

Tales from America: Teacher's Notes

A film by Daniel Emmerson presented by EnglishClub.com



Activity 1 (Warmer)

1. Students answer the questions, guessing if necessary.
2. Students compare answers in pairs.
3. Elicit answers – feeding them in where necessary.

Answers: 1. False (It is the 4th largest). 2 False (Washington DC is). 3. True 4. True 5. True.

Activity 2

NB During the introduction to the video film it states that English is not the official language of the United States. If any of your students asks you why this is the case, you may like to inform them that although Wikipedia says English isn't America's official language, the Oxford Encyclopedia says it is! This may be because so many individual states in America have declared English to be their official language. Nevertheless, the fact remains that the United States of America has, as yet, no official language.

1. Students read table contents before watching video.
2. Students watch first four interviewees and fill in table.
3. Students discuss answers in pairs.
4. Elicit general feedback. (Answers in the table below in bold.)

Interviewee	Nationality	Occupation	Why is s/he in the USA?
Lee Nitel	Israeli	Student	For a university course she will start next month in her own country.
Aneta Kaint	Austrian	Student	To learn English to do yoga teacher training
A Rum Yang	South Korean	Student	To feel closer to native speakers.
Adrian Petrov	Argentinian	Engineer	To improve his English in an English setting

Activity 3 (While watching the first part) *N.B. This film is approximately 17 minutes long in total.*

1. Students work in pairs to suggest possible answers to the questions.
2. Elicit feedback.
3. Students watch video to discover if their suggestions were right.
4. Elicit general feedback but don't go into much detail at this stage.

Activity 4 (While watching the main part)

Question 1 (Why do learners visiting New York think studying English is important?)

1. Students read the questions then watch the video again.
2. You can either pause the film after Question 1 and then elicit feedback or watch all the question and answer parts before eliciting feedback.
3. Either way, students answer the questions as they watch, then check their answers in pairs.
4. Elicit answers.

Answers: 1. True 2. True 3. Not mentioned 4. True 5. Not mentioned 6. True

Question 2 (What problems do people have?)

5. Students read the questions and choose their answers (in pairs, if appropriate).
6. Students watch the video again to confirm their answers.
7. Elicit answers.
8. Answers: 7. Aneta 8. Lee 9. Carolina 10. Adrian

Tales from America: Teacher's Notes

A film by Daniel Emmerson presented by EnglishClub.com



Question 3 (How does being in New York help with these problems?)

9. Students read the questions then watch this part of the video again and correct the statements.
10. Students work in pairs to check their answers.
11. Elicit answers. (NB Answers do not need to be word-for-word).

Answers: 11. You can improve your vocabulary and LISTENING outside class and hear different accents. 12. You can WATCH TV in English. 13. You can speak a lot with NATIVE SPEAKERS and hear a lot when you go outside. For example, into the street or into a shop. 14. You overcome the fear of not UNDERSTANDING THE LANGUAGE. 15. You gain confidence and stop worrying about MAKING GRAMMAR MISTAKES.

Question 4 (What tips do learners visiting New York have for other learners of English?)

12. Students read the pieces of advice.
13. Students watch the video and put the advice in the correct order.
14. Students check together in pairs.
15. Elicit answers.
16. Answers: 1. B 2. D 3. F 4. A 5. E 6. C

Activity 5 (After watching)

1. Students work in pairs or small groups and discuss their answers to the questions.
2. Monitor carefully. Stop the activity before the students run out of steam. Elicit feedback.

Activity 6 (Roleplay)

1. Students work in pairs and interview their partner.
2. Monitor. Make sure the students swap roles when necessary.
3. Elicit feedback.

Follow-up Suggestion

Students can be encouraged to act out their interview in front of the class and/or to write up their interview for homework. Or, if you have access to filming equipment students could make their own video and show it to the class.

The information, statements and answers used in this worksheet are taken from the film in question and interviewees' responses. They are not necessarily true for the whole country, nor do they necessarily reflect the views of the filmmaker or of EnglishClub.com.