays the customer.
- 3 The customer asks: 'Do you have this in a smaller size?' 'Where are the fitting rooms?' 'Is this on sale?'
- 4 The associate helps find items, checks sizes and colors, and processes purchases.
- 5 Practice different clothing store scenarios: casual store, formal store, outlet mall.

#### Try it!

- ▶ *Do you have this shirt in medium?*
- ▶ *Where are the fitting rooms?*
- ▶ *Is this dress on sale?*

**Facilitator tip:** *Know the typical layout of clothing stores. Discuss fitting room policies (number of items allowed, time limits). Many stores have online fitting room appointments now. Teach appropriate language for asking for help from store staff.*

## Activity 3 Reading a Size Chart

### Key Vocabulary

size	measurement
fit	loose/tight
inches	centimeters

### How to Run this Activity

- 1 Show size charts from common brands (US sizes: XS, S, M, L, XL).
- 2 Teach how to measure: chest, waist, length, sleeve length.
- 3 Have participants measure each other and find their size on a chart.
- 4 Discuss that sizes vary by brand and that trying things on is important.
- 5 Show online shopping size charts and how to read customer reviews about sizing.

#### Try it!

- ▶ *My chest measurement is 36 inches. I need a medium size.*
- ▶ *This brand's sizes run small. I should order a large.*
- ▶ *The length is too short. I need a longer size.*

**Facilitator tip:** *Bring measuring tape. Have actual size charts from popular brands. Discuss that US sizes are different from international sizes. Show participants how to use charts when shopping online to avoid returns.*

## Activity 4 Understanding a Store's Return Policy

### Key Vocabulary

return	exchange
original receipt	unused
refund	store credit

### How to Run this Activity

- 1 Show return policy information from local clothing stores (usually at checkout or on receipt).
- 2 Point out key information: time limit for returns (usually 30-60 days), condition of items, with/without receipt.
- 3 Explain return vs. exchange: return gets money back, exchange swaps for different item.
- 4 Discuss what items can/cannot be returned: worn items, undergarments, final sale items.
- 5 Practice a returns scenario: customer comes back with receipt, item unused, wants refund.

#### Try it!

- ▶ *I want to return this shirt. I have the receipt and it is unused.*
- ▶ *Can I exchange this for a different size?*
- ▶ *This sweater is final sale. Can I still return it?*

**Facilitator tip:** *Get actual return policy cards from stores. Many participants come from countries where returns are difficult or impossible, so explain that in the US, returns are usually easy. Emphasize: keep receipt, keep tags on, return within time limit.*

## Activity 5 Describing What You're Looking For

### Key Vocabulary

color	style
material	comfortable
affordable	professional

### How to Run this Activity

- 1 Teach words to describe clothing: colors, patterns, materials, and styles.
- 2 Model asking for help: 'I'm looking for a black winter coat' vs. 'I need professional clothes for a job interview.'
- 3 Have participants describe what they want to wear for different occasions: casual, work, exercise, formal event.
- 4 Practice conversations where a customer describes what they want and a store associate helps find it.
- 5 Discuss that store associates are there to help and will ask questions to understand your needs.

#### Try it!

- ▶ *I'm looking for a comfortable pair of jeans in blue.*
- ▶ *I need professional clothes for a job interview.*
- ▶ *Do you have this in a darker color?*

**Facilitator tip:** Create a visual chart of colors, patterns, and clothing styles. Use magazines to show examples. Discuss cultural and religious clothing needs respectfully. Emphasize that store associates should accommodate all customers regardless of their clothing preferences.

# Eating at a Restaurant

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Menu Match Game
- 2 Server Role-Play: Taking an Order
- 3 Understanding the Check: Tip Calculation
- 4 Making a Reservation by Phone
- 5 American Dining Etiquette Discussion

## Activity 1 Menu Match Game

### Key Vocabulary

server	customer
appetizer	entrée
fork	knife
dine-in	takeout
check	tip
reservation	walk-in

### How to Run this Activity

- 1 Print menu items from a real local restaurant and cut into cards.
- 2 Show students items and ask them to categorize: appetizers, main courses, desserts, drinks.
- 3 Practice pronunciation of food names together as a group.
- 4 Students work in pairs, pointing to items and saying "I would like to have..."
- 5 Discuss which items are good to order together (ex: salad with main course, dessert after meal).

#### Try it!

- ▶ *I would like to have a burger and french fries.*
- ▶ *What would you like to drink with your meal?*
- ▶ *Can I get the bill, please?*
- ▶ *A salad and a glass of water, thank you.*

**Facilitator tip:** *Bring in laminated real menus from restaurants in your library's area. Students find items they recognize and practice ordering them out loud.*

## Activity 2 Server Role-Play: Taking an Order

### Key Vocabulary

server	customer
to order	to eat
plate	napkin
main course	side dish
water	coffee
salad	dessert

### How to Run this Activity

- 1 Explain the server's job: greet customers, take orders, bring food, ask "How did it taste?"
- 2 Demonstrate a complete restaurant interaction with a volunteer student.
- 3 Model key phrases: "What would you like to order?", "How would you like your steak?", "Can I get the bill?"
- 4 Pair up students: one is the server, one is the customer. They use printed menus.
- 5 Switch roles so everyone practices both sides of the conversation.

#### Try it!

- ▶ *Are you ready to order?*
- ▶ *I am allergic to shellfish.*
- ▶ *What do you recommend?*
- ▶ *It tasted fantastic!*

**Facilitator tip:** *Have students repeat phrases in the voice of a real server: professional, friendly, attentive. Use props like notepads to make it realistic.*

## Activity 3 Understanding the Check: Tip Calculation

### Key Vocabulary

check	tip
meal	total
gratuity	20%
subtotal	tax
cost	price

### How to Run this Activity

- 1 Show students a real restaurant bill/check from a local restaurant.
- 2 Explain: subtotal (before tax), tax (varies by state), total (subtotal + tax), and tip (usually 15-20%).
- 3 Work through a sample check: if the total is \$50, calculate 15%, 18%, and 20% tips.
- 4 Give students practice checks (print-outs) and have them calculate totals and tips using calculators.
- 5 Discuss: "In America, we always tip the server. It is not optional."

#### Try it!

- ▶ *The bill is \$40. How much is a 20% tip?*
- ▶ *The total is \$75. What is 18% tip?*
- ▶ *I do not understand. Can you explain the tip again?*
- ▶ *The service was excellent. I will leave a 25% tip.*

**Facilitator tip:** *Bring real checks from different restaurants showing different totals and tax rates. Students find patterns and practice mental math for tipping.*

## Activity 4 Making a Reservation by Phone

### Key Vocabulary

reservation	to order
server	name
time	date
party	guest
table	booth
confirmation	phone number

### How to Run this Activity

- 1 Explain what a restaurant reservation is: booking a table in advance.
- 2 Model a phone conversation: "Hello, I would like to make a reservation for 4 people at 7 PM on Saturday."
- 3 Practice key questions: "What is your name?", "How many people?", "What time?", "What date?"
- 4 Give students a phone script to practice in pairs. One calls, one takes the reservation.
- 5 Have students write down the confirmation details: date, time, name, number of people.

#### Try it!

- ▶ *I would like to make a reservation for two people.*
- ▶ *Is 7 PM available on Friday?*
- ▶ *We are a party of six.*
- ▶ *Can you confirm the time and the date?*

**Facilitator tip:** Practice listening to voicemail-style reservations. Students repeat back the details to confirm they understood correctly. Role-play the phone call realistically.

## Activity 5 American Dining Etiquette Discussion

### Key Vocabulary

napkin	utensil
fork	knife
spoon	plate
polite	rude
to eat	to sit
waiter	waitress

### How to Run this Activity

- 1 Show pictures of a formal American place setting (plate, fork, knife, spoon, napkin, water glass).
- 2 Discuss: when to use fork, knife, spoon (eat from outside in). Where does napkin go?
- 3 Talk about American customs: don't start eating until everyone is served, say "please" and "thank you".
- 4 Discuss differences from their home countries: tipping custom, speed of service, doggy bag for leftovers.
- 5 Play a video clip of a restaurant scene and have students identify polite behavior.

#### Try it!

- ▶ *In my country, we do not tip. Why do Americans tip so much?*
- ▶ *Which fork do I use first?*
- ▶ *Can I take the extra food home?*
- ▶ *Is it polite to start eating before everyone sits down?*

**Facilitator tip:** *Bring a real formal place setting (or use pictures). Let students handle utensils and practice the correct way to eat. Emphasize: in America, good service deserves a tip!*

# Sports, Entertainment, and Hobbies

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 American Sports Matching Game
- 2 Role-Play: Inviting Someone to an Event
- 3 Reading a Community Events Calendar
- 4 Planning a Weekend Activity
- 5 Talking About Hobbies

## Activity 1 American Sports Matching Game

### Key Vocabulary

baseball	basketball
American football	soccer
player	team
to play	to watch
match	game
sport	hobby

### How to Run this Activity

- 1 Show images of baseball, football, basketball, soccer, hockey, and tennis.
- 2 Say the name of each sport and have students repeat. Discuss: where is each sport popular in America?
- 3 Explain the basics of baseball (9 innings, batter hits ball), football (4 quarters, touchdowns).
- 4 Match American sports players to their sports (pictures of famous athletes like Babe Ruth, Tom Brady).
- 5 Ask students: "Which sport do you watch? Do you play any sports in America?"

### Try it!

- ▶ *My favorite sport is baseball.*
- ▶ *Do you play American football?*
- ▶ *I like to watch basketball on TV.*
- ▶ *Which team do you support?*

**Facilitator tip:** *Bring sports equipment or pictures if possible. Show highlight videos (30 seconds) of each sport to help students understand the action and terminology.*

## Activity 2 Role-Play: Inviting Someone to an Event

### Key Vocabulary

to play	to go
match	concert
game	event
friend	invitation
weekend	time
would you like	are you free

### How to Run this Activity

- 1 Model an invitation: "Do you want to go to a baseball game on Saturday?"
- 2 Teach responses: "Yes, I would love to!" and "No, I am busy that day."
- 3 Practice follow-up questions: "What time?", "Where is it?", "How much is the ticket?"
- 4 Have students practice in pairs: one invites to an event, the other responds.
- 5 Teach how to make and decline invitations politely in English.

#### Try it!

- ▶ *Would you like to go to the concert with me?*
- ▶ *I am free this Saturday. What time?*
- ▶ *I am sorry, I cannot. I have to work.*
- ▶ *That sounds like fun! What is the address?*

**Facilitator tip:** Create scenario cards with different events (baseball game, movie, concert, hiking). Students draw a card and invite someone to that event. Emphasize enthusiasm and politeness.

## Activity 3 Reading a Community Events Calendar

### Key Vocabulary

event	festival
movie	concert
park	community center
time	date
free	ticket
cost	schedule

### How to Run this Activity

- 1 Get a community events calendar from your local library, community center, or print one.
- 2 Model how to read the calendar: event name, date, time, location, cost.
- 3 Students find an event they want to attend and answer questions: When is it? Where? Is it free?
- 4 Have them plan: "I want to go to the baseball game on July 4th. It starts at 6 PM."
- 5 Practice saying the event name, location, and time out loud in complete sentences.

#### Try it!

- ▶ *The movie is at 7 PM on Friday night.*
- ▶ *The baseball game is free and starts at 6 PM.*
- ▶ *Where is the music festival?*
- ▶ *How much is the ticket for the concert?*

**Facilitator tip:** Use your library's actual community calendar or local parks & recreation guide. Highlight 3-4 events in color. Have students predict what they think each event is before revealing the details.

## Activity 4 Planning a Weekend Activity

### Key Vocabulary

weekend	free time
to go	to do
activity	hobby
friend	family
park	gym
plan	schedule

### How to Run this Activity

- 1 Ask students: "What do you like to do in your free time?"
- 2 Model a weekend plan: "Saturday morning I go to the gym. Saturday afternoon I go to the park with my family."
- 3 Have students create their own weekend plan on a template (Friday night, Saturday morning/afternoon/evening, Sunday).
- 4 Teach how to ask friends about their plans: "Are you free on Saturday? What do you want to do?"
- 5 Present their plans to the class in 3-4 complete sentences.

#### Try it!

- ▶ *On Saturday, I want to go to the beach.*
- ▶ *Do you want to play basketball with me?*
- ▶ *I like to read books on the weekend.*
- ▶ *My family and I go to the park every Sunday.*

**Facilitator tip:** Make a template with time slots. Help students think of activities at the library (free movies, events, programs). Discuss: "How can newcomers use the library for recreation?"

## Activity 5 Talking About Hobbies

### Key Vocabulary

hobby	sport
to play	to collect
to read	to paint
to cook	to swim
favorite	enjoy
free time	interest

### How to Run this Activity

- 1 Ask: "What is your favorite hobby?" and share your own example.
- 2 Teach hobby vocabulary: reading, painting, cooking, swimming, collecting, playing music, gardening.
- 3 Model how to talk about hobbies: "My favorite hobby is reading books. I read every evening."
- 4 Have students interview a partner: "What is your favorite hobby? How often do you do it? How long have you done it?"
- 5 Students report back to the class about their partner's hobby in 2-3 sentences.

#### Try it!

- ▶ *My favorite hobby is cooking.*
- ▶ *I like to paint in my free time.*
- ▶ *Do you have a hobby?*
- ▶ *I enjoy reading. I read about three books a month.*

**Facilitator tip:** *Bring examples of hobbies to the class: a book, painting supplies, musical instrument, or cooking recipe. Ask: "Which of these hobbies is popular in America? Which is popular in your country?"*

# Attending a Party

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Party Invitation
- 2 Role-Play: Arriving and Introducing Yourself
- 3 Planning What to Bring: Potluck vs. Bring a Dish
- 4 Understanding American Party Customs
- 5 Writing a Thank-You Message

## Activity 1 Reading a Party Invitation

### Key Vocabulary

invitation	RSVP
host	guest
date	time
location	address
dress code	casual
formal	gift

### How to Run this Activity

- 1 Show students examples of party invitations (printed, email, digital).
- 2 Highlight key information: who, when, where, what to wear, what to bring, RSVP.
- 3 Explain "RSVP" (Répondez, s'il vous plaît) = please respond, tell the host if you are coming.
- 4 Give students practice invitations and have them extract the information.
- 5 Discuss: "What does formal/casual dress mean? What do you wear to a birthday party in your country?"

#### Try it!

- ▶ *The party is on Saturday at 7 PM.*
- ▶ *The address is 125 Main Street.*
- ▶ *Casual dress means what?*
- ▶ *I will RSVP yes. I will bring a dessert.*

**Facilitator tip:** Create sample invitations for different types of parties (birthday, holiday, wedding). Have students fill out RSVP cards. Discuss American party customs: arriving on time vs. "fashionably late".

## Activity 2 Role-Play: Arriving and Introducing Yourself

### Key Vocabulary

host	guest
name	friend
nice to meet you	how do you know
handshake	conversation
introduce	greeting
guest	party

### How to Run this Activity

- 1 Model arriving at a party: knock/ring doorbell, greet the host, take shoes off if needed.
- 2 Teach introductions: "Hi, I am [name]. I am a friend of [host's name]."
- 3 Practice handshakes and eye contact while introducing yourself.
- 4 Teach conversation starters: "This is a lovely party!", "How do you know the host?", "What do you do?"
- 5 Role-play arriving at a party in pairs: one is the host, one is arriving as a new guest.

#### Try it!

- ▶ *Hello, I am Maria. Nice to meet you.*
- ▶ *How do you know [host's name]?*
- ▶ *I am from Mexico. This is my first time at an American party.*
- ▶ *This is a beautiful house! Thank you for inviting me.*

**Facilitator tip:** Set up a "pretend party" with music, snacks, and decorations. Have students practice the entire arrival sequence: greeting at the door, taking off coat, introducing themselves to 2-3 people.

## Activity 3 Planning What to Bring: Potluck vs. Bring a Dish

### Key Vocabulary

potluck	bring a dish
gift	dessert
host	dish to share
wine	flowers
card	wrap
thank you	appreciate

### How to Run this Activity

- 1 Explain American party customs: host sometimes asks guests to bring food (potluck).
- 2 Teach what is appropriate to bring: a dish to share (salad, dessert, appetizer), wine, flowers, or a small gift.
- 3 Show examples of dishes: cookies, brownies, salad, chips, fruit.
- 4 Discuss gift-giving: "In America, it is nice to bring a small gift or card."
- 5 Have students decide what to bring to different parties: birthday party, potluck dinner, holiday party.

#### Try it!

- ▶ *Can I bring something to the party?*
- ▶ *I will bring a chocolate cake.*
- ▶ *What should I bring?*
- ▶ *I brought a bottle of wine and a card for you.*

**Facilitator tip:** Show pictures of different dishes and gifts appropriate for parties. Explain: "A potluck is when everyone brings food to share. It is common in America." Practice saying "I brought..."

## Activity 4 Understanding American Party Customs

### Key Vocabulary

fashion	late
punctual	fashionably late
dress code	appropriate
gift	RSVP
polite	behavior
custom	tradition

### How to Run this Activity

- 1 Discuss: what time should you arrive? (typically 5-15 minutes after start time is acceptable; "fashionably late" is a joke)
- 2 Explain dress codes: formal = suit/dress, business casual = no jeans, casual = comfortable.
- 3 Teach party manners: say hello to the host, do not arrive empty-handed, help if offered.
- 4 Compare American party customs to students' home countries.
- 5 Discuss: gifts, alcohol, dancing, music, food, conversations, timing, goodbyes.

#### Try it!

- ▶ *Is it okay to arrive 30 minutes late to a party?*
- ▶ *In my country, we give gifts at parties. Is that American custom?*
- ▶ *What should I do when I leave the party?*
- ▶ *Thank you so much for inviting me. I had a wonderful time!*

**Facilitator tip:** Create a comparison chart: "American Party Customs vs. [Country] Party Customs". Students fill in similarities and differences. Emphasize: "American parties are usually informal and fun!"

## Activity 5 Writing a Thank-You Message

### Key Vocabulary

thank you	appreciate
invitation	host
lovely	wonderful
card	message
grateful	kind
sincere	gratitude

### How to Run this Activity

- 1 Explain: after a party, send a thank-you note or message to the host.
- 2 Model: "Thank you for the lovely party! I had a wonderful time."
- 3 Show examples of thank-you cards and messages.
- 4 Teach what to include: thank you, what you enjoyed, appreciation for the invitation, friendly closing.
- 5 Have students write a thank-you message for a party (3-4 sentences) in class.

#### Try it!

- ▶ *Thank you so much for inviting me to your party.*
- ▶ *The food was delicious and I had a great time.*
- ▶ *I appreciate your kindness and hospitality.*
- ▶ *I hope to see you again soon!*

**Facilitator tip:** Have students write thank-you notes by hand on cards. Show examples of handwritten and typed messages. Discuss: "Is email okay, or should it be a card?" (Both are acceptable in America!)

# Travel and Vacations

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Reading a Flight Itinerary
- 2 Role-Play: Hotel Check-In Conversation
- 3 Planning a Road Trip Route
- 4 TSA/Airport Vocabulary Sorting Activity
- 5 Booking a Hotel by Phone

## Activity 1 Reading a Flight Itinerary

### Key Vocabulary

flight	boarding pass
departure	arrival
time	gate
seat	luggage
passport	ticket
airport	terminal

### How to Run this Activity

- 1 Get a sample flight itinerary (from your own travel or online examples).
- 2 Explain what each part means: flight number, departure time, arrival time, gate, seat number.
- 3 Model reading it out loud: "Flight 123 departs at 10 AM from Gate 5. My seat is 12B."
- 4 Give students practice itineraries to fill in information.
- 5 Teach: "The TSA (Transportation Security Administration) checks your documents at the airport."
- 6 Discuss: arrive 2 hours before a flight, check luggage limits, boarding groups.

### Try it!

- ▶ *My flight departs at 2 PM and arrives at 5 PM.*
- ▶ *What is my seat number on this boarding pass?*
- ▶ *The flight is delayed. When will we depart?*
- ▶ *I need to check my luggage at the airport.*

**Facilitator tip:** *Print a real flight itinerary and boarding pass (with personal info removed). Have students find: departure time, arrival time, seat number, gate, luggage info. Practice saying these in sentences.*

## Activity 2 Role-Play: Hotel Check-In Conversation

### Key Vocabulary

hotel	motel
reservation	name
room	key
double	single
check-in	check-out
guest	front desk

### How to Run this Activity

- 1 Explain hotel check-in: arrive, give name, show ID, get key, go to room.
- 2 Model the conversation: "Hi, I have a reservation. My name is [name]. My confirmation number is [number]."
- 3 Teach questions to ask: "What time is checkout?", "Is breakfast included?", "How do I get to the room?"
- 4 Have students role-play with a partner: one is the hotel receptionist, one is the guest.
- 5 Practice saying the reservation details, room number, and instructions clearly.

#### Try it!

- ▶ *I have a reservation for two nights.*
- ▶ *My confirmation number is 123456.*
- ▶ *What time is breakfast tomorrow?*
- ▶ *Thank you. What floor is my room on?*

**Facilitator tip:** Create a hotel front desk setup with a bell, register book, and keys (toy keys). Have students check in as if arriving at a hotel. Use real hotel language: "Welcome to [Hotel Name]!"

## Activity 3 Planning a Road Trip Route

### Key Vocabulary

road trip	destination
map	route
distance	time
highway	direction
stop	gas station
national park	landmark

### How to Run this Activity

- 1 Explain a road trip: drive across the country, visit multiple cities/attractions, camping or hotels.
- 2 Show a map of the USA and famous road trips (Route 66, Pacific Coast Highway, Yellowstone).
- 3 Model: "We drive from New York to Florida. The distance is 1,000 miles. It takes 15 hours."
- 4 Give students a route and have them plan stops: where to eat, sleep, what to see.
- 5 Teach: "We stop for gas every 2 hours. We stop for food every 4 hours."

#### Try it!

- ▶ *How far is it to the next gas station?*
- ▶ *We are driving to Yellowstone National Park.*
- ▶ *The drive takes about 8 hours.*
- ▶ *Let us stop at this rest area.*

**Facilitator tip:** Use Google Maps to plan a real road trip together. Pick a destination and calculate driving time, distance, and stops. Discuss: "What are famous American road trips? What will we see?"

## Activity 4 TSA/Airport Vocabulary Sorting Activity

### Key Vocabulary

passport	boarding pass
luggage	carry-on
TSA	security
gate	terminal
ticket	ID
checkpoint	baggage claim

### How to Run this Activity

- 1 Explain what TSA is: "Transportation Security Administration checks your documents and bags."
- 2 Teach the airport order: check-in → TSA security → gate → boarding → airplane → baggage claim.
- 3 Define each term: passport (travel ID), boarding pass (flight ticket), luggage (checked bags), carry-on (bag you take on plane).
- 4 Have students sort pictures/words into "before the plane" and "after landing".
- 5 Practice saying each phrase in context: "I need to check my luggage.", "Here is my boarding pass."

#### Try it!

- ▶ *I need to show my passport at the TSA checkpoint.*
- ▶ *My carry-on bag is too big.*
- ▶ *Where do I get my luggage after the flight?*
- ▶ *The boarding pass shows my gate and seat number.*

**Facilitator tip:** *Bring props: a toy passport, boarding pass printout, luggage label. Have students act out going through airport security. Teach the important rule: "TSA is very serious. Be polite and follow instructions."*

## Activity 5 Booking a Hotel by Phone

### Key Vocabulary

reservation	booking
date	nights
room	rate
available	confirmation
name	check-in
payment	credit card

### How to Run this Activity

- 1 Model a hotel booking call: "Hello, I would like to book a room for 2 nights."
- 2 Teach key phrases: "Do you have a room available?", "What is the rate?", "Can I confirm the dates?"
- 3 Explain information needed: dates, number of nights, number of people, room type (single/double), contact info.
- 4 Have students practice in pairs: one calls hotel, one books the room.
- 5 Teach how to get confirmation: confirmation number, arrival time, cancellation policy.

#### Try it!

- ▶ *I would like to make a reservation for May 15 to May 18.*
- ▶ *I need a double room for two people.*
- ▶ *What is the price per night?*
- ▶ *Can you confirm my reservation? My confirmation number is 987654.*

**Facilitator tip:** Provide a hotel booking script with blanks. Students fill in the dates, room type, and confirmation details. Practice over the phone with a partner or record their call to listen back.

# Other Useful Words and Phrases

American English for Newcomers

## Library Conversation Class — Activity Handouts

- 1 Opposites Matching Card Game
- 2 Describing Objects in the Room
- 3 Shopping Role-Play: Using Adjectives
- 4 Filling in a Lost & Found Form
- 5 Describing Your Neighborhood Using Adjectives

## Activity 1 Opposites Matching Card Game

### Key Vocabulary

big	small
fast	slow
hot	cold
loud	quiet
expensive	cheap
early	late

### How to Run this Activity

- 1 Create cards with opposites (one word on each card).
- 2 Students shuffle and lay out face-down in rows.
- 3 Students take turns flipping two cards, trying to match opposites.
- 4 When they match, they say: "Fast and slow are opposites." and keep the pair.
- 5 Play until all pairs are found. Student with most pairs wins.
- 6 Extend: ask students to use each word in a sentence.

### Try it!

- ▶ *This pizza is hot, but ice cream is cold.*
- ▶ *The car is fast and the bus is slow.*
- ▶ *The expensive restaurant is very nice.*
- ▶ *The library is quiet, but the playground is loud.*

**Facilitator tip:** *Make the game colorful and durable by printing on cardstock. Add pictures to help with comprehension. Have students create their own opposite cards using words from the course.*

## Activity 2 Describing Objects in the Room

### Key Vocabulary

big	small
old	new
clean	dirty
color	size
beautiful	ugly
long	short

### How to Run this Activity

- 1 Point to objects in the classroom and describe: "This is a big table. It is brown."
- 2 Ask students: "What color is the wall? Is the floor clean? Is this chair old or new?"
- 3 Have students look around and find: something big, something small, something old, something blue.
- 4 Ask each student: "Describe that object. What color is it? Is it big or small? Is it clean?"
- 5 Students write 3 sentences describing one classroom object.

#### Try it!

- ▶ *This book is small and new.*
- ▶ *The floor is clean and light brown.*
- ▶ *I see a big, beautiful window.*
- ▶ *The desk is old but still useful.*

**Facilitator tip:** *Bring interesting objects to class: a shiny coin, colorful scarf, old book, beautiful picture. Have students describe each object using at least 2 adjectives per item.*

## Activity 3 Shopping Role-Play: Using Adjectives

### Key Vocabulary

small	big
expensive	cheap
color	size
Do you have	something smaller
fit	try on
store	customer

### How to Run this Activity

- 1 Model shopping: "Do you have this in a smaller size?", "This is too expensive. Do you have something cheaper?"
- 2 Teach: size (small, medium, large), color, price, and style (new, modern, classic).
- 3 Set up a pretend store with clothes/items labeled with prices and sizes.
- 4 Students role-play: customer asks for items with different adjectives, shopkeeper responds.
- 5 Practice phrases: "This is too big.", "Do you have it in black?", "That is too expensive."

#### Try it!

- ▶ *Do you have a bigger size?*
- ▶ *I need something cheaper. This is too expensive.*
- ▶ *Can I try this on in medium?*
- ▶ *I like this color, but it is a little large.*

**Facilitator tip:** Create price tags and size labels. Have a variety of items (real or pictures). Focus on comparative adjectives: "bigger/smaller", "more/less expensive". Practice polite requests: "Do you have...?"

## Activity 4 Filling in a Lost & Found Form

### Key Vocabulary

lost	found
item	description
color	size
date	location
contact	reward
phone number	address

### How to Run this Activity

- 1 Explain: a lost & found keeps items people leave behind.
- 2 Show a sample lost & found form with blanks to fill in.
- 3 Model: "I lost my keys. They are silver and small. I lost them on Monday at the library."
- 4 Give students a "lost item" scenario card (wallet, phone, hat, scarf, etc.)
- 5 Students complete the form describing: what, color, size, where, when, contact info.
- 6 Students read their forms out loud and classmates guess the item.

#### Try it!

- ▶ *I lost a black wallet. It is medium size.*
- ▶ *I found a blue scarf yesterday at the park.*
- ▶ *Please call me if you find my keys.*
- ▶ *The item is small and round, and it is red and white.*

**Facilitator tip:** Create actual lost & found forms from your library or make your own template. Have students describe items by color, size, material, and distinctive features. Play a guessing game based on descriptions.

## Activity 5 Describing Your Neighborhood Using Adjectives

### Key Vocabulary

neighborhood	area
big	small
clean	dirty
safe	dangerous
quiet	loud
park	street

### How to Run this Activity

- 1 Ask: "What is your neighborhood like? Is it big or small? Is it quiet?"
- 2 Model: "My neighborhood is small and quiet. There is a nice park and a library. The streets are clean."
- 3 Have students think about their own neighborhood and write 3-5 sentences describing it.
- 4 Focus on adjectives: colors, sizes, feelings (safe, dangerous, friendly, busy).
- 5 Students share their descriptions and classmates ask questions about the neighborhood.
- 6 Create a class "neighborhood map" with students' descriptions.

#### Try it!

- ▶ *My neighborhood is very busy and noisy.*
- ▶ *There is a beautiful park near my house.*
- ▶ *The streets are clean and safe.*
- ▶ *I love my neighborhood because it is quiet and green.*

**Facilitator tip:** *Have students bring pictures of their neighborhoods or show pictures from Google Maps. Describe the streets, buildings, parks, stores. Compare neighborhoods: "Which neighborhood is more expensive?" "Which is quieter?"*