

# SEARCH AND SHARE EXERCISES\*

6-10

## COMPELLING AMERICAN CONVERSATIONS

Questions & Quotations  
for Intermediate American English Language Learners

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\*reproducible for classroom use

..... TABLE OF CONTENTS .....

**SEARCH AND SHARE EXERCISES**

(Bold listings included in this package)

1. Watching the News
2. We're Talking About My Hometown
3. How Do You Spend Your Time?
4. Finding English Pronunciation Tips on YouTube
5. Always Be Yourself
- 6. Chatting: In-Person or Online**
- 7. What a Great Game!**
- 8. TV or not TV (Is that a question?)**
- 9. Exploring New Holidays**
- 10. I Like Your Style**
11. Reducing Stress and Increasing Happiness
12. Finding Advice on Job Interview Techniques
13. Building a Better Budget
14. Exploring a New American City
15. Documenting Moments in Time

## SEARCH and SHARE

### Chatting: In Person or Online

Student Name: ..... Date: .....

Class: ..... Teacher: .....

Find an article about how friendship has changed since Facebook, Google+, and Twitter have become so popular.

Read the article, print it out, and be prepared to discuss it with classmates.

Author: ..... Length: .....

Publication: ..... Publication date: .....

What's the main idea?

How many sources were quoted?

Were there any illustrations? What kind?

What did you learn from this article?

What was the most interesting part for you? Why?

Which do you like better, the way friendships were before social networks or the way things are now? Why?

Write five new vocabulary words, idioms, or expressions related to the article.

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate the article on a scale of 1–5, with five being the highest? Why?

**“Have friends. It’s a second existence.”**

—*Baltasar Gracian (1601–1658), Spanish philosopher*

## SEARCH and SHARE

### What a Great Game!

Student Name: ..... Date: .....

Class: ..... Teacher: .....

Think of a great sports match now. Search for a video or article on the Internet (in English) about an exciting game, championship series, or rivalry. Collect information so you can tell your classmates about the exciting sports event.

Here are two websites that might be worthwhile for you to visit: <http://espn.go.com> and <http://sportsillustrated.cnn.com>. Use this worksheet to take notes.

Title: ..... Length: .....

Publication: ..... Publication date: .....

What event did you choose? Why?

What is the background to this great game?

Can you describe the two rivals?

What happened in the game?

What was your favorite part of the game? Why?

Write three new vocabulary words, idioms, or expressions related to the video or article.

- 1.
- 2.
- 3.

How would you rate the game/match on a scale of 1–5, with five being the highest? Why?

Why did you choose this video or article?

**“Becoming number one is easier than remaining number one.”**

—Bill Bradley (1943–), U.S. Senator; American hall of fame basketball player

**SEARCH and SHARE**  
**TV or not TV (Is that a question?)**

Student Name: ..... Date: .....  
Class: ..... Teacher: .....

Search the Internet for a video (in English), taken from a **current television show**. Here are two websites, which might be useful to visit:

<http://www.hulu.com> and <http://www.imdb.com/sections/tv>

Choose a video segment (*it's not necessary to watch more than ten minutes*), watch it two times, and be prepared to discuss it with classmates.

TV series: ..... Type of Show: .....  
Title of episode: ..... Length: .....  
Broadcast network or channel: ..... Original airdate: .....

What's the show about?

Can you describe one or two of the main characters?

Did you enjoy the story? Why or why not?

What was the most interesting part for you? Why?

Write five new vocabulary words, idioms, or expressions from the TV show.

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate the video/TV show on a scale of 1–5, with five being the highest? Why?

Why did you choose this video?

**“In the age of television, image becomes more important than substance.”**

—*S.I. Hayakawa (1906–1992), U.S. senator and linguist*

## SEARCH and SHARE

### Exploring New Holidays

Student Name: ..... Date: .....

Class: ..... Teacher: .....

Search on the Internet for an article (in English) about a favorite holiday or celebration. Choose a holiday that you do not currently celebrate, but that you would like to know more about. Find an article, read it, print it out, and be prepared to discuss it with classmates.

Title: .....

Author: ..... Length: .....

Publication: ..... Publication date: .....

What is the name of the holiday or celebration you have chosen?

What are two or three important facts about the holiday or celebration?

Are there any opinions in the article? What are they? Whose are they? Do you agree or disagree?

What would you add to the holiday or celebration to make it even better?

What was the most interesting part for you? Why?

Write five new vocabulary words, idioms, or expressions from the article.

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate the article, on a scale of 1–5, with five being the highest? Why?

Why did you choose this article?

**“Thanksgiving Day is the one day that is truly American.”**

—O. Henry (1862–1910), *American short story writer*

## SEARCH and SHARE

### I Like Your Style!

Student Name: ..... Date: .....

Class: ..... Teacher: .....

Search the web for an article (in English) about a current trend in clothing or fashion. Find an article, read it, print it out, and be prepared to discuss it with classmates.

Title: .....

Author: ..... Length: .....

Publication: ..... Publication date: .....

Which clothing or fashion trend is described in your article?

How many sources were quoted?

Were there any illustrations? What kind?

What did you learn from this article?

What was the most interesting part for you? Why?

Write five new vocabulary words, idioms, or expressions from the article.

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate the article, on a scale of 1–5, with five being the highest? Why?

Why did you choose this article?

**“Fashion is about exploring different selves.”**

—Jane Fonda (1937–), actress and former fashion model

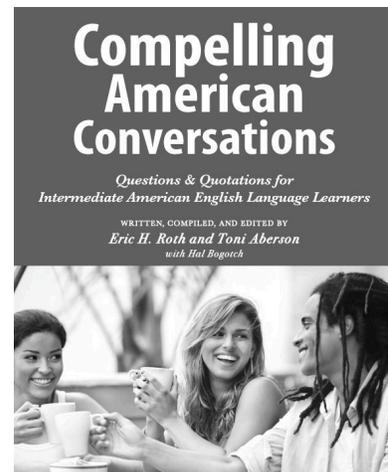
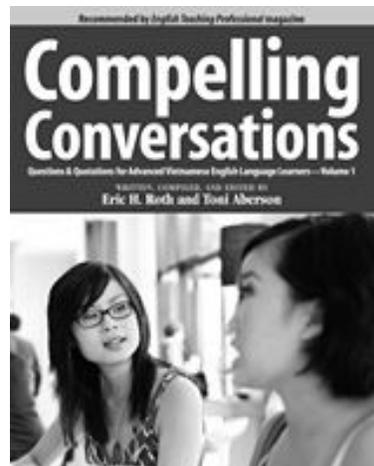
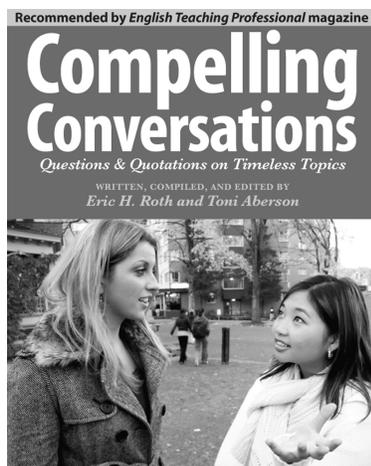
## ABOUT THIS BOOK AND THE COMPELLING CONVERSATIONS SERIES

*Compelling American Conversations: Questions and Quotations for Intermediate American English Language Learners* explicitly emphasizes American language, culture, and values.

The primary audience is newcomers to the United States, and recent and not-so-recent immigrants who may be studying at an American high school, adult school, community college, or university. The authors strongly believe that all immigrants deserve a quality education that allows them to express themselves, develop their English language skills, and deepen their critical thinking skills. A narrow, life-skills-only language program can sometimes reinforce the tyranny of low expectations. From our perspective, too many language programs too often teach students to mostly listen and seldom speak – and often underestimate the academic and professional abilities of many American immigrants.

Therefore, we deliberately chose to emphasize speaking skills and fluency. We also include academic vocabulary and more philosophical questions because American immigrants deserve the same level of sophisticated materials which international English as Foreign Language (EFL) students enjoy in the stronger international high schools. The authors hope American English language learners begin asking more questions, speak more in their workplaces, and create their own compelling American conversations.

Finally, the United States will be a better, stronger nation when we allow all our residents and citizens to realize their innate potential as human beings. We also believe that students choosing to seek U.S. citizenship are making a smart, sensible choice to join the American family. The United States, despite its current challenges and flaws, remains in the immortal words of President Lincoln, “the last, best hope for mankind.”



Visit us at [www.CompellingConversations.com](http://www.CompellingConversations.com) to find more tips on fluently speaking English, to suggest conversation topics, or to contribute your favorite proverbs and quotations.

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