

Situational Dialogues in a Community College
English as a Second Language Curriculum

by
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Abstract

A tuition-free, vocational, English as a second language (ESL) program offered at a large community college suffers from high attrition as well as student dissatisfaction with curriculum. The purpose of this quasi-experimental, longitudinal study was to assess the effectiveness of a specific ESL curriculum supplement as an intervention to alleviate the twin problems of high attrition and student dissatisfaction in this program. Two high-level ESL classes were selected for comparison. The study sample consisted of 83 adult ESL students administratively pre-assigned to classes in the highest level, based on advancement from lower levels (or on placement tests, if new to the program). 42 students had enrolled in the class designated as the experimental group and received the new curriculum supplement, while 41 students had enrolled in the class designated as the control group and received only the standard curriculum. The curriculum intervention involved the implementation of a daily regimen of lessons featuring scripted, situational dialogues created in advance of the study by this researcher. In these situational dialogue activities, each student would pair off with a classmate, playing roles in simulations of real-life situations. The study sought to discover whether the implementation of this highly interactive, structured dialogue technique would result in increases in attendance, retention, and student satisfaction while simultaneously yielding a positive impact on standardized test scores. Test scores, attendance, and retention were compared between groups. Both groups also completed questionnaires both at the beginning and end of the term soliciting both qualitative and quantitative feedback regarding their satisfaction with their curriculum. The findings of the study indicated that the quantitative differences between the two groups in several of the outcomes metrics were statistically negligible; however, qualitative data obtained from the experimental group indicated that a great majority of students were highly satisfied with the dialogue methodology and derived substantial benefits from it. These benefits included a greater facility for practicing speaking and an opportunity to assimilate valuable idiomatic phrases and new vocabulary. The study recommends that adult vocational ESL classes make further use of interactive situational dialogue methodologies as a means of heightening student satisfaction. The following are appended: (1) Recommended Procedure for Teaching the Dialogues; (2) Student Satisfaction Survey 1; (3) Student Satisfaction Survey 2; (4) Student Data Form; (5) Excerpt from *Side by Side: Student Book 4*; (6) Excerpt from *Focus on Grammar Book 4*; (7) Excerpt from *Everyday Dialogues in English*; (8) Dialogue Lessons. (Contains 1 table and 2 figures.) [Ed.D. Dissertation, Nova Southeastern University.]

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Chapter 1: Introduction

The research project described in this applied dissertation took place at a large urban community college located in the southeastern United States. The college recently recorded the highest total student enrollment of any postsecondary institution in the country. Combining figures from each of the institution's six campuses throughout the county and from credit and noncredit enrollments, college statisticians indicated that over 150,000 students registered for classes during the academic year 2005–2006 (Miami Dade College Institutional Research Website, 2006).

One particularly striking statistic concerning the enrollment at the college was that the percentage of students whose native language was not English (53 %) was slightly greater than the percentage whose native language was English (47%). No less than 166 countries and 91 languages were represented in a recent accounting of student population (Miami Dade College Institutional Research Website, 2006).

Given the vast array of countries from which the students have emigrated, it was not surprising to find that a significant number of enrollees studied English as a second language (ESL). In fact, nearly 16% of all credit work undertaken was identified as “ESL activity,” a figure that was more than double the percentage of 20 years ago (Miami Dade College Institutional Research Website, 2006). This huge upsurge in ESL registrations attests to the common assumption that many U.S. immigrants see learning English as a chief priority.

This community college presently offers three options for the study of ESL. Option 1, EAP, is an academic department within the school that offers regular college credit. An attractive advantage of this option is that students can receive financial aid for the courses. Option 2, Intensive English, is a noncredit course that offers 7 weeks of

concentrated yet low-pressure (Pass/Fail) ESL classes. Option 3, Vocational English (VE), is also a noncredit program, but it offers tuition-free courses that emphasize language acquisition to improve employment status. This researcher worked as a VE instructor at the school's largest campus from the inception of the VE Program in 1999 until 2006.

The college is able to offer the VE Program free of charge because it receives a performance-based grant from the Florida Department of Education. According to the terms of the grant, each student who passes one of the six skill levels represents a literacy completion point (LCP), which represents a predetermined number of dollars to be paid directly into the program.

VE classes are organized into six skill levels from Level A (lowest) to Level F (highest). Second-language students enter after completing the Comprehensive Adult Student Assessment System (CASAS), a standardized placement test that places them into one of the six skill levels. They are then expected to continue through the levels until they finish Level F. Each level lasts 8 weeks, and the program operates throughout the entire calendar year. Thus, theoretically, a student who begins in Level A can graduate from the program in approximately 1 year, and a student who starts in Level F might spend just one 8-week term in the program.

Although the VE Program has not publicized an official mission statement, the following declaration that was excerpted from the program's Internet Web page can be considered its statement of purpose:

The English language program at MDC prepares non-native English speakers to obtain employment; increase work-related skills to obtain a better job; and as community members, carry out the rights and responsibilities associated with civic involvement. (Miami Dade College Community Education, 2005)

Although the free VE classes make the program very enticing to students, they lead to formidable challenges for administrators. Despite the difference in settings, they face many of the same issues as administrators in the city's public school system that offers a large, free, ESL program that is the VE Program's chief competitor.

One challenge is to ensure that students who enroll in a class finish it. In general, adult education programs have a well-documented history of difficulty with student retention. Brod (1990) analyzed why adult learners leave free literacy programs and he classified the reasons into two categories: (a) personal factors and (b) program factors. The personal reasons included the learner's age, low self-esteem attached to a lack of demonstrable progress, daily pressures from the workplace and time schedules, lack of support from the native culture for education, and transportation to the study facility.

Another challenge is for adult education administrators to provide a curriculum meticulous enough to satisfy funding agencies, yet stimulating enough to motivate students to continue. A perennial dilemma of VE faculty is that, to ensure that an acceptable number of students will pass the CASAS test, the faculty must devote a substantial percentage of class time to teaching to the examination. In contrast, the students self-reported in personal communications that the subject matter of the CASAS test is aggravatingly mundane and dull. Nevertheless, this test was developed to assess the abilities of second language learners to use "survival English" (i.e., English necessary for rudimentary life skills, e.g., buying food in a supermarket, handling transactions at the post office, or ordering a meal at a restaurant). Although many of the college's VE students have lived in the United States for several years, are highly educated professionals in their native countries, and are well indoctrinated in daily life in the U.S., this test might be considered a poor match for them. For more than 80% of these students,

the stated goal is to improve oral communication and to converse more fluently so that they might obtain better employment (VE Tracker System, 2005). However, the CASAS assesses other matters, and its attendant in-class drilling distances many of the students. The chosen textbooks emphasize CASAS vocabulary and situations. This approach further estranges many students from enjoying the second language learning that they seek.

These two challenges, (a) student retention and (b) appropriate curriculum, are intertwined. Student feedback surveys confirmed that failure to provide stimulating material was a major shortcoming of the program. In optional, written commentary supplementary to the ratings on the forms, more than 20% of the students who were recently surveyed indicated that more conversation should be incorporated into the classes (VE Tracker System, 2005).

Problem Statement

Unacceptable student retention and course completion rates were identified as the major concern of administrators of the VE Program. The unacceptability of the rates was determined according to pre-established standards.

In personal communication to faculty members, the chairperson of the Adult Education Department (that houses the VE Program) targeted 25 as an acceptable number of students to remain enrolled until term end. However, an average of only 18 students remain enrolled (VE Tracker System, 2005). Of this number, the LCPs that could be claimed were few because those students who remained until the end of the term did not pass the CASAS test. This deficiency further frustrated the designs of the administrators.

Nature and Significance of the Problem

Reviewing the responses to surveys administered to the students and their oral

feedback, it was determined that much of the problem with attrition is attributable to the unappealing curriculum and testing system. Because revisions to the curriculum are continually made, it would behoove the department to implement course materials that better motivate the learners.

Passage from one level to the next is determined by the students' results on the CASAS test that is readministered at the end of each term in several graded versions that range in difficulty depending on the level of the program. Upon graduation from VE, students are encouraged to enroll in programs to earn the postsecondary adult vocational (PSAV) certificate.

The appeal of the free VE English classes is a powerful one. At the target campus and throughout the target college, the number of students enrolled, instructors, levels of classes offered, and sections offered have grown rapidly.

Nevertheless, in addition to the aforementioned personal factors, Brod (1990) cited various programmatic factors that often lead to poor retention. These include limited flexibility in class scheduling, lack of peer support, and awkward mixing of different student skill levels in the classes.

Like administrators of other adult education programs, the administrators of the school's VE Program have been struggling with an extremely high rate of attrition. On average, 35 students enroll in a given VE class, but only 18 remain enrolled until the end of the term (VE Tracker System, 2005). In 2002, administrators decided to hire a recruitment and retention specialist whose primary function would be to implement strategies aimed at improving long-term and short-term program enrollment. Nevertheless, the problem continues rampant.

Drawing on responses to surveys administered to students and to oral feedback in

personal communication, much of the problem with attrition has been attributed to a curriculum and testing system that is unattractive to the adult learners. This researcher hypothesized that a renovated approach might serve to better motivate the students.

Purpose of the Project

The purpose of this research was to evaluate the effectiveness of a curricular intervention that employed a standardized regimen of lengthy situational dialogues. These dialogues were written by the researcher himself in advance of the intervention. Intended as pedagogical aids, the dialogues simulated real-life situations of direct import to second language learners. They included conversations relating to real-life activities (e.g., buying a new car, making an airline reservation, going to the doctor, and troubleshooting a computer). If the students could fully master the interactive discourse that this material prompts, they might be well poised to execute successfully a variety of vital real-world tasks.

Furthermore, this researcher hypothesized that the tangible benefits of situational dialogues to students, their adaptability to practicing CASAS-like test questions, and their inherent dynamism would contribute to making this particular methodology a viable means of balancing student interest with programmatic need. The findings of this study enabled the researcher to make recommendations to administrators concerning the feasibility of long-term implementation of a regimen of situational dialogues as a second language, learning tool.

The evaluation used student retention rates, passing rates, standardized test results, and written feedback from students on survey forms that were administered during the second and penultimate week of the term. This information, combined with the observations that the implementing instructor summarized, enabled the researcher to offer

to administrators these recommendations in a comprehensive report.

This researcher was a member of the instructional faculty that piloted the VE Program in September 1999, and he continued to work in this capacity in the program until September 2006. In this role, he also regularly developed and implemented curriculum, served on planning committees, and mentored adjunct faculty. Although presently employed at a different institution—a small, private, liberal arts university in Tennessee—he has maintained a close association with the current faculty of the target VE Program (which is still offered at the research site). Thus, the VE Program manager authorized this researcher to oversee a former colleague's implementation of this intervention. Over a 3-year period from 2004 to 2007, this researcher created the 25 situational dialogues and accompanying drills that were used in this study (see Appendix H).

Since being hired at the new institution, this researcher has remained active in the field of ESL, creating curriculum, leading workshops for faculty, and teaching nonnative speakers, albeit in much smaller groups. In addition, he has continued to incorporate into daily lessons the same self-created dialogues that were piloted at the target community college.

Research Questions

Six research questions were designed to guide the evaluation study:

1. What does the current literature reveal about the effectiveness of implementing situational dialogues as a pedagogic tool in ESL classes?
2. What effects have situational dialogues shown to create for student retention?
3. What criteria should be used to measure the effectiveness of the dialogue intervention?

4. How will the attendance and retention rates and the standardized test scores of the target class compare with those of the control class?

5. Will the students in the target class achieve improvements in attendance and standardized test scores compared to similar figures from the previous term?

6. In their end-of-term surveys, will students attribute any increased satisfaction with the curriculum to the introduction of situational dialogues?

Definition of Terms

Comprehensive Adult Student Assessment System (CASAS). A national, standardized test used to place adult ESL students into appropriate levels and to gauge their progress within ESL programs.

English for academic purposes (EAP). English courses taught to prepare students to enter directly into mainstream college courses.

English as a foreign language (EFL). English courses when the students are college-aged learners or businesspersons.

English language learners (ELL). Students who attend EFL or ESL classes.

English as a second language (ESL). English courses in which the students are adult immigrants of nontraditional college age.

Limited English proficient (LEP) An individual who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Literacy completion point (LCP). A credit awarded to the learning institution for passing an ESL student from one level to the next. These credits influence funding determinations.

Language 1 (L1). The student's native language.

Language 2 (L2). The second and target language, which is English for ESL and EFL students).

Realia. Real-life objects (e.g., newspapers, restaurant menus, and instruction manuals) that an instructor might bring to class to quicken the students' identification and understanding of new vocabulary and concepts.

Situational dialogue. A two-person role-play in which the characters perform some routine activity. In the proposed intervention, situational dialogue refers to a preprinted text to be used in the ESL classroom to develop oral proficiency.

Vocational English (VE). A program in the target college's Adult Education Department where adult immigrant students are taught ESL with the expectation that their language skills will help them to advance in the workforce.

Chapter 2: Review of Related Literature

Research Pertaining to Student-Dictated Curriculum

Students in the VE Program have repeatedly emphasized their desire for practicality in learning English, that is, learning to speak in situations that apply directly to their daily lives. Of all the discrete aspects of English instruction historically offered by the VE Program—grammar, conversation, writing, and reading—conversation was most frequently cited as crucial to their goals. The research literature supported the pedagogical benefit of giving students a greater input in developing their curriculum, particularly ESL curriculum. Davies (2006) conducted a study of ELL preferences among university students in Japan. Davies reported great success in implementing class-specific questionnaires to obtain context-relevant data from learners to better deliver the courses. Davies reported four major benefits derived from the questionnaires: (a) more cohesive long-term course development, (b) increased focus on the individual learner, (c) more effective selection and design of materials, and (d) teacher self-development. Thus, in administering student feedback forms that relate specifically to evaluation of pedagogical techniques, the VE administrators were doing a great service to the program. The benefit would be even greater if some of the students' commentary spurred programmatic change toward the development of courses that the students would consider more relevant and practical.

Curriculum Paradigms Explored: Monochronic vs. Polychronic

In a study of second-language teaching methods, Mantero (2005b) asserted that two paradigms of literacy prevailed in the ESL classroom. The first paradigm was strategic and viewed success in achieving literacy as *monochronic*. Monochronic goals involved the invocation of grammatical and syntactic rules to teach ELLs

pseudocommunicative utterances such as rote-memory ordering from a menu or reading directions. This model emphasized lecture, drill and practice, remediation, and class work consisting largely of worksheets. Haberman (1991) went so far as to call teaching styles that foster the monochronic approach a “pedagogy of poverty” (p. 4) wherein an overreliance on direct instruction leads to passive compliance, resentment among students, and pressure on instructors to make students learn. An investigation by Wang, Huang, and Padrón (1995) exemplified findings typical of monochronic classrooms. In the large-scale study, examining the classroom instruction of 90 teachers from 16 urban middle schools serving predominantly ELLs, Waxman et al. found that students typically were involved in whole-class instruction and interacting neither with their teacher nor with other students. Very few small-group activities were used. Students rarely selected their own learning activities, and they were generally quite passive in the classroom, often just watching or listening to the teacher although they were found to be on task about 94% of the time.

The second paradigm described by Mantero (2005b) was sociocultural in scope. In this paradigm, success was viewed as a *polychronic* phenomenon, meaning that it was supported and furthered by emergent inquiry. This view assumed that learning would incorporate sociocultural, interactional, and linguistic aspects into the achievement of literacy. According to Mantero, this sociocultural paradigm was more dynamic, fluid, and responsive to the needs of ESL students. Thus, this researcher framed the target intervention within the second paradigm.

Foster and Ohta (2005) elaborated further upon the sociocultural approach, describing it as a paradigm that viewed learning as “embedded in social interaction” (p. 403). In such a scenario, the individual learning a new language is inseparable from

the environment and from the interactions through which language spontaneously develops. By extension, Foster and Ohta explained, the sociocultural theorists recognized that knowledge is not generated exclusively by the learner, but is rather a product of social settings and the interface between the individual and the environment. With this understanding, this researcher espouses the sociocultural approach exemplified by the planned intervention.

Buttaro's (2004) study of second language acquisition, culture shock, and language stress among adult Hispanics who had recently immigrated to New York City treated important sociocultural considerations of nonnative speakers who were learning English. Buttaro's findings underscored the dire need for pragmatic oral language proficiency as a replacement for textbook language-rule acquisition. Second language learners increasingly advocated this type of instruction, including those in the VE Program. Examining the educational, cultural, and linguistic adjustments demanded of a group of Spanish-speaking, adult, females who were learning English in the most populous city in the United States, Buttaro concluded that adult ELLs encounter problems in controlling linguistic rules and in applying them to various speaking situations as they cope with the stress of living in a new cultural environment. Similarly, Huang (2006) analyzed feedback from Chinese ESL students at American schools and observed that, according to their own self-ratings, reading ability and grammar were the strongest areas, while listening and speaking were their weakest areas. One of Huang's central findings was that Chinese students needed a much greater degree of exposure to natural English speaking situations. These are the challenges that motivated this researcher to advocate the target intervention.

In another study in New York City, Diaz, Justicia, and Levine (2002) revealed

that acculturation challenges like those described in Buttaro's (2004) and Huang's (2006) research have practical pedagogical solutions through the application of collaborative, interactive ESL pedagogy. With the goal of accelerating three semesters of learning into two semesters, Diaz et al. initiated an intensive ESL program at a New York City community college. Using a communicative approach, the authors sought to develop language skills in an integrated fashion. The language learners participated in field trips, viewed films related to their ESL classes, read and responded to essays, did collaborative group projects, and submitted a portfolio at the end of each semester. In the end, students demonstrated great progress in the development of their critical thinking, and many reported an increase in their sense of personal empowerment.

Emphasizing the Need to Modernize Curriculum with Real-Life Approaches

A wide-scale enhancement in ESL teaching methodology will lead to improvement in overall learning. This assertion is supported by the research of Condelli (2002), whose What Works project involved a broad research study on pedagogical techniques in ESL and was sponsored by the United States Department of Education. Condelli sought to determine which methods were the most effective in producing gains in learner outcomes. Condelli's team of researchers measured the effectiveness of various pre-categorized teaching methodologies, analyzing mail-in data from schools in states with the largest ELL populations. Outcomes were measured by standardized assessments of language proficiency, among which was the same CASAS battery used by the target VE Program. Condelli's first conclusion, which is most relevant to the target intervention, is that teachers who brought in the outside by interweaving real-life interaction, conversation, and situations into their lessons generated the greatest educational gains. Their students far outperformed those who were instructed through

more traditional and explicit grammar and syntax pedagogies.

Teaching English as a second language is a large and rapidly expanding academic field outside of the United States, where it is often given the synonymous title of English as a foreign language (EFL). From an academic standpoint, they are equal disciplines. Findings from studies on pedagogical techniques in EFL programs that are conducted outside of the United States often corroborate the notion that interactive, collaborative strategies are the most successful in stimulating and motivating nonnative students of English. For example, Atsuta (2003) carried out a comprehensive study of teaching practices and curricula in Japan. Atsuta reported that the most effective way to motivate unsuccessful Japanese EFL students was to incorporate a variety of innovative strategies into all communication activities, while also taking into consideration each student's individual learning style. These strategies included teaching through task-based and collaborative learning, building relevancy, and assigning cooperative projects.

Adding to the growing body of ESL pedagogical literature that promotes contextualizing learning through real-life grounding, Duff (2002) discussed incorporating popular culture and media into second language classrooms as a formalized teaching technique. Duff described case studies in which the instructor used popular media as a rich and powerful classroom resource, one that has the potential to stimulate current events discussions, lively debate, and collaborative participation. Duff claimed that this strategy made language learning more interactive overall, for students coconstruct identities and sociocultural affiliations.

Other studies on learner interest support the hypothesis that ESL pedagogy might be improved by instruction that is focused on the pragmatic, real-life aspects of language proficiency. After conducting research to determine which aspects of language learning

were most valued by ESL students in various countries, Schauer (2006) observed that learners in the United States paid more attention to pragmatic competence than to grammatical competence. Furthermore, Schauer found that learner access to authentic input in the target language was one of the foremost determinants of success in second language acquisition.

Another advocate for the renovation of teaching practices as a means to improving ESL learner outcomes was Berlin (2005), who promoted a participatory methodology using the critical pedagogy principles of seminal Brazilian adult education theorist Paulo Freire (1970). According to Berlin, the multicultural classroom should be a microcosm of society. In his vision of the model language classroom, practical, ends-based knowledge resulted from learning that was socially coconstructed through interactive dialogues between teachers and students.

According to the prevailing feedback from VE students, despite its good intentions, the present VE curriculum does not meet their need for practical knowledge building. The frustration that VE students have expressed echoes the claims of Kim (2004), who assessed the unmet needs of adult ELLs on a professional career track. Kim asserted that most adult ESL curriculum was aimed at developing general communication skills rather than specific professional literacy. However, under certain conditions, ends-based learning goals in other vocational ESL programs have been demonstrably realized. Zane (1999), working under the auspices of the University of Hawaii, found innovative ways to enliven employability training classes by building successful business partnerships, linking them to identified workplace literacy needs, acquiring the use of job-specific facilities, and customizing instruction to meet the needs of students of specific vocations. In addition, Guhde (2003) studied the application of ESL pedagogical

techniques to LEP university nursing students. Guhde used real, tape-recorded patient histories to practice and reinforce vocabulary and phrases relevant to the nursing profession. In the study's evaluation, Guhde noted that encouraging LEP students to speak spontaneously through such guided, interactive exercises might promote more willful interaction in an otherwise intimidating vocational setting.

A longitudinal, ethnographic case study undertaken by Li (2000) details the progress of one Asian female, a recent émigré to Canada, as she learned the proper semantics and protocol for making requests in the workplace. Li noted that so-called requesting behavior in the workplace had come under scrutiny, as it is one of a number of face-threatening actions that are inherently risky and, therefore, pose great challenges to nonnative English speakers. Li's work is of great relevance to the present study because, unlike many previous researchers of requesting behavior by nonnative speakers, Li saw a request as not merely a mechanically reproduced speech act, but also as a pragmatic activity that was achieved over a series of utterances and accomplished only after an extended time. This pragmatic approach correlated well to the application of situational dialogues as a pedagogical tool.

In Support of Collaborative Techniques

A number of researchers have noted that, among real-life approaches, collaborative learning styles are highly effective in ESL classrooms. Shaaban (2006) reported on the success of collaborative learning as an instructional strategy for improving reading ability among nonnative speakers. The study compared the effects of a cooperative learning model (experimental group) and whole-class instruction (control group) on improving various aspects of the students' reading abilities and their attitudes toward reading. The most statistically relevant results in Shaaban's study showed the

benefits of collaborative learning on the dependent variables of motivation to read, the value of reading, and reading self-concept. Although the study's emphasis was reading, not speaking, it demonstrated the potential of using collaborative learning to heighten motivation in the ESL classroom, an objective shared with this target intervention.

In a study of Mexican immigrant students at a large urban middle school in Texas, Curtin (2005a) triangulated data collected from classroom observation and student and faculty interviews to show that, even at the early secondary level, students valued collaborative techniques above traditional pedagogical methods. Citing Malloy, Curtin (2005a) noted that using cooperative work better suits the learning styles of linguistically and culturally diverse students. Curtin's (2005a) research supported this researcher's hypothesis that framing fluency-building activities in a more collaborative approach will heighten their appeal to second language learners.

According to Curtin (2005b), the benefits of collaborative techniques were also reflected in the teachers. In a separate study of the perceptions of Texas ESL instructors vis-à-vis various pedagogical techniques, Curtin (2005b) reported that interactive and collaborative instructional methodologies were demonstrated to be more successful than traditional strategies, as evidenced by teacher accounts. Using tape-recorded interviews with teachers and field observations, Curtin (2005b) also found that interactive teachers (i.e., those who actively used collaborative group work at least once a week) seemed to be the most culturally responsive and cognizant of the instructional and learning needs of the ESL students. These results would seem to predict success in the facilitation of the paired role-plays planned in the target intervention.

Documenting the implementation of an intensive 3-week ESL summer program in Alabama, Mantero (2005a), like Curtin (2005a) and Shaaban (2006), related that ELLs

of all age groups, but especially younger learners, respond best to lessons that engage them in interactive activities and allowed them to converse with each other in real-life school or social settings. The learning tasks observed in Mantero's study included an information-gap puzzle, a popular ESL activity in which each member of a pair of students had specific information relating to solving a problem that dovetailed and completed information that the other had, thereby engendering purposeful questioning. In addition, teachers brought in a great deal of *realia*. Teachers who emphasized these techniques received more positive feedback from students than those who engaged in traditional methods.

Clennell (1999) detailed another extensive study of ESL student behaviors and pedagogical preferences. This study was conducted at an Australian university with foreign-born students as subjects. Clennell implemented a collaborative research project that required EAP students to conduct interviews with native speakers on campus, transcribe the interviews, and present the transcriptions to the class in the form of an oral presentation. Among Clennell's conclusions, that which was most significant to the target research was his finding that a complex collaborative, *dialogic* intervention had strong pedagogical potential for ESL students because it raised the learners' awareness of the levels of meaning and language usage. They could see how socially practical meanings were embedded in the discourse and how effective communication depended on both interaction and continual negotiation.

Collaborative learning in ESL is constantly reinventing itself. Because the popularity of computers has boomed since the early 1980s, students throughout the globe are hungry for applications of the latest technologies to their learning, and second language learners are no exception. Peng, Fitzgerald, and Park (2006) reported on the

implementation of a learning intervention in which Asian children in ESL classes were directed to collaboratively design multimedia stories that gave rich expression to their culturally diverse perspectives involving folklore, family beliefs, and adjustments to a new country. The authors stated that interactivity allowed the stories to be distributed in multimedia formats such as graphics, animation, music, sound effects, and video biographies. Clearly, the success of this enterprise was directly related not only to the implementation of computer technology, but also to the willingness of students to work collaboratively toward a common goal.

In Support of Collaborative Pair Work

Among collaborative strategies, pair work has consistently been shown to be one of the most effective pedagogical techniques. Storch (2002) stated that second language learners were well disposed to dyadic study arrangements and, when they worked in pairs, they scaffolded each other's performance. Polio and Gass (1998) studied 30 dyads working on an information gap activity. These authors concluded that interactive teaching methods were highly successful for second language learners because such techniques not only rendered students' spoken English more comprehensible; but also facilitated improvement in the ELLs' understanding of English as spoken by native speakers. Ramirez (1998) described the use of a program featuring interactive videoconference dialoguing that linked Mexican ELLs in a San Antonio, TX, university extension program to native, English-speaking, high school students throughout Texas to help the ELLs gain insight into authentic conversation patterns.

Accentuating the intrinsic value of simulative role-play in the ESL classroom, Livingston (1997) reported on the application of an activity in which second language learners recreated two, true-life, high profile, criminal court cases, specifically the O.J.

Simpson murder case and the Michael Fay Singapore caning case. Livingston reported that, by incorporating these highly emotionally charged cases into elaborate classroom projects, much meaningful self-expression in English was spontaneously provoked, and student interest in learning the target language was heightened. Furthermore, the author stated that this activity had the unintended peripheral benefit of stimulating long-term interest in television and newspaper reports, themselves excellent catalysts for English fluency building.

As early as the mid-1970s, the situational dialogue was a staple of practice in the then-nascent field of ESL. Handscombe (1974), discussing methods of making ESL instruction effective for all students, noted that practical strategies for promoting interaction included bringing the individual's home, background, and ethnicity into focus in the classroom by creating groups that drew on common interest. One of the most effective specific activities toward this end, Handscombe claimed, was creating realistic dialogues in pairs.

More recently, Wong (2002) found that the idea of incorporating authentic, spoken language data into teaching language materials through techniques such as situational dialogues was gaining prominence. Assessing effective ESL classroom activities in another study, Mantero (2003) highlighted the use of techniques such as the situational dialogue to develop *strategic literacy*—the use of a priori constructs to decode individual language. Mantero asserted that, through the enactment of interactive strategies, students might reach certain communicative goals such as ordering in a restaurant or reading a flight schedule to travel. In addition, as Qi (2005) demonstrated, collaborative dialogue might be an effective approach for stimulating active inquiry and negotiation and for promoting acquisition of culturally loaded words in a second

language. Cwach and Gravely (1997) chronicled the successful implementation of a study regimen featuring situational dialogues during the training of immigrant restaurant workers in Denver, CO. Maxwell (1997) reported on the classroom implementation of role-playing in ESL classrooms in Japan. The purpose of this activity was to improve students' verbal and nonverbal communication skills and to link and use previously built schema in not only structured, but also improvised situations.

Shortcomings of Dialogues in Current English as a Second Language Texts

Although Wong (2002) acknowledged the increasing trend toward incorporating authentic language into textbooks, Wong contended that the dialogues in most current textbooks missed the mark of authenticity and, therefore, were ineffective teaching tools. In addition, as Kim (2004) noted, careers included as contextual reference points in most ESL textbooks are manual jobs and do not include those achieved as a result of higher education. Concurring with Wong and Kim, Burns (1998) indicated that, although a communicative approach to language teaching was touted for a number of years, little progress had been made on pedagogic materials. Burns explained that, although many of the language teaching materials purported to offer real-life communication skills in conformity with a shift to communicative language teaching, very little of this material actually used authentic spoken interaction.

Unfortunately, the printed material currently employed by VE falls into this latter category: The closest the VE textbooks come to replicating authentic English is when they offer dialogues that drill discrete grammar points or extend the discussion of ordinary topics beyond their realistic scope. Student motivation and (by extension) student retention might be improved by offering material that would contain dialogue similar to that used in real-life situations.

An attempt to incorporate meaningful structured dialogue into the ESL curriculum was documented by Zainuddin and Moore (2003). These researchers used controversial topics to stimulate debate among ESL students. A scripted *controversy dialogue*, involving two people arguing each side of a particular point, was submitted to the learners. The ELLs were instructed to study this dialogue and debate it in groups, with students assuming one or the other position on the matter, thus, engendering further formalized dialogue. Surprisingly, no mention was made of the having the students read the original scripted dialogue aloud as a role-play, an activity that ought to be highly instructive, for which reason it is a central aspect of the target intervention. Silliman (2003) described a similar classroom activity for ELLs, wherein the students construct dialogues around controversial or delicate situations that require diplomatic negotiation with partners. Both the Zainuddin and Moore and the Silliman interventions elucidated the viability of dialogues as a teaching tool. However, in the proposed study, this researcher assigned greater importance to the assimilation of new vocabulary, phrases, and constructs present in the original, teacher-created, scripted material.

Bernsten (2002) provided an exhaustive evaluation of the verisimilitude of dialogues in recent ESL texts. Analyzing the dialogues that appeared in a number of popular ESL texts, Bernsten found that a majority of authors failed to adequately contextualize interactions relating to invitations, offers, and requests. They tended to truncate dialogues introduced for conversational practice, providing just the essentials of the hypothetical dialogue without its natural preliminaries and losing the realism in the process. Bernsten suggested several strategies to teachers, given such texts with truncated interaction, to help students grasp how a more realistic dialogue would be typically heard. Yet, even Bernsten asserted that a more fruitful approach would be to present the entire

scope of a natural dialogue to students at the outset so that they could assimilate realistic dialogue as it typically would be encountered in real-life situations.

Improving Upon Current Textbook Dialogue

Furthermore, learning will clearly be enhanced if students are stimulated to go beyond the rote memorization of scripted dialogues. An early reviewer of ESL textbook dialogue material, Boyd (1984) noted that simple memorization tactics ran counter to the greater objective of promoting spontaneous interaction in the target language. Boyd promoted a talk-and-listen method, wherein learners had ultimately to look at each other and not at the text when they practiced conversations in the new language. Mindful of Boyd's accurate analysis, this researcher aims to intervene with a technique that will gradually ease learners from the point of recognizing and incorporating new lexical structures into this ideal mode of conversing freely in the target language.

Perhaps the greatest support for the viability of a situational dialogue intervention came from a comprehensive study by Waxman and Tellez (2002), who used databases to retrieve information from ERIC reports, dissertation abstracts, and several major research journals in the field of second language learning. They conducted an exhaustive investigation to determine quantifiably what pedagogical techniques for ESL learners had been documented as the most effective. Waxman and Tellez listed collaborative learning and *instructional conversation* among the strategies consistently found to be most beneficial. According to these researchers, "Language can only be learned through its use....effective second language instruction must be built upon lengthy dialogues, referred to in this report as instructional conversations" (p. 15). Instructional conversation also helped ELLs create meaning out of the social context of the classroom. Collaborative activity and discourse between teachers and students created a mutual context of

classroom experience.

Furthermore, because instructional conversations allowed learners to demonstrate their knowledge, skills, and values, the teacher could contextualize teaching to fit the needs of each student. In addition, citing the comprehensive review of research by August and Hakuta (1998), Waxman and Tellez claim that, from the perspective of the ESL students, instructional conversation moves far beyond direct teacher-dominated instruction by providing opportunities for extended dialogue in areas that have educational value and relevance.

Finally, corroborating Waxman and Tellez' findings, Williams (2001) asserted that, when instructional conversation pedagogy was employed, learners had an important stake in what was being said; ownership in the dialogue increased the students' motivation and interest in learning. Citing the research of Goldenberg and Patthey-Chavez, Williams noted that, through the application of instructional conversations, ELLs not only talk more, but also got more of their message across.

Adding to the Existing Body of Literature

After this author researched extensively the use of situational dialogues as an ESL classroom technique, it became apparent that there was a dearth of scholarly literature pertaining to the value of protracted, precreated dialogues as a means of helping students to assimilate new vocabulary and idioms and to improve general fluency. By evaluating the effectiveness of an intervention in which dialogues form the chief teaching strategy, this researcher's study contributes to the body of literature that uses them as a collaborative teaching tool.

This researcher conducted a survey of the few ESL textbooks available that feature situational dialogues, assessed their strengths and shortcomings, and determined

the gaps in pedagogical approaches that the situational dialogue intervention fills. The number of ESL texts that feature dialogues as an in-text teaching technique was limited. An analysis of three ESL texts follows: (a) *Side by Side: Student Book 4* by Molinsky and Bliss (2002); (b) *Focus on Grammar 4: An Integrated Skills Approach* by Fuchs and Bonner (2006); and (c) *Everyday Dialogues in English* by Dixson (1983).

Side by Side and *Focus on Grammar* were selected for analysis because they were popular in American ESL programs. Additionally, this researcher chose to assess *Focus on Grammar* because, until recently, it was the mainstay of the VE Program. (The texts used by the high–intermediate levels of the VE Program during the current academic year employed few dialogues.)

Everyday Dialogues in English, although neither remarkably popular (for it is long out-of-print) nor currently used by the VE Program, was selected for discussion because it was the one textbook found in the review of topical literature that, like this researcher’s intervention, primarily used lengthy situational dialogues as the instructional technique. The other two texts used dialogues only to supplement a variety of other delivery formats (e.g., readings and grammar exercises).

First, the Website of Barnes and Noble Booksellers (2007) lists *Side by Side* (Molinsky & Bliss, 2002) as the best-selling ESL classroom textbook series worldwide. Molinsky and Bliss used a time-tested dialogue formula, presenting second language material in a format that is engaging to students and convenient for teachers. A large cartoon-type picture accompanied a very brief, two-person dialogue that exercised a discrete grammar point. This central dialogue then served as a template for other picture-scenario variations on the page, into which students were to substitute new names and words, following the gist of the original dialogue, conjugating or modifying

appropriately in the process. For purposes of analysis, an excerpt from *Side by Side: Student Book 4* has been presented (see Appendix E, p. 78).

To expand upon the explanation using Variation 1 of the excerpted exercise: Student A was expected to say, “Why is Carl upset?” Then Student B was expected to respond, “He thinks he shouldn’t have bought a typewriter. He should have bought a computer.”

All of these role-plays (except the one that functioned as a template) were educed from students, not written out for them in advance, as the example above illustrates. This format was very successful because it easily facilitated the learning of grammatically sound conversation bits. Students quickly learned to modify the template forms to accommodate a variety of conjugational shifts, familiarizing themselves with the target grammar point in all of its forms. Molinsky and Bliss’ (2002) tacit, underlying hypothesis was that, given a sufficient set of short practice items, the students would learn to generalize this grammar to whatever parallel real-life situation might arise.

From a whole-language perspective, one inherent weakness in this formula was that it presumed that students would accurately pick out situations that would require the given grammar in real-life contexts. This presumption seems quite a bold one because, in applying the Variation 1 model, ESL students would be expected to determine quickly that the situation required a past modal (e.g., “should have taken”) and not a present modal (e.g., “should take”). In normal practice, this split-second task would require near-native proficiency. By contrast, this researcher’s intervention used much longer dyadic dialogues that were not organized around a grammar point, which allowed situations to spontaneously elucidate all manner of grammar, instead of contriving situations to fit a grammar point. The success of the proposed intervention shed light on

the viability of protracted real-life dialogue as a teaching technique.

Second, *Focus on Grammar 4*, by Fuchs and Bonner (2006) is a tremendously popular textbook in American ESL programs and is listed as one of Barnes and Noble's (2007) top 20 sellers worldwide. Moreover, it was the VE Program's language textbook series of choice from the program's inception in 1999 until mid-2005.

Like *Side by Side*, *Focus on Grammar* contained exercises that drilled discrete grammar points through dialogues. However, the dyadic dialogue appeared far less frequently in this textbook than in *Side by Side*. In *Focus on Grammar*, it was just one of many exercises employed throughout the book. In addition, unlike in *Side by Side*, students were asked to perform written grammar exercises within the texts of each dialogue. Role-playing the dialogues aloud was not specifically called for in the instructions for the *Focus on Grammar* exercises. Thus, these passages of dialogue were construed as mere drills for reading in context.

The intermittent dialogue-based exercises appeared in *Focus on Grammar* in a variety of forms. One type of dialogue used in the textbook was fairly long compared to the typical snippets contained in *Side by Side*. One such dialogue has been included as an example, excerpted from a chapter on the formation of confirming questions, known in grammar parlance as *negative questions* and *tag questions* (see Appendix F, p. 80).

By drilling an isolated point of grammar repeatedly in the manner of the excerpted exercise, Fuchs and Bonner (2006) allowed learners to explore more angles of its potential real-life use. However, a dialogue that packs so many negative questions and tag questions into one brief interchange seriously strains plausibility. If verisimilitude was the goal of the authors, longer and dialogues that were more spontaneous, in which the grammar point arose more naturally, might have better accomplished it.

Another format of the dialogue-related exercise appearing throughout *Focus on Grammar 4* asked students to fill in spaces with correct grammatical forms of given words, cloze-drill style. This format appeared in both long and short exercises. Again, the use of dialogues was incidental (perhaps to amuse or entertain), for the same linguistic competency might have been drilled using isolated cloze sentences that had no relationship to the other.

These two academic ESL textbooks applied the dyadic dialogue in different ways. Although both textbooks strove to develop syntactic accuracy, *Side by Side* educated the grammar orally through its dialogues, while *Focus on Grammar* used them to develop written fluency, without incorporating a directive to say the dialogues aloud.

The third example of a dialogue-based text considered here was the out-of-print *Everyday Dialogues in English* (Dixson, 1971). In the preface to the volume, Dixon wrote:

The book should be useful to all students who wish to perfect their colloquial and idiomatic English...the visitor can find the necessary vocabulary and expressions with which to make him or herself understood by people in all walks of life (Dixson, 1971, p. vii).

Unfortunately, these assertions were ironic because the language content of the lessons was not current and colloquial by today's standards. On the contrary, they sounded too stilted to be attributed to ordinary speakers of the present day. They bore little resemblance to the way people in real life typically converse, as an example excerpted from a unit entitled "Talking about the Weather" illustrates (see Appendix G, p. 82).

The renowned American social commentator, H. L. Mencken (1921), offered a lengthy description of what was then considered contemporary American English,

delineating certain defining characteristics that hold true to the present day.

Conversational American English, Mencken asserted, was “a succulent and nervous speech, short and compact, not as much delicately and combed out as vehement and brusque, rather arbitrary than monotonous, not pedantic” (p. 32). Yet, like the one excerpted, the Dixon (1971) dialogues clearly seemed to embody the opposite of the American model as described by Mencken.

Apart from the drawback of unnatural-sounding diction, the conversation was also less genuinely dialogic and more *monologic*. Rather than demonstrating the normal, free-flowing exchanges of standard conversation, the two characters seemed to engage in a succession of minispeeches. Mencken’s (1921) analysis supported the assertion that intimate partners (as one might assume Nick and Nora to be) would not speak to each other in whole paragraphs for extended periods.

However, it is important to bear in mind the unique advantage of *Everyday Dialogues in English*: Among all the textbooks found in the literature review, it alone presented protracted dyadic dialogues. This could have represented an excellent learning tool for nonnative speakers, for scenarios were played out in their entirety instead of in snippets, as they were in the other reviewed textbooks. Unfortunately, Dixon (1971) mitigated this benefit by deciding to portray spoken forms in a literary mode of English, thereby sacrificing verisimilitude for vocabulary building, and distancing the audience of ELLs in the process. Furthermore, no substantive changes in content were made between the 1971 and the 1983 editions of the book, and the more dated-sounding language has not been altered.

Summary

This review of literature has revealed a great deal of previous research and

commentary attesting to the intrinsic value of collaborative ESL classroom work in general and dialogue study in particular, especially as applied to second language programs that have a vocational emphasis. However, no textbooks featured dialogues prominently in their presentations. Of the three books identified and analyzed, only one presented protracted dyadic dialogues. Yet, its style is too dated and unnatural to be useful as a text for instruction in current vocabulary, slang, and usage.

The aim of the current evaluation study was to add to the body of literature on situational dialogues as a collaborative learning strategy. Therefore, the researcher used a set of dialogues as a curricular intervention in a high-level vocational ESL class and assessed this intervention's effectiveness in retaining students and preparing them to graduate from the program.

The existing literature showed that collaborative learning techniques, specifically situational dialogues, were highly effective teaching tools in ESL classes. Furthermore, various authors have implied that such techniques enhanced student retention and test performance. However, no exhaustive scientific study was found to support that assumption. The current study is useful because, as the literature review research suggested, academic performance and general student satisfaction are reliable indicators of the success of a curriculum intervention.

Chapter 3: Methodology

Trochim (2000) observed that evaluation methodology was often used to provide feedback that would aid in decision making. According to Gordon (1999), formative models were the method of choice to assess training as it progressed, to find out the benefits of program implementation, and to determine improvements and adjustments needed to attain program objectives.

This longitudinal study employed a formative evaluation methodology to collect and assess all of the data relating to the proposed intervention. To resolve research questions, statistical analyses were conducted on the collected data. Finally, decision making and recommendations followed, using the results obtained.

Participants

The research sample groups were two community college classes, each having approximately 40 nonnative English-speaking students who enrolled in a program to study ESL for vocational advancement. These students varied widely in age, but all of them were adults. The great majority of the students were Hispanic immigrants who had come to live in the United States.

Level F, a high-intermediate skill grade, is the highest CASAS-tested, letter-graded, proficiency level offered in VE. One additional level, high-advanced, was added to the VE Program in 2005 to serve as a bridge to mainstream college courses. However, students do not take the CASAS test at the end of the high-advanced level. Therefore, this researcher deemed it more appropriate to conduct research with Level F. Two daytime sections of Level F were offered each term. One began early in the morning and one in midmorning. These two classes were used as control (Class A) and the experimental groups (Class B) for this comparative longitudinal study. High-intermediate

classes were used because this was the grade best suited to the difficulty level of the prewritten situational dialogues. To facilitate a comprehensive comparison, Class B received the situational-dialogue intervention in addition to the regular curriculum, while Class A received only the regular curriculum.

Instruments

Data collection instruments were designed for later administration to the students in the research sample. These instruments accommodated two varieties of data. The first of these consisted of statistical data related to student success rates and retention. The second consisted of quantitative and qualitative evaluative feedback from students, both on the curriculum currently in place at the beginning of the term, and subsequently on the situational-dialogue intervention at the end of the term. Students were allotted 30 minutes of class time to complete these evaluation forms at the beginning and the end of the term. The evaluation forms are instruments that were created by this researcher and piloted successfully in 2006. Effective changes in curriculum and methodology have been made in Level F classes because of the feedback they provided. Before their pilot administration, the forms were presented to the VE consortium of instructors at the college whose members approved of their suitability for assessment of student opinion. The student feedback generated via the distribution of these forms served to address the sixth research question, which deals with students' perceptions of the success of the intervention.

Precise data pertaining to students' enrollment and attendance figures for each of the two groups was collected throughout the term using data forms that this researcher had created specifically for this study (see Appendix D). Because so many students were enrolled in each class (more than 40 in each of the two classes at the beginning of the

term) and each sheet accommodated data for only 20 students, three sheets were needed for each class. Prelevel and postlevel CASAS test scores were also recorded on these forms. The data recorded on these forms served to address the fourth and fifth research questions, which called for intergroup and intragroup comparisons of preintervention and postintervention student performance and retention.

Procedures

Because this researcher was no longer employed as an instructor at the proposed site and, therefore, was unable to implement the intervention directly, he supervised its implementation at the community college. Two other program faculty members, who were his former colleagues, carried out his instruction of the students.

The instructor for the experimental group had 6 continuous years of experience at the site, 5 years of which were spent teaching in the VE Program. The instructor holds a master's degree in applied linguistics and a bachelor's degree in English.

The instructor for the control group had 15 continuous years of experience as an ESL faculty member at the site, 7 years of which were spent teaching in the VE Program. This instructor holds a master's degree in library science and a bachelor's degree in English

Because many of the dialogues were piloted in the researcher's classes with numerous earlier trials, he recommended a specific procedure for their implementation (Appendix A). This procedure was carefully reviewed with the participating instructors before the term began. This researcher also briefed the instructors on proper data collection procedures, including using codes instead of first and last names to identify specific students, a practice which conforms to the Institutional Review Board standards.

Data relating to student satisfaction with the existing materials was collected

during Week 2 of the term, using the first VE Student Satisfaction Survey (Appendix B). For research purposes, this document will be referred to as Survey 1.

The most intensive phase of the project was Weeks 2–6, during which the regimen of dialogues was implemented on a daily basis in the experimental class. During this period, the Class B instructor notated and catalogued salient observations that were considered possibly beneficial for anecdotal inclusion in the final report. The form used for this appears at the end of the guidelines for procedures (Appendix A). The instructor was advised to note which of the dialogues appeared to be more problematic than others, which generated many vocabulary-related questions, or which seemed generally to spark more student interest. These instructor observations would be subjective in nature; however, this researcher thought that they might prove instructive during the formative process of evaluating and refining the dialogue lessons.

These situational dialogues were created entirely by this researcher as role-plays addressing everyday situations in which nonnative English speakers often find themselves linguistically challenged (e.g., opening a bank account, going to the doctor for a physical examination, or making an airline reservation). All 25 role-plays consisted of two roles. As the procedure delineated (Appendix A), during a typical dialogue lesson, students were to work in pairs: one person would be the customer and the other the bank manager; one would be the doctor and one the patient; one would be the airline traveler and the other the ticket agent, and so on. The dialogue lessons are provided in their entirety in this report (Appendix E).

Adding new curriculum to the classes did not pose a logistical problem for covering the full core curriculum. Because they were scheduled in blocks of 2 hours and 25 minutes, VE classes had historically lent themselves to a wide array of teacher-

selected supplemental activities, such as dialogue activities much like those used in the current intervention, that went beyond the core curriculum.

During Week 6 (on the day that the summary, final CASAS standardized test was administered) new student satisfaction data was collected, using the assessment instruments. The students in Class A were given a questionnaire identical to that originally distributed in Week 2. This document is Survey 1 (see Appendix B). Meanwhile, the students in Class B were given a different questionnaire that was similar to the Week 2 questionnaire, but it had additional questions pertaining to the intervention. This is Survey 2 (see Appendix C). Comparing data obtained at the beginning and the end of the term enabled the researcher to determine whether the 5-week passage of time had affected student responses.

Qualitative and Quantitative Statistical Analysis

The quantitative and qualitative results obtained were statistically analyzed. The qualitative data were also catalogued and coded. Qualitative data were obtained in Questions 1, 3, 4, and 8 of Survey 1 and in Questions 1, 3, 4, 8, 11, and 12 of Survey 2.

Of particular interest in the quantitative data were statistical comparisons of final retention and passing rates between the control and experimental groups, obtained from the student data pages. Mean values on standardized test scores and on retention rates were determined, and a *t* test was performed to see whether there was any statistical significance in the obtained values.

Also of interest was the measure of the difference in responses between identical questions on the surveys distributed at the beginning and the end of the term. Averaging the differences for each discrete-integer (1–10) rating response in entry and exit surveys (for both groups) served to illustrate the effects on student satisfaction of the passage of

time (in Classes A and B) and the introduction of the intervention (in Class B only). The variability of these values was also compared between groups to determine whether end-of-term satisfaction was higher in Class B. In addition, after coding and categorization, the qualitative responses of the two sample groups on initial and exit questionnaires were analytically compared.

The guiding research questions and the specific procedures that address each of them were as follows:

1. What does the current literature reveal about the effectiveness of implementing situational dialogues as a pedagogic tool in ESL classes? A thorough review of the existing literature revealed that many educators deemed collaborative learning techniques and situational dialogues to be highly effective teaching tools in ESL classes.

Furthermore, various authors implied that such techniques enhanced both student retention and test performance. However, no exhaustive scientific study was found to support that assumption.

2. What effects have situational dialogues shown to create for student retention? The extensive literature review shed light on this matter, which is addressed extensively in the discussion of the research of Mantero (2003), Wong (2002), and Qi (2001), each of whom indicated that collaborative techniques were not only helpful pedagogical devices, but also effective aids in efforts to retain students.

3. What criteria should be used to measure the effectiveness of the dialogue intervention? The literature review discussed the research of Davies (2006) on student evaluation and that of Condelli (2002) on government standards.

4. How will the attendance and retention rates and the standardized test scores of the target class compare with those of the control class? This question was addressed

postintervention through a quantitative statistical comparison of the attendance rates and test scores achieved by Class B against those achieved by Class A. The participating teacher recorded the test scores on the Student Data Form (Appendix D)

5. Will the students in the target class achieve improvements in attendance and standardized test scores, compared to similar figures from the previous term? This question was addressed postintervention through a quantitative statistical comparison of test scores and retention rates achieved by Class B during the previous term against those achieved by Class B in the current term.

6. In their end-of-term surveys, will students attribute any increased satisfaction with the curriculum to the introduction of situational dialogues? This question was addressed through qualitative and quantitative statistical comparison of responses on the VE Student Satisfaction Surveys administered at the beginning of the term (Appendix B) against those administered at the end of the term (Appendix C).

Planned Report of Findings and Recommendations

Upon completion of the intervention and its evaluation and analysis, the researcher planned to summarize findings in this formal report and prepare recommendations to the administrators of VE regarding the viability of long-term implementation of the proposed dialogues as a mainstay of the curriculum. Success in the dialogue intervention would indicate that retention and passing rates among high-intermediate, second language students should improve across the lifespan of VE and that similar strategies might be developed and implemented at all levels.

Chapter 4: Results

Introduction

The purpose of this research study was to evaluate the effectiveness of a particular instructional intervention, the use of in-class activities involving the use of situational dialogues as a teaching technique for students enrolled in a high-level vocational ESL class. Effectiveness was defined as the degree of success achieved in three distinct areas: performance on end-of-term standardized tests; student attendance and retention; and student-reported satisfaction with the dialogue methodology, as demonstrated through surveys that solicited both qualitative and quantitative responses.

The VE Program comprised six skill levels lettered A (low) to F (high), each with multiple sections and meeting times. Students in two different classes of the same level (F) were asked to participate in this longitudinal study with one class serving as a control group (Class A) and the other as an experimental group (Class B). Both classes were scheduled to meet for 2 hours and 25 minutes from Monday through Friday. The control group received the standard curriculum with no special additions, while the experimental group received dialogue lessons, prewritten by this author, each day of class for a period of 5 weeks from the beginning of Week 2 until the day before the CASAS test. Two student satisfaction surveys were given to each class. Survey 1 was given at the beginning of Week 2 of class, just before the start of the daily dialogue regimen in the experimental class, and Survey 2 was given on the day that all of the students took the CASAS test, which was in the penultimate week of the 8-week term. The same survey was given to the control group at the beginning and end of the term and to the experimental group at the beginning of the term. However, the second administration of surveys for the experimental group contained added questions addressing student

satisfaction with the dialogue methodology in which they had been engaged.

For students in both groups, test scores and attendance percentages in the previous term were collected, and these same data were recorded for the current term. Some students, upon enrolling in the program, went directly into Level F by virtue of a placement test. Thus, in such cases, there was no previous term data.

The scheme described in the previous two paragraphs facilitated a great variety of comparative analyses significant for evaluation of the dialogue technique. First, among applicable students in the experimental group, attendance during the term in which the dialogue intervention occurred could be compared against the previous term, during which there was no such intervention. Standardized test performance could be compared in a like manner.

Among the experimental group, responses on the two different surveys at the beginning and end of the course could also be compared. Because the Survey 1 gauged student satisfaction with the course after 1 week had passed without the intervention, and Survey 2 gauged student satisfaction after the daily presentation of the dialogue technique during Weeks 2–6, quantitative and qualitative changes in reported levels of satisfaction proved instructive.

In addition, comparisons between classes were facilitated through this arrangement of sample groups. Test results and attendance percentages could be averaged for the students in Class B and compared to Class A. Comparing between groups, it would also prove instructive to note the change in mean attendance and mean test results from those calculated using the previous term's data.

The proposed analyses were organized around Research Questions 4–6 discussed in chapter 1:

4. How will the attendance and retention rates and the standardized test scores of the target class compare with those of the control class?

5. Will the students in the target class achieve improvements in attendance and standardized test scores, compared to similar figures from the previous term?

6. In their end-of-term surveys, will students attribute any increased satisfaction with the curriculum to the introduction of situational dialogues?

This researcher hypothesized that this dialogue methodology would contribute to positive results in all the areas addressed by Research Questions 4–6. Furthermore, the methodology would prove an effective means of practicing CASAS–like test questions, thereby effecting an increase in scores. All these factors together would contribute to the intervention being deemed a viable curriculum enhancement to balance student interest with programmatic need.

Findings

Class A began with an official enrollment of 41 students and met daily from Monday through Friday for 35 sessions from 8:00 a.m. to 10:25 a.m. Class B registered an official enrollment of 42 students and met daily from Monday through Friday for 35 sessions, from 10:40 a.m. to 1:05 p.m. Although the 8-week term might normally be expected to encompass 40 sessions, because of the unforeseen vicissitudes of community college scheduling, it actually encompassed only 35 class meetings equaling 7 weeks of classes. Nevertheless, this alteration did not affect the scheduling of the dialogue intervention and the dialogue lessons were still implemented as originally planned from the beginning of Week 2 until the end of Week 6, with the intervention ending before the administration of the CASAS test in Week 7.

Several statistical analyses were performed on the results of the study. An alpha

level of .05 was used for all statistical tests.

Attendance and retention rates and test scores compared between groups. Of the 41 students originally registered in Class A, 3 students did not attend any classes and, therefore, were designated as “no-shows.” Of the 38 students who attended classes, 6 withdrew at some point during the term and 32 remained enrolled until the end of the term. Completion by 32 out of 38 students who began in Class A represented a retention rate of 84.2%.

Of the 42 students originally registered in Class B, 6 did not attend any classes and, therefore, were designated as “no-shows.” Of the 36 students who attended classes, 6 withdrew at some point during the term and 30 remained enrolled until the end of the term. Completion by 30 out of 36 students who started in Class B represented a retention rate of 83.3%.

The mean number of class meetings attended for students in Class A was 25.58 out of 35 total classes, or 73.08%. The mean number of class meetings attended for students in Class B was 25.29 out of 35 total classes, or 72.25%. A *t* test analysis revealed that this difference was not statistically significant ($p = .44$, $\alpha = .05$).

Twenty-four of 32 students who took the CASAS test in Class A passed, yielding a passing rate of 75%. Twenty-one of 30 students who took the CASAS test in Class B passed, yielding a passing rate of 70%.

The minimum score required to pass the CASAS test was 236. In Class A, the arithmetical mean of all students’ test results was 240.18. In Class B, the arithmetical mean was 238.22. A *t* test analysis revealed that this minute difference between the mean results for each class was not statistically significant ($p = .15$, $\alpha = .05$).

Retention and attendance rates and test scores compared to previous term. In

Class B, only 20 of the 42 students originally enrolled attended classes in both the current and previous terms. Although the program was designed so that students might advance from a lower level, students were able to begin in Level F by taking a placement test. Of the 20 students who attended classes in both terms, only 4 improved on the percentage of classes attended in the previous term.

Also considered were the differences between the current-term and previous-term CASAS test results. If a student was not enrolled during the previous term, the result from the program-entry CASAS (same scoring scale) was used as the basis for comparison. In Class A, 26 students showed an increase from their previous CASAS scores; 4 students showed a decrease; and 2 students showed no change, achieving the same score that they obtained on their previous trial. In Class B, 24 students showed an increase from their previous CASAS scores; 2 students showed a decrease; and 4 students showed no change, achieving the same score that they obtained on their previous trial. The average differential in scores was +7.00 for Class A and +10.16 for Class B.

Quantitative survey results. Surveys were administered to Class A and Class B in Weeks 2 and 6 of the 8-week term.

Of the two versions of the survey, Survey 1 was administered to Class A twice, in Week 2 and Week 6, and to Class B in Week 2 only. Survey 2, which contained additional questions related to student satisfaction with the dialogue methodology, was given to Class B only, during Week 6. Thus, for Class A, the plan allowed the researcher to compare students' responses to the same survey at both ends of the term and to analyze whether the intervening weeks of the standard Level F curriculum might have influenced their opinions. In the case of Class B, the researcher was able to analyze whether the addition of the dialogues during the intervening weeks had affected students' opinions of

the curriculum.

Survey 1 contained nine questions: four qualitative, short written-response items; four quantitative, discrete-integer (1–10) rating items; and one numerical ranking item. Survey 2, which added four more questions relating to the dialogue intervention, contained 13 questions: six qualitative, short written-response items; six quantitative, discrete-integer (1–10) rating items; and one numerical ranking item.

Among quantitative results for the experimental group, of paramount importance was a comparison between student satisfaction ratings of the dialogue activities and their ratings of the standard text. Class B's mean student satisfaction rating of the dialogue activities was 8.00, while the mean student satisfaction rating of the standard text was slightly higher at 8.30.

Thus, in Class B, the mean 10-point scale, student satisfaction rating of the standard textbook was higher than that of the dialogue activities by 0.30. Although the textbook ratings proved to be higher, a two-sample *t* test yielded a *p* value of 0.25 ($\alpha = 0.05$), indicating that the result was not statistically significant. Among numerical ratings of the dialogues on the 10-point scale, 9 was the most frequent response (8 occurrences in total), suggesting a substantial overall degree of satisfaction with the methodology.

All of Class B's responses for the two questions relating to curriculum satisfaction—the one referring to the standard textbook and the one referring to the dialogues—were analyzed to determine the frequency with which a particular number was given as a rating. The frequencies are summarized in Figures 1 and 2.

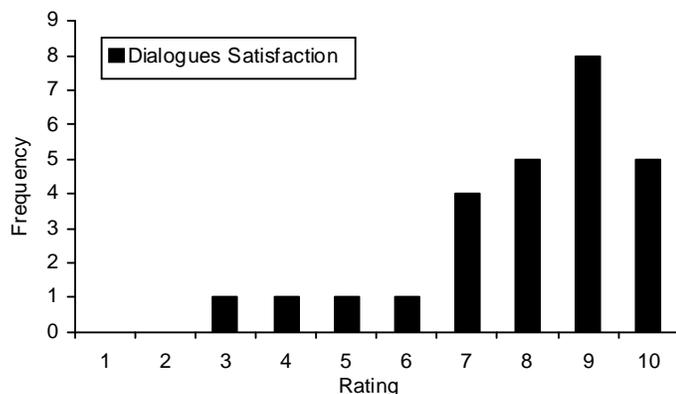


Figure 1: Dialogues Satisfaction Ratings

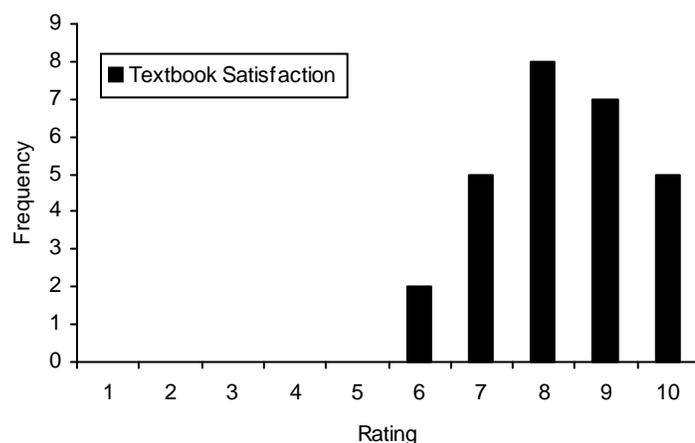


Figure 2: Textbook Satisfaction Ratings

The fact that both bar graphs appear heavily weighted toward the right side (higher values) clearly attests to the finding that most students were highly satisfied with both the textbook and the dialogues. On average, although students in Class B rated the textbook higher in terms of overall satisfaction, they rated the dialogues as more effective in helping achieve fluency in English than the textbook, averaging 7.78 for the former and 7.30 for the latter. Although not statistically significant (t test $p = .13$, $\alpha = .05$), the 0.48-point higher mean score on the dialogues indicated that students on average found the dialogues more helpful toward increasing fluency.

In fact, on the second version of the student satisfaction survey (the one given to Class B at the end of the term), questions asked for ratings of three different objects to determine the extent to which they had helped develop fluency in English: the textbook, the class as a whole, and the dialogue lessons. The dialogue lessons averaged the highest of the three objects at 7.78 on the 10-point scale, the class averaged second at 7.74, and the standard textbook averaged third at 7.30.

Examining the data longitudinally over the course of the term, Class B increased its average of student self-ratings of ability to speak in English from 5.65 on the survey administered during Week 2 to 7.12 on the survey administered during Week 6. This represents for Class B an increase in self-perceived fluency of 1.47 rating points, or 26%.

Class B's average student rating of the standard textbook decreased over the term from 8.52 to 8.30, or -2.65%. Meanwhile, student ratings of the class on improvement of English speaking ability increased from an average of 7.26 on the 10-point scale in Week 2 to 7.74 in Week 6, a differential of 0.48 ratings points, or 6.61%.

Class A demonstrated a less pronounced increase in perception of the class helping their speaking ability from 6.29 in Week 2 to 6.57 in Week 6, a differential of 0.28 ratings points (4.45%). Although Class A's ratings of the effectiveness of the textbook in helping to improve English fluency increased over the term from a mean of 5.97 to a mean of 7.31 (22.45%), its rating of the effectiveness of the class in helping to improve English fluency decreased over term, from 7.88 to 7.40 (-6.09%).

The priorities-ranking question, another quantitative item, differed from the discrete-integer rating type that appeared in both surveys administered to each group. Students were asked to rank the importance of four English learning objectives: writing in English, knowing correct English grammar, understanding printed English, and

speaking in English.

As this researcher sensed from the information collected during the literature review, speaking was by far the most popular choice as the number one priority in both classes. Between the two classes, there were 57 intelligible responses to this question, and 43 of them (75.44%) ranked speaking as their highest priority.

Qualitative survey results. Students in Class B were asked to state what they liked and did not like about the dialogue activities in separate questions on Survey 2. In examining responses to both questions, comments that were overtly positive were found (by a total of 27 to 6) to outnumber those that were overtly negative. The following several examples of positive responses have been transcribed verbatim from written feedback: (a) “I like dialogues between my partners because it cause my nervous go out;” (b) “What I like more is the new vocabulario;” (c) “I learn a lot of vocabulary and the dialogue help me to improve in my life;” (d) “Because we use idiomatics expresions, importants to understand english;” (e) “The dinamic, Also the dialogues are very useful in daily speech;” (f) “they’ve been very interesting, Funny;” (g) “I had the posibilidad to interact with my classmates and speak more in English;” and (h) “I think it is very helpful, because, let us to speack.”

A recurring theme in the six negative written responses was not so much the dialogues themselves, but rather the brevity of the time available for reviewing them. Among the many other required curriculum objectives that were also compacted into the short course, some students felt there was not sufficient time to practice the dialogues thoroughly. The following three statements summed up the only negative commentary: (a) “This class have no time at all. I need more time” (representative of four comments on time-management issues); (b) “I didn’t like the dialogue. I think we could

have learned more following the [regular text]book;” and (c) “Some students doesn’t like to act in front of all other students.”

Thus, of the six overtly negative comments, one was unqualifiedly critical of the dialogues; one was framed with a quantifier and referred specifically to a single particular element within the dialogue routine (i.e., performing the role-play in front of the entire class), which was intended to be optional; and four dealt with time constraints.

The positive written feedback was studied in greater depth to determine specific areas that were identified as highly satisfactory. Nine keywords (or synonyms) emerged in more than one comment. Among these, benefits for speaking were mentioned most often, appearing in 8 of the 26 positive comments. The next most common theme was the dialogues’ merit as classroom practice, which emerged in seven comments. Direct applicability to daily life was a theme that appeared in another six comments. The introduction of new vocabulary was mentioned in four more comments. The learning of specifically new idiomatic phrases, which might be distinguished as a theme separate from vocabulary, was mentioned as a benefit in three of the student comments. Facilitation of conversation was also mentioned as a benefit in three comments, as was the theme of the dialogues as a novel means of facilitating student-to-student interaction. Finally, two themes that might be considered related to traditional target ESL content areas—reading and grammar—registered two comments each. The table below summarizes themes that were mentioned more than once and the frequency of their mention in the written comments.

One final source of qualitative feedback proved highly informative: the daily log of dialogues covered, along with random observations and relevant commentary, maintained by the Class B instructor. For example, the participating instructor indicated

next to “Ordering a Sub” Dialogue 4, “they [the students] loved it—it made them hungry.” Next to “Going to the Doctor,” Dialogue 9, the instructor wrote, “They [the students] enjoyed this one—had an actual doctor act it out—useful.” Next to “Registering for Classes,” on Day 17 of the dialogue intervention, the instructor wrote, “They were able to relate very well—well received.” Only one lesson, “Opening a Bank Account,” covered on Day 2, was logged in with a criticism: “Too long. (Takes up almost half class.)”

Table

Frequency of Class B Mention of Key Themes in Written Feedback

Key theme	Frequency
Opportunity to practice speaking	8
Utility as classroom practice	7
Applicability to daily life	6
Acquisition of new vocabulary	4
Acquisition of idiomatic phrases	3
Opportunity to practice conversation	3
Enhancement of student interaction	3
Opportunity to practice reading	2
Opportunity to practice grammar	2

The instructor also offered the following general commentary at the bottom of the page, below the grid for daily listings:

They really like the idioms/expressions. They couldn't get enough of that. The exercises were very good.... Even when they were absent, they asked for the dialogs so they could practice at home. That was a good indication that they found them to be useful and important. They'd come back and ask me questions.

Chapter 5: Discussion

Overview of Applied Dissertation

This research evaluated the effectiveness of a classroom methodology that used situational dialogues as a technique for increasing the fluency of high-level ESL students using dialogue lessons prewritten by this researcher. The method sought to address the identified problem of unsatisfactory retention and passing rates. The research questions developed to guide the study dealt with measuring the intervention's effect on these outcomes.

Two classes were identified as control and experimental groups. Beginning in Week 2 of the 8-week term, the experimental group received the daily dialogue intervention along with the textbook used as part of the course curriculum, while the control group received only the standard curriculum and its regular textbook. In addition to the data relating to attendance, retention, and end-of-term standardized test scores that were used to gauge the readily measurable effects of the dialogue intervention, student satisfaction surveys were also administered to each group at both the beginning and end of the term, facilitating both quantitative and qualitative assessments of students' reactions to the new material.

Three informative comparative analyses were thus enabled: (a) the progress of Class B versus the progress of Class A; (b) the progress of Class B in the present term versus the progress of Class B from the previous term; and (c) changes in the satisfaction of both groups between the beginning and end of the term, observed longitudinally.

Implications of Findings

Because the findings revealed that Class A had a higher total retention rate than Class B, it can be inferred that the introduction of the dialogue methodology did not yield

the effect of increasing the overall retention rate of a class when compared against another class of the same level that did not receive the intervention.

The same can be said of test results. Because the percentage of students in Class A who passed the standardized CASAS test was larger than that of Class B, it can be inferred that the introduction of the dialogue methodology did not increase the passing rate of a class when compared with another class of the same level. In addition, it is clear that the dialogue intervention did not yield the effect of increasing average test scores, for Class B's mean test score was slightly higher than Class A's score.

With respect to the surveys, of particular interest among the Class B dataset was the comparison of responses to the questions on how much the textbook helped to improve speaking ability and how much the dialogues helped to improve speaking ability. Average responses indicated that the students in Class B found the dialogues to be of greater help in increasing fluency than the textbook, a surprising result considering that the group's mean overall satisfaction rating was higher for the textbook.

Several factors might explain the slightly higher overall average satisfaction rating for the textbook. First, the textbook reaps the benefits of the refinements inherent in the complete publication process, from illustration to graphics to professional editing, whereas the dialogue series is a textbook in the making, without those benefits. Second, in order to serve the purpose of a short-term intervention for research evaluation, the dialogues were presented daily in an intensive routine that some students might have found overly rigorous, presenting them over a longer period of time with more time between each might have led to higher student satisfaction.

While the ratings of Class B student satisfaction with the textbook showed a mean decline in its ability to help develop fluency in English over the course of the term,

ratings of satisfaction with the class showed a mean increase. This finding suggests that an element of the curriculum, other than the standard textbook, led to a higher perceived effectiveness of the class for increasing fluency. This element is most likely the dialogue activities to which approximately an hour of class time was devoted each day.

The dialogue activities averaged the highest rating specifically on fluency development compared to both the textbook and the course overall. This suggests that, on average, the students viewed the dialogues as more effective than all other class activities in helping them to reach the goal of developing oral fluency.

Meanwhile, in Class A, as average ratings of the textbook's ability to develop fluency increased over the course of the term, average students' self-ratings of their ability to develop fluency declined. This suggests that the control group valued the textbook more highly than all other classroom activities when considered collectively as a tool for developing fluency. This was so despite the fact that the dialogues outperformed the same textbook in ratings among respondents in the experimental group.

In responding to the numerical priority-ranking question, students from both groups overwhelmingly chose speaking as their most important objective. This further underscored the urgent need for emphasizing effective, interactive, fluency-building strategies in the ESL classroom. This finding argued powerfully for the inclusion of a collaborative speaking-practice technique, such as the dialogues offer.

Nevertheless, because many of the quantitative results obtained in comparing the utility and popularity of the textbook against that of the dialogues proved statistically insignificant, the qualitative data offered the strongest support for the viability of the dialogue methodology. The preponderance of positive, written feedback indicated that, despite the limitations imposed by the intervention's schedule, the overwhelming

majority of the class found the dialogues to be stimulating, helpful, and pedagogically innovative.

Among this qualitative feedback were benefits that students most frequently identified, such as classroom speaking and applicability to daily life. Furthermore, the benefits mentioned are distinct from those of the standard Level F classroom study activity and CASAS target areas (e.g., grammar and reading, respectively), which were lowest on the frequency scale. This finding supports the assertion mentioned in chapter 2 of this study, namely, that ESL students are eager to participate in methodologies that are interactive, collaborative, and practical.

The students also recorded speaking eight times as an attribute of the methodology, while conversation was mentioned only three times. If these ESL students understood the subtle distinction between these two terms, this finding might indicate that interest in improving speaking, which might have been seen as a solitary activity, surpassed interest in improving conversation, which might have been seen as a dyadic activity.

Resolutions of Research Questions

A summary of each of the six research questions that guided this study is useful, as they frame the study findings in which each of them was resolved. Research Question 1 assessed what the literature revealed about the effectiveness of implementing situational dialogues as a pedagogic tool in ESL classes. A rapidly growing trend toward using collaborative learning was revealed. Furthermore, among collaborative learning techniques, dialogue work specifically was deemed highly advantageous.

Research Question 2 addressed reports of the success of dialogue work on overall student retention. Recent reports (Williams, 2001) asserted that, when instructional

conversation pedagogy was employed, learners had an important stake in what was being said, and that ownership in the dialogue increased student motivation and interest in learning. The direct implication was that students would be more highly motivated to attend more often, thereby increasing retention.

Research Question 3 determined what criteria should be used to measure the effectiveness of the dialogue intervention. The literature review suggested that the two truest indicators of the success of a curriculum intervention were academic performance and general student satisfaction.

Research Question 4 compared attendance and retention rates and standardized test scores between the Class B and Class A. In each of these three areas—attendance, retention, and test results—Class A outperformed Class B, although not by a statistically significant margin. This finding indicated that the implementation of the dialogue methodology alone did not improve results in any of these three benchmark areas for Class B.

Research Question 5 compared the results for Class B in attendance and test scores in the current term and those in the previous term to determine whether the introduction of the dialogues had effected an improvement in these areas. Only 20 students (less than 50% of the Class B participants) attended classes during the current term and the previous one. Of these 20 students, only 4 attended a larger percentage of classes in the current term. Therefore, the use of the dialogue methodology alone did not lead to an increase in attendance for the majority of students.

Research Question 6 assessed whether Class B showed increased satisfaction with the curriculum after it was supplemented with the dialogue methodology. A quantitative analysis revealed that no statistically significant difference existed in satisfaction between

the standard textbook and the dialogues, while qualitative feedback did indicate that the majority of students increased their satisfaction with the Level F VE course quite substantially because of the dialogue methodology.

Limitations of the Study

A number of limitations of the research study became readily apparent and might have influenced research outcomes. The foremost of these limitations was the use of the particular instructors who were selected to implement the study. Under ideal circumstances, to eliminate the potential effect of variability in instructor effectiveness and popularity, the same instructor would have taught the two groups. Preferably, this researcher would have been the implementing instructor because he had created the dialogues and, therefore, was the instructor most familiar and adept in their classroom use. However, because this researcher now resides and works in another state, it was not possible to be present for the duration of the term. Nevertheless, this researcher did oversee and train the classroom instructors in its implementation and he attended the first day of class to obtain consent forms and to explain the nature of the study to the students.

The second limitation was that, because of the scheduling constraints of the VE Program, Class A and Class B were offered at different times of the day. Historically, attendance and retention have been stronger in the 8:00 a.m. class than in the 10:40 a.m. class. According to written feedback, the 10:40 a.m. time has an unwelcome tendency to break up the day for many students, whereas the 8:00 a.m. time affords students the opportunity to finish early and still work a full shift or to pick up children from school on early-dismissal days, without disrupting their class study. Thus, the 8:00 a.m. time is the preferred time and attendance reflects this in this free, noncompulsory program. In addition, because the 8:00 a.m. classes tend to fill quickly, the 10:40 a.m. class typically

gets many students whose first preference was 8:00 a.m. or many students who place directly into Level F without a previous foundation in the program (i.e., those who are potentially less settled students). In the final analysis of this research study, outcomes might have been quite different if Class B had been scheduled at 8:30 a.m. and Class A had been scheduled at 10:40 a.m.

A third limitation was the host of other factors (apart from the implementation of a new methodology) that might have accounted for trends in student retention, attendance, and test results. Indeed, it is impossible to know with certainty that such an instructional technique was a cause of changes in outcomes, especially as the quantitative results obtained in retention, attendance, and test results proved not to be statistically significant. In light of this uncertainty, through their combination of qualitative and quantitative feedback directly targeting key research questions, the student surveys might offer the more complete picture of the effectiveness of the dialogues and the students' level of receptivity to them.

Generalizability of the Results

The great preponderance of positive qualitative feedback would strongly support the hypothesis that this dialogue methodology would be well accepted in high-level ESL classrooms with predominantly Hispanic populations. On the other hand, the lack of statistically significant results among the quantitative outcomes supports the notion that whatever benefits are derived might be more internal than outwardly measurable.

Correlation of Study Findings to Existing Literature

Responses on large numbers of surveys contradicted the prevailing notion among VE faculty that students were greatly dissatisfied with their present standard curriculum. The textbook that was so highly rated in the surveys was the principal component of the

curriculum. This survey finding, along with many others that offered previously unknown and potentially beneficial insights into student reactions to the course, supported Davies' (2006) claim that the implementation of class-specific questionnaires was highly efficacious for obtaining context-relevant data from LEP learners to aid in better course delivery. As the study proved, the surveys were a window into students' minds.

The findings also lent empirical support to the polychronic paradigm of ESL classroom instruction championed by Mantero (2005b). As discussed extensively in chapter 2 of this report, according to Mantero and other researchers who documented the benefits of collaborative instruction, polychronic paradigms assume that learning will incorporate sociocultural, interactional, and linguistic aspects into the achievement of literacy, thus starkly contrasting with monochronic techniques, which view instruction as occurring primarily top-down. The present study contributed field-based observation of collaborative techniques in a vocational ESL setting to expand the knowledge base already offered about the use of these techniques in other ESL arenas by Storch (2002), Polio and Gass (1998), and Ramirez (1998).

Finally, this study offered further evidence justifying Wong's (2002) advocacy of incorporating authentic language into textbooks, and suggested a viable alternative to texts that miss the mark of authenticity (Wong, 2002) and, therefore, are ineffective teaching tools. The findings show that the students believe the use of situational dialogues are an effective strategy for incorporating into the ESL classroom the real-life practicality that Burns (1998) and other proponents of communicative language instruction argued is so desperately needed. The students' widespread satisfaction with the dialogues and praise of their overall utility demonstrated that these lessons might be an alternative to the more truncated conversation snippets offered in the textbooks

analyzed in chapter 2.

Recommendations

This dialogue intervention, evaluation study should be reperformed on a high-level ESL class, ideally under more exactingly controlled circumstances. In such a future replication, it would be advisable to control for either of two potentially influential variables: (a) the instructor or (b) the time of day offered. Most preferable would be an arrangement in which the same instructor would implement the intervention in two sections of the same level at 2 different hours of the day. Failing that, another beneficial option would be to arrange for two different instructors to perform the intervention on like-level classes at the same hour of the day.

It would also be enlightening to examine whether implementing over a longer time span might affect outcomes. The VE course was offered in a very compact 8-week period; however, results of future interventions might be quite different if the dialogue lessons could be spaced out over a longer term, allowing a greater amount of review and reflection after each lesson.

Finally, a more homogenous sample population might yield insights about the benefits of the dialogue methodology when offered to students who are not predominantly Hispanics. For example, working with a sample population of Asian students (who are considered much more reserved and deliberate in classroom situations) might yield vastly different satisfaction survey results. In using a methodology that depends so heavily on student interaction, it was inevitable that cultural norms and attitudes would affect outcomes.

A mixed-method, qualitative and quantitative, research study proved an ideal strategy in the analysis of the effectiveness of the situational-dialogue intervention in an

ESL curriculum. Statistics enabled the researcher to determine that this methodology effected little change in measurable outcomes, while qualitative feedback enabled the discovery of the internal benefits and intrinsic motivation it engendered. Although the theory that the technique would lead to an improvement in attendance, retention, and test scores was not supported, the dialogue methodology nonetheless proved to be highly popular with a large number of students, who praised its utility and novelty, among other attributes. A substantial percentage of students noted its benefits in developing speaking, which through measurable survey results proved the most highly sought goal. In light of these discoveries, this researcher plans to recommend to the target college (a) further use of the methodology within the VE Department and (b) continued research that will replicate the intervention in different learning contexts, potentially shedding more light on its applicability for a variety of ESL populations.

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Appendix A

Recommended Procedure for Teaching the Dialogues

RECOMMENDED PROCEDURE FOR TEACHING THE DIALOGUES

1. Read each sentence of the dialogue. Have the students repeat it chorally, line by line. If you judge a sentence to be unusually long, break at a comma, semicolon, or dash to allow the class to repeat at that point.
2. Pause to explain any difficult vocabulary word *as it occurs* in the first read-through. (Wait until the end of the sentence and explain the word.) Note that difficult vocabulary has been preidentified and typed in bold blue font; students might find more. Pauses for reiteration are also recommended for words that are difficult to pronounce, especially multisyllable words.
3. In class, after the first read-through, go over both the “Comprehension” and “Talking about the Topic” questions that follow the dialogue. For the comprehension questions, solicit responses from volunteers. For the topical questions, try to stimulate lively open discussion or pair discussion.
4. Ask students to work in pairs as Part A and Part B, reading the whole dialogue again. When finished, the two students of each pair should alternate parts. While they are engaged in this activity, as the instructor, you should circulate around the room assisting with pronunciation questions and whatever questions arise.
5. If there is an *odd number* of students, either (a) have one group work as a threesome and rotate parts at their own discretion, or (b) you, the instructor, pair up with the extra student to do the recitation. After the students have completed working on the dialogue with partners, ask a volunteer pair to read the dialogue aloud for the whole class. Gently correct only serious pronunciation errors. **BREAK** at an approximate halfway point and ask a second pair to volunteer to finish the dialogue, starting where the previous pair left off.
6. The most challenging step: Ask a volunteer pair of students to role-play the scene **without looking at the script**. Emphasize that they do not have to try to remember every word, just strive to recapture the general idea of the story that they should be familiar with by this point; and also that you will help generously if they get stuck. Depending on the general overall level of the group, this might be over some or all of the students’ heads; if so accept this and move on.
7. Assign #3, the last item on the question page, for homework. You will have then completed the dialogue activity in its entirety.

*The dialogues might be covered in any sequence; you might tailor the selection to your own teaching needs. At the end of each class, please record general, brief comments assessing the overall effectiveness of that day’s dialogue activity. Write the date, title of dialogue covered, and brief comments in the chart provided. Also, please record any specific anecdotal observations about student reactions in a log on a separate page.

(No student names, please)**

Appendix B
Student Satisfaction Survey 1

VOCATIONAL ENGLISH STUDENT SATISFACTION SURVEY

Please ask the teacher for assistance if you do not completely understand any question.

1. In the space below, please write the titles of the textbooks you are using for this course.

2. Please rate your satisfaction with your textbooks on a scale from 1 to 10. *If you are using more than one textbook, please consider your satisfaction with all your textbooks.

1 = low; 10 = high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

3. In 1 or 2 sentences please explain what you **like** about your textbook(s).

4. In 1 or 2 sentences please explain what you **don't like** about your textbook(s).

1 = low; 10 = high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

5. In the space below, please rate on a scale from 1 to 10 the effectiveness of **your textbook(s)**, so far, in helping to improve your ability to **speak** in English.

1 = low; 10 = high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

6. In the space below, please rate on a scale from 1 to 10 the effectiveness of **this class overall**, so far, in helping to improve your ability to **speak** in English.

1 = low; 10 = high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

7. In 1 or 2 sentences please explain how you think the teacher might be able to help you improve your ability to **speak** in English. Please try to be as specific as possible.

8. Please **rank** the importance of each of these areas of language learning.
***This question is about **your opinion**, so there is no right or wrong answer.

1=MOST IMPORTANT; TOP PRIORITY

4=LEAST IMPORTANT, LOWEST PRIORITY

***YOU MUST PUT A DIFFERENT NUMBER IN EACH SPACE.**

_____ Writing in English

_____ Knowing correct English grammar

_____ Understanding what you read in English

_____ Speaking in English

*THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.
WE APPRECIATE YOUR ASSISTANCE.*

Appendix C
Student Satisfaction Survey 2

VOCATIONAL ENGLISH STUDENT SATISFACTION SURVEY

Please ask the teacher for assistance if you do not completely understand any question.

1. In the space below, please write the titles of the textbooks you are using for this course.

2. Please rate your satisfaction with your textbooks on a scale from 1 to 10. *If you are using more than one textbook, please consider your satisfaction with all your textbooks.

1=low; 10=high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

3. In 1 or 2 sentences please explain what you **like** about your textbook(s).

4. In 1 or 2 sentences please explain what you **don't like** about your textbook(s).

5. Please rate on a scale from 1 to 10 your ability, right now, to **speak** in English. **1=low; 10=high.** Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

6. In the space below, please rate on a scale from 1 to 10 the effectiveness of **your textbook(s)**, so far, in helping to improve your ability to **speak** in English. **1=low; 10=high.** Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

7. In the space below, please rate on a scale from 1 to 10 the effectiveness of **this class overall**, so far, in helping to improve your ability to **speak** in English. **1=low; 10=high.** Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

8. In 1 or 2 sentences please explain how you think the teacher might be able to help you improve your ability to **speak** in English. Please try to be as specific as possible.

9. Please **rank** the importance of each of these areas of language learning.
 *** This question is about **your opinion**, so there is no right or wrong answer.

1=MOST IMPORTANT; TOP PRIORITY

4=LEAST IMPORTANT, LOWEST PRIORITY

***YOU MUST PUT A DIFFERENT NUMBER IN EACH SPACE.**

_____ Writing in English

_____ Knowing correct English grammar

_____ Understanding what you read in English

_____ Speaking in English

10. Please rate your satisfaction with the **in-class dialogue activities** on a scale from 1 to 10.

1=low; 10=high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

11. Please explain, in 1 or 2 sentences, what you **liked** about the **in-class dialogue activities**.

12. Please explain, in 1 or 2 sentences, what you **didn't like** about the **in-class dialogue activities**.

13. In the space below, please rate on a scale from 1 to 10 the effectiveness of **the dialogue activities** in helping **specifically** to improve your ability to **speak** in English.

1=low; 10=high. Circle the appropriate number.

1 2 3 4 5 6 7 8 9 10

*THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.
WE APPRECIATE YOUR ASSISTANCE.*

Appendix D

Student Data Form

Appendix E

Excerpt from *Side by Side: Student Book 4*

Alice—

A: Why is Alice upset?

B: She thinks she *shouldn't have* driven to work today. She should have taken the train.

1. Carl—

buy a typewriter/get a computer

2. Donna—

take advanced French last semester/take beginning French

3. you—

cook vegetable stew for my guests/make a salad

4. you and your wife—

see a movie last night/stay home and watch TV

5. Michael—

wear jeans to a job interview today/wear a suit

6. Mr. and Mrs. Parker—

go on a safari for their vacation/go to the beach

7. Jennifer—

write her composition on the bus/do it at home

8. Eric—

eat an entire cake for dessert/have just one piece. (Molinsky & Bliss, 2002, p. 17)

Appendix F

Excerpt from *Focus on Grammar 4*

*Read this conversation between Anton's mother, Petra, and a neighbor.
Underline all the negative questions and circle all the tags.*

PETRA: Hi, Kurt. Nice day, isn't it?

KURT: Sure is. What are you doing home today? Don't you usually work on Thursdays?

PETRA: I took the day off to help my son. He just got back from Korea, and he's looking for an apartment. You don't know of any vacant apartments, do you?

KURT: Isn't he going to stay with you?

PETRA: Well, he just got a new job at an architecture firm downtown, and he wants a place of his own nearby. Do you know of anything?

KURT: As a matter of fact, I do. You know the Edwards family, don't you? They're moving back to Toronto next month.

PETRA: Are they? What kind of apartment do they have?

KURT: A one-bedroom.

PETRA: It's not furnished, is it? Anton really doesn't have any furniture.

KURT: Can't he rent some? I did that in my first apartment.

PETRA: I don't know. Isn't it less expensive to buy? (Fuchs & Bonner, 2006, p. 94)

Appendix G

Appendix from *Everyday Dialogues in English*

NORA: It says in the newspaper that the temperature will be in the mid-80s in Key West today. No rain is expected, and the forecast says the temperature won't go below 75 for the next week or so.

NICK: Are you hinting at a Florida vacation, my dear?

NORA: I sure am.

NICK: But I enjoy this cold weather. It's refreshing after that hot, muggy summer we had.

NORA: It was a terribly hot summer, I agree. Do you remember the day our air conditioner broke down? There was ninety percent humidity and the temperature stayed above one hundred for four straight days. There wasn't a breeze anywhere. But that's not what it's like in the Keys. There are balmy Caribbean winds blowing every day.

NICK: What's wrong with a few low temperatures? It makes living here in Michigan interesting. If it were sunny and warm all the time, we wouldn't have the dramatic changes of season.

NORA: I confess that I do like the fall. The brilliant colors of the leaves when they change and blow in the wind are breathtaking. Autumn is always beautiful in this part of the country. If only it weren't followed by winter....

NICK: I know what you're going to say about the snow, but surely you can see the beauty in snow, too. Just look at the carpet of white out there on our lawn. It's a winter wonderland! (Dixson, 1971, pp. 148-149)

Appendix H
Dialogue Lessons

REAL-LIFE DYNAMICS: ASKING FOR DIRECTIONS

Tourist: Excuse me. I'm from **out of town**, and I'm a little lost. Can you tell me how to get to the art museum?

Local Resident: Sure. It's a good thing that you stopped and asked for directions.

Tourist: Really? **Why's that?**

Local: Well, you're kind of far from the art museum, and you're **headed** in the wrong direction. First, you need to make a **U-turn** and go back three **blocks** to the first **stoplight**, at Callahan Avenue.

Tourist: I think I remember passing Callahan Avenue. First National Bank is on the corner, right?

Local: That's right.

Tourist: Do I turn right or left at Callahan?

Local: Callahan's **one way** at that point. You can only turn left. Then you have to go about two and a half miles down the road. Callahan **changes into** Barker Street, but just stay on that same road. You'll pass a movie theater, a park, and Ryan Elementary School.

Tourist: Got it. How far did you say I have to go on that street?

Local: Two and a half, maybe three miles **at the most**. You'll go over a small bridge, and right after the bridge you're going to come to a **fork in the road**. **Bear left** to take Peters Road.

Tourist: Bear left....take Peters....okay.

Local: Not too far after you pass the **fork**, you'll come up to a big street called Adams Parkway. That's the **main drag** in town. You'll see a high school on the corner of Peters and Adams.

Tourist: Adams Parkway....the high school is a **landmark**....got that.

Local: Remember to slow down when you get close to Peters and Adams, because it's a **school zone**, and the **cops** in that area are always waiting to **nail** somebody.

Tourist: Good to know....thanks for the **heads up**. I'll **keep** that **in mind**.

Local: You **hang a right** on Adams, go **straight** through the traffic light, and you'll see the art museum about four blocks down on the **right hand side**. **You can't miss it**.

Tourist: Great. Thank you so much. I wrote all that down; let me just read it back to you, if you don't mind. **U-turn**; go back three blocks to Callahan. I make a left on Callahan and stay on that road for about two and a half miles.

Local: Correct.

Tourist: Now you said Callahan changes its name to Barker, but I just stay on that same road for two and a half miles or so.

Local: That's right.

Tourist: I stay on Barker until I go over a bridge, and soon after that I'll see a fork. I **bear left** at the fork onto Peters, and continue down to Adams. Then I make a right onto Adams and I'll see the art museum about four blocks down, on the **right hand side**.

Local: You've got it!

Tourist: I really appreciate your help. I would have been looking for the art museum all afternoon **if not for you**.

Local: Hey, no problem at all. Make sure you have some quarters, because the **lot** at the art museum is usually full, so you have to park at the **meters** on the street.

Tourist: You're just full of information. **Thanks a million!**

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why is it very important to drive slowly near the intersection of Peters Road and Adams Parkway?
2. Why does the local resident say that the tourist should have quarters?
3. Could you draw a map of the area that the tourist and local resident are describing, showing all the streets and landmarks mentioned in the story?

II. TALKING ABOUT THE TOPIC:

1. Have you ever gotten lost while driving in an unfamiliar area? If you have been in this situation, do you mind asking strangers for directions?
2. Do you find it more stressful to ask strangers for directions in the United States than in your native country? If so, why?
3. What are some things drivers can do to avoid getting lost?
4. Some people say that women are more likely than men to stop and ask for directions. Do you agree with this idea? If so, why do you think it is true?
5. Do you think maps are helpful for finding directions? Have you ever tried to use a map and still gotten lost?
6. Do you think that most Americans are friendly and polite when people who don't speak English fluently ask them for directions? Why, or why not?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Tourist" and "Local Resident."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Ask a local resident for directions to a destination in your city. Write down the directions. Be sure to practice the new words and phrases that you've learned in this lesson.

Lazy Daisy's Crazy Phrases: Driving Directions Vocabulary

Lazy Daisy is a good student, but she could be better. She *almost* learned a lot of new idiomatic phrases. In each of the sentences that she wrote below, one word in an idiomatic phrase is incorrect. First, underline words that are *supposed* to be an idiomatic phrase in each sentence. Then, draw a line through the word that is incorrect, and write the *correct* word above it.

****Can you do this without looking at the dialogue?*

1. When you get to the end of this street, hang a zone; you'll see our office there on Carter Boulevard, which is the main drag in our town.
2. When I came to the nail in the road, I wasn't sure which way to turn.
3. My husband and I were completely lost; thanks a fork for helping us find our way to the train station.
4. It's easy to understand why Britney got lost—she's from out of lot, and she's only been in Los Angeles for two days.
5. If you're headed south down Washington Avenue, the bank is the third building on the right mind side of the street.
6. The movie theater is a big landmark—it's one of the largest buildings in town, so you can't drag it.

REAL-LIFE DYNAMICS: DISCUSSING A GRADE WITH YOUR TEACHER

Student: Professor Mills, do you have a moment?

Professor: If you'll give me **just a sec**; I need to finish making some notes on the **class roll**.

Student: Sure; I'm **not in any rush**.

Professor: OK, now. How can I help you?

Student: Well, you know the **paper** that you handed back today?

Professor: You mean the **essay** about the life of a United States president?

Student: Yes. I'd like to discuss my grade with you.

Professor: Do you have a problem with the grade that I gave you?

Student: Well, actually, I do. You gave me a "C," but I really think I **deserved** a higher grade than that.

Professor: Could you let me take a look at your **paper** again, so I can **refresh my memory** of the comments that I made?

Student: Sure. You see here where you said I need to **elaborate** on Lincoln's life before his **presidency**? Actually I did write two paragraphs about that.

Professor: Yes, but the problem is that you **digress** too much when you start discussing his wife. The **theme** is Lincoln, not his wife. You need to stay **focused** on the topic when you write.

Student: Hmm...I guess I understand. But I put a lot of work into this. What can I do to make sure I get a better grade next time?

Professor: As I explained last week, just make sure that everything you write is **consistent** with the **thesis statement** of your **essay**. Then you'll be **in good shape**.

Student: **Consistency**...I never realized how important that is. I always thought I could write whatever I want, as long as it **has something to do with** the topic.

Professor: No, your paper has to be well organized around very specific points, in order to keep the reader's attention! Always **keep that in mind**.

Student: I'll try to remember that **from now on**.

Professor: I have a feeling you'll do better next time. You're a good student—the fact that you came up to talk to me shows that you're serious about your work.

Student: Thanks very much, Professor Mills. I really appreciate your time.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why does the student come up to speak to the teacher?
2. What was the topic of the paper that the teacher and student are discussing?
3. What does Professor Mills say is the main problem with the student's essay?

II. TALKING ABOUT THE TOPIC:

1. Have you ever disagreed with a teacher about a grade? If so, did the teacher resolve the disagreement in a fair manner?
2. Do you think it is difficult for teachers to grade writing assignments? Why, or why not?
3. Is the general system for grading in your native country the same or different than that of the United States? Is the letter grade system (A, B, C, etc.) used?
4. Have you ever had an especially difficult writing assignment in English? If so, tell about it.
5. Do you like it when teachers write comments on your assignments before handing them back to you? In general, do you think teachers write enough positive comments, in addition to their corrections?
6. With regard to discussing grades, are teachers more approachable in your native country or in the United States? In your native country, are instructors sometimes willing to change the grades originally given?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Student" and "Professor."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word — just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* If possible, the next time you are disappointed about a grade you received on an assignment, discuss the assignment with your teacher. Be sure to practice the new words and phrases that you've learned in this lesson.

Lazy Daisy's Crazy Phrases: Grade Discussion Vocabulary

Lazy Daisy is a good student, but she could be better. She *almost* learned a lot of new idiomatic phrases. In each of the sentences that she wrote below, one word in an idiomatic phrase is incorrect. First, underline words that are *supposed* to be an idiomatic phrase in each sentence. Then, draw a line through the word that is incorrect, and write the *correct* word above it.

****Can you do this without looking at the dialogue?*

1. I'm sure that if I read the chapter again, I will refresh my rush of everything I need to know for the test.
2. Please give me just a thesis while I erase the blackboard; then I will be happy to answer your questions about the assignment.
3. At first my essay had a lot of problems, but I worked with the professor, and he helped me get it in good elaborate.
4. I don't understand exactly what the book was about, but I think it has something to roll with computer technology.
5. Please take your time filling out the registration form; this Advisement Center is open until 9:00, and we are not in any sec.
6. When you write your paper about the life of George Washington, please keep in digress that it should be no longer than three pages.

REAL-LIFE DYNAMICS: FINDING MATERIAL IN THE LIBRARY

Student: Good afternoon. I need to study for the U.S. **Citizenship** test. Can you help me find some material that I can use to prepare for that exam?

Circulation Librarian: Yes, I'm sure we have some literature here that will help you with **Citizenship**. But you're in the wrong area.

Student: Really? **Why's that?**

Librarian: I'm the **circulation librarian**, the one in charge of checking books in and out. You need to speak to the **reference librarian**. She's the one who actually helps people locate information. Her desk is on the second floor, near the top of that staircase over there.

Student: Thanks. I'll go speak to her.

* * * * *

Reference Librarian: Can I help you find something?

Student: Yes. I'm looking for some books on the American **Citizenship** exam.

Librarian: Did you have some specific books **in mind**?

Student: No specific titles; I just need a good **resource** with some **sample** questions and answers.

Librarian: Okay. Then the best thing to do is check in the **computer catalogue**.

Student: I've never used the library's computer **database** before. Can you show me how to do it?

Librarian: Sure. These computers **classify** our materials three different ways: by author's name, by title, and by **subject**.

Student: Since I don't know any particular title or author, I guess I have to enter "**citizenship**" as the subject.

Librarian: That's correct. But really, you should make your search more specific. "**Citizenship**" could bring up general information about becoming a citizen in any country. You can **narrow it down** by **inputting** "*American Citizenship Test*."

Student: Okay. Let's see here. It looks like a **whole bunch of** different things came up after I entered American **Citizenship** Test. What do these letters before the titles mean?

Librarian: They're known as **call numbers**. They tell you where in the library you can find the materials. You see this **code**, "VT" in front of this title, "30 Days to U.S. **Citizenship?**"

Student: Yes. What does the VT mean?

Librarian: That abbreviation means this material is actually not a book, but a **videotape**. You have to remember that when you use a big library like ours, you're not limited just to books. We also have video, newspapers and magazines, **cassettes** and CDs.

Student: Wow! I never realized that the library has so much to offer. I see something here—what does "**periodical**" mean?

Librarian: "**Periodical**" is a library **term** that refers to magazines or newspapers—any **publication** that comes out several times during a year.

Student: I see. I imagine the video is going to be the most helpful item for me. I'll go **track that down** now. After I find it, where do I go to **check it out**?

Librarian: You have to go back to the **Circulation Desk** where you came in. Have you received a library card yet?

Student: No, I haven't. How much do I have to pay for that?

Librarian: It's **totally** free, my friend, if you're a resident of this county. That's why they call this the "Free" Library. Once you receive your card—it only takes a few minutes to print one up for you—you can borrow up to seven books or tapes for three weeks, and you don't have to pay a dime.

Student: That's fantastic! But what if I need some material for longer than three weeks?

Librarian: You can always **renew** the item for another three week period, just as long as there isn't a **waiting list** for it.

Student: You've been a great help. Thank you very much.

Librarian: You're very welcome. We're here to serve you. Good luck with the **Citizenship Test!**

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. For what specific reason did the student come to the library?
2. Why does the first librarian send the student to speak to a different librarian?
3. Apart from books, what other types of materials are available in this library?

II. TALKING ABOUT THE TOPIC:

1. Does your school have a library? If so, where is it located? Have you visited it?
2. Where is the public library in your community?
3. Most public libraries offer the use of computers to the public for free. Have you ever used this service? Did you have to wait a long time to have a turn?
4. Apart from lending books and providing free computers, many libraries offer a number of other services, such as free lectures, a story hour for children, a meeting place for clubs, and tax seminars. Which of these does your local library offer? Have you ever taken advantage of any of these opportunities?
5. How many books are you allowed to borrow when you visit your library, and how long are you allowed to keep them? What happens if you keep the books past the due date?
6. How do public libraries in your native country compare to those in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Student” and “Circulation Librarian” / “Reference Librarian.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Make a list of three separate topics you would like to know more about. Go to the public library in your community and get the librarian’s

help to locate one book and one periodical about each topic (6 items total). Obtain a library card (if you don't already have one), study the periodicals and borrow the books, and prepare a one-paragraph report for the class on each of your three topics. Be sure to practice the new words and phrases that you've learned in this lesson.

Scrambled Sentences:

Library Vocabulary

In the following sentences, all the words are correct, but the order of the words is all wrong. Can you organize each sentence into the correct word order?

**In some cases, more than one answer may be possible.

1. cannot magazines check you out.
2. section have do the magazine the in you periodical?
3. items three these would like to renew I.
4. book the library's the is database in.
5. call the know you do number?
6. can information the reference locate the librarian.
7. section we different a classify in cassettes.

REAL-LIFE DYNAMICS: GETTING A HAIRCUT

Stylist: Hi, Peter! **Long time no see.** It's nice to see you again today.

Customer: **Likewise,** Rosie.

Stylist: What are you having done today? Just the usual **trim**?

Customer: Yes. As you can see, my hair's getting a little wild around the sides. Also, my **sideburns could use** a little **sprucing up.**

Stylist: I see what you mean. It has been awhile since your last visit.

Customer: I know. I usually come every month or so, but things got so **hectic** with my new job that I wasn't able to come in **over the holidays.**

Stylist: Are you still **parting** your hair down the middle?

Customer: Yes—what little is left of it!

Stylist: Oh, come on, Pete—you're still far from **bald.** **A tad** thinner than a couple of years ago, maybe, but you've still got plenty left on top!

Customer: You're very kind, Rosie. It's a good thing there's still something left on top—because I will never **go for** one of those **weaves** or **transplants!**

* * * * *

Stylist: Almost finished....I need you to hold your head up so that I can get the back nice and straight across—that's it—here's the mirror; what do you think?

Customer: The back looks great. What about this **stubborn** little **curl** on the side here?

Stylist: I think that's part of your natural **wave.** I wouldn't want to cut so deep that I take that out completely. Your **wavy** hair gives you a **distinctive look.**

Customer: I guess you're right. Maybe a little **gel** will help control that **curl,** when we're all done.

Stylist: And are you satisfied with what I did in the front and on the top? I didn't want to take too much off.....

Customer: It looks great. Could I get you just to shave those hairs off my ears and take out that little line between my **eyebrows?**

Stylist: Let's see—that'll be five dollars per ear and three dollars per **eyebrow.**

Customer: You're **too funny**, Rosie. One day you'll start charging me for every hair that you cut from my head.....

Stylist: That's not a bad idea! Okay, eyebrows and ears, done. Now, I'm going to put in the **gel** we've always used. Do you still like this one?

Customer: Yes. I like that **gel**. It's got a good **hold**. By the way, Rosie, my wife wants to try a different stylist, and she was thinking of coming here. How much does this **salon** charge for women these days?

Stylist: It depends what she wants to have done, of course. Women are much more complicated than men.

Customer: **You don't have to tell me that!**

Stylist: Basic haircuts start at \$25. **Perms run** about \$50. **Highlights** can **run** anywhere from \$40 to \$100. **Hair coloring** is about \$50. A lot depends on how long her hair is.

Customer: You're right—that is a lot to think about. I guess I'd be better off having her call here herself.

Stylist: Great idea. You're all set, my friend.

Customer: Thanks, Rosie. **I feel like a million bucks!**

Stylist: Super! This haircut costs \$16 of your million bucks. I guess I'll see you in a month or so?

Customer: I hope so! Here's twenty dollars. Keep the change. \$16 for the haircut, plus a little extra for you. That **tip**, like I said, is one dollar for each hair that you cut today.

Stylist: Hey—I cut more than four hairs! You're really **a card**, Pete. I'll see you in a month. I hope you still have a hair or two left by then!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. How often does Peter usually go to Rosie to have his hair cut?
2. In addition to cutting his hair, what else does Peter ask the stylist to do?
3. How do we know that Rosie has known Peter for a long time?

II. TALKING ABOUT THE TOPIC:

1. How often do you go to the hair stylist?
2. There are far more women than men working as hair stylists. Why do you think this is true? Does it matter to you if a man or a woman cuts your hair?
3. Peter's haircut cost \$16. Is this a reasonable price for a men's haircut? What price is reasonable for a woman's haircut?
4. Did Peter leave a generous tip? How much of a tip do you give to someone who cuts your hair?
5. Which are the less expensive hair salons in your town? Which places are more upscale?
6. Would you use artificial treatments to improve the appearance of your hair, such as hair coloring or hair transplants? Why, or why not?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Stylist" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Call two hair salons in your area and get information about their services and prices. Compare what they offer and what they charge for various treatments. Be sure to practice the new words and phrases that you've learned in this lesson.

Scrambled Sentences:

Haircut Vocabulary

In the following sentences, all the words are correct, but the order of the words is all wrong. Can you organize each sentence into the correct word order?

**In some cases, more than one answer may be possible.

1. your give you should a always stylist to tip.
2. better she I think hair with wavy looks.
3. shouldn't gel use much too hair your in you.
4. your trim would like me you sideburns to?
5. much perms run do how salon this in?
6. going I'm highlights in put hair to my.
7. less haircut full a trim a costs than.

REAL-LIFE DYNAMICS: GETTING A TRAFFIC TICKET

Officer: I'll need to see your driver's license, **vehicle registration**, and **proof of insurance**.

Driver: Was I doing something wrong, Officer? If so, I certainly wasn't **aware** of it.

Officer: I guess you didn't **realize** that you were driving in a **school zone**. If you're driving in a **school zone** around the time school **lets out**, the **speed limit** is always 15 miles an hour. You were going 35.

Driver: But it's only 2:10 PM. This is an elementary school. The students in this school aren't **dismissed** until 3:30!

Officer: **Apparently** you forgot that today is Wednesday. Students are **dismissed** early, at 2:00, on Wednesday. Look, all the **speed limits** and hours are **posted** right there on that sign.

Driver: Oh, no. You're right! It just **skipped my mind** that today's Wednesday. Is there any chance you could **let me off** with a warning **instead of** a ticket, since this was an **innocent mistake**?

Officer: I'm sorry. If you were going just a few miles over the speed limit, I'd consider it. But you were going 20 miles over. That **poses a danger** to our community, and it's not **excusable**. I'll need you to wait here inside your vehicle while I **write this up**.

* * * * *

Officer: Okay. Let me explain how this works. This yellow form is your **citation** for a **moving violation**. There are three different ways that you can take care of this. The first **option** is to simply pay the **fine**.

Driver: How much is the **fine**, anyway?

Officer: The **fine** for **exceeding** the **speed limit** in a **school zone** is \$110. You can put a check or **money order** together with this form here in the envelope provided.

Driver: Ouch! That's a day's salary! You can be sure that I'll never make this mistake again.

Officer: Now **on the other hand**, you also have the right to appear in court. If you feel you didn't **break the law** today, and you can **prove** it to the **judge**, you won't have to pay anything.

Driver: And if he finds me **guilty**?

Officer: If you're found **guilty**, you will still have to pay the **fine**, plus **court costs**.

Driver: Wow....going to court sounds like a big **hassle**, and who knows if the **judge** would decide that I'm **innocent**? You said there was a third **option**; I hope that one doesn't **involve** me paying \$110.

Officer: Yes, in fact the third **option** eliminates the **fine** for you. You can **elect** to go to a four-hour driver improvement training course, anytime **within** the next 45 days.

Driver: That's right! I have heard about traffic school.

Officer: If you decide to go to traffic school, the **fine** will be **waived** and there will be no **points** on your record. However, you do have to pay a **nominal fee** to **enroll** in the course.

Driver: Hmmm. You've given me a lot of information to think about. How much time do I have to decide how I want to handle this?

Officer: **Regardless** of which **option** you select, you have to let the court know your **intention within** 30 days. All the information I just gave you is also printed on the back of your **citation**. I was just trying to **summarize** it for you.

Driver: All right. I'll take care of this, officer.

Officer: Good. You take care, and please slow down and drive safely.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What traffic violation did the driver commit?
2. Why did the officer say he will not let the driver off with only a warning?
3. Which of the three options available to the driver right now will definitely make it unnecessary to pay the full fine?

II. TALKING ABOUT THE TOPIC:

1. Have you ever been stopped by a police officer when you were driving? If so, what were you doing wrong? Did you receive a ticket?
2. What are the potential benefits and risks of going to court to fight a ticket? Do you think going to court is worthwhile in some cases?
3. Have you ever been able to “talk your way out of a ticket?” If not, do you know someone who has? What do you think people could say or do that might change an officer’s mind?
4. What are the negative consequences of having traffic convictions on your record? Do you know anyone who has had long-term negative consequences resulting from traffic tickets?
5. What do you imagine takes place at traffic school? Do you think driver improvement classes are a waste of time, or do they really help to reduce the number of dangerous drivers on the road?
6. Are the traffic laws in your native country as strict as they are in the United States? Do drivers have various options when they receive tickets, as they do here in the U.S.?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Officer” and “Driver.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go to your local police station and ask to conduct an informal interview with an officer. Most stations will permit you to talk to an off-

duty officer for a school-related project. Create a brief list of questions ahead of time. Ask specifically about the challenges of working in traffic law enforcement. Be sure to practice the new words and phrases that you've learned in this lesson.

Odd Pairs:

Traffic Ticket Vocabulary

What's wrong? The word on the left does not match with the word next to it on the right. Can you draw a line to match each word in the left column with a word from the right column, so that when you say the words together, you have a new vocabulary phrase from the dialogue?

****Other phrases may be possible, but the phrase you create must be from the new vocabulary words (in blue) that are used in the dialogue.**

innocent	registration
court	violation
school	mistake
moving	limit
vehicle	costs
speed	fee
nominal	zone

REAL-LIFE DYNAMICS: GETTING HELP WITH YOUR HOME COMPUTER

Technician: Century Computers, Service Department. Ralph speaking; how can I assist you?

Customer: Yes, my computer is giving me a lot of problems; I was hoping you could help me with it.

Technician: Okay, **Ma'am**. I'll see what I can do. I just need to check on a couple of things. Can you give me the **serial number** of your computer, please?

Customer: Where can I find that?

Technician: Actually, you can find the serial number in a couple of places. If you have your owner's manual **handy**, it should be on a **sticker** inside the front cover. Also, did you buy all your **components** from Century together at the same time?

Customer: Yes, I did.

Technician: Then you can also find the serial number right at the bottom of your **monitor**, just next to the Century **logo**.

Customer: Oh, yes. Now I see it. It's PC5538934DT.

Technician: Okay, now just let me run that through our customer **database**...here we go...are you related to Bernardo Lopez?

Customer: Yes, Bernardo is my husband. I'm Mrs. Adriana Lopez.

Technician: Great. It looks like you've purchased Century's Datastar II **desktop** system, with the 17-inch **flat screen**, and the **cordless keyboard** and **mouse**, is that correct?

Customer: Yes, I believe that's the model.

Technician: And would you please just **verify** your home address and telephone number for me?

Customer: Yes. My home address is 8845 Figueroa Street, Apartment 501, Los Angeles, and my home phone number is (213) 752-0655.

Technician: Perfect. Good news: All your **troubleshooting** is free. You purchased our **lifetime** No-Questions-Asked **service contract**, so there will be no more questions from me! But what's your problem, Mrs. Lopez?

Customer: Well, this thing is **driving me crazy**. Every time I go to open up the Internet, I hear a strange buzzing sound, and I can't get connected!

Technician: Got it. It sounds to me like a problem with your **modem**. Do you know what type of Internet connection you have—**DSL** or **dialup**?

Customer: I'm pretty sure Bernardo said we have **DSL**.

Technician: Okay, so tell me, where exactly did you set up your **modem**?

Customer: I'm sorry; I'm not sure what you mean. The modem is right in the same area where I have my computer.

Technician: What I mean is, where do you have it resting? Is it on top of something?

Customer: Yes, my husband put the **modem** on top of the **tower**.

Technician: **Bingo!** That's your problem right there. You should never put your modem on top of any electrical **apparatus**. It **interferes** with the **performance**.

Customer: I never knew that! Bernardo was **in a big hurry** when he put the system together for me this morning. Maybe he didn't realize that either.

Technician: Why don't you move the **modem** box for me; then we can see if that fixes the problem **once and for all**.

Customer: Okay...done.

Technician: Next, I need you to try opening up your Internet again, so we can see if it's working now.

Customer: Give me just a second here...I'm trying the Internet again right now. Opening up....here comes the **hourglass** symbol.....yes, it works! Thank you so much!

Technician: No problem at all, Mrs. Lopez. I wish all my **troubleshooting** calls were as simple as yours. Is there anything else I can help you with today?

Customer: No, thanks. You've been very helpful. I really appreciate your time.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What *specifically* is wrong with Mrs. Lopez’s computer that makes her call for service?
2. In what two places can Mrs. Lopez find the serial number on her computer?
3. What caused Mrs. Lopez’s problem?

II. TALKING ABOUT THE TOPIC:

1. Have you ever had mechanical trouble with a computer? If so, how did you try to resolve the problem? Were you successful?
2. Do you think that over the years, computer companies have made PCs easier to use? Are they less likely nowadays to need repair?
3. Have you ever been working on a computer that “crashed” in the middle of your work? What are some things that might cause this to happen?
4. Do you think troubleshooting computers would be an interesting job? Do computer repairpersons earn a good salary?
5. What would you do if a technician came to help you with a computer, and you couldn’t understand what the person was saying? Have you ever been in a situation like this?
6. Have you ever needed service for any home appliances other than a computer? If so, how was assistance provided? By calling the company? By having a repair person visit your home? By taking the appliance to a service center? Can you think of any appliances that could be fixed with only a telephone call?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Technician” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go to a computer store and get information about a new

computer that you might be interested in buying sometime in the future. Ask detailed questions about their service plans. Be sure to practice the new words and phrases that you've learned in this lesson.

Scrambled Sentences:

Computer Troubleshooting Vocabulary

In the following sentences, all the words are correct, but the order of the words is all wrong. Can you organize each sentence into the correct word order?

**In some cases, more than one answer may be possible.

1. numbers employees' our telephone are database in a.

2. properly this working not is apparatus.

3. your service you buy a contract did computer for?

4. technician the computer's our serial needs number.

5. troubleshooting Ramon computers good is at?

6. components came my computer's two from stores different.

7. modem an don't need buy to we expensive.

REAL-LIFE DYNAMICS: GETTING INSURANCE FOR YOUR CAR

Agent: Great Farm Auto Insurance, can I help you?

Driver: Hello. I just moved to Florida, and I need to get insurance for my car.

Agent: Would you like me to give you a free **quote**?

Driver: Yes, that's exactly why I'm calling.

Agent: Then I'll need to get some information from you. Do you have about ten minutes to answer some questions, so that I can give you the most accurate **quote** possible?

Driver: **Sure thing.**

Agent: Do you already have auto insurance in another state?

Driver: Yes. I was insured in New Jersey with All Star.

Agent: Okay. How old are you?

Driver: I'm 32.

Agent: And how long have you had a driver's license in the United States?

Driver: Let's see...thirteen years.

Agent: Tell me, how is your **driving record**? Have you received any traffic **citations** or been **involved** in any accidents **within** the past five years?

Driver: I haven't gotten any tickets. I had a minor **fender bender** two years ago, but it was the other guy's fault. He got a ticket. So my record should be completely **clean**.

Agent: Fine. Next, I'll need the year, **make, and model** of your car.

Driver: It's a 2000 Toyota Corolla.

Agent: Can you give me the address where the car will be kept in Florida?

Driver: Sure. 10145 Palm Drive; Orlando, Florida; 32804.

Agent: Will you be the only person driving the car?

Driver: Yes, sir.

Agent: And will you be using the vehicle mostly for transportation to and from work?

Driver: Yes, that's correct.

Agent: Approximately how many miles do you drive each way to work?

Driver: It's about six miles each way.

Agent: Do you own, **finance**, or lease the car?

Driver: I **finance** it through Great Eastern Bank.

Agent: Then you'll need to have **comprehensive and collision coverage**. How much of a **deductible** would you like on your **comp and collision**? Remember, the lower the **deductible**, the higher your **premium**.

Driver: I'd like to have the highest **deductible**, to keep my **premium** as low as possible.

Agent: That **deductible** would be \$1,000. Now of course, **personal injury protection** and **liability** are also **required**. Would you like to pay the minimum for that as well, giving you the minimum **coverage**?

Driver: Yes, please.

Agent: That's **10/20/10**, as **required** by law. Now, what about **uninsured motorist coverage**? It's not **required** in Florida, but it pays extra medical expenses if you're seriously hurt in an accident.

Driver: I'll **pass on** that. I don't think it's necessary, since I have excellent medical insurance from my job.

Agent: Fine. Okay, sir, I'm ready now to **calculate** your **quote**. Your yearly **premium**, based on the information you gave me, is going to be \$948. How does that sound?

Driver: That's great! A lot lower than I had **expected**.

Agent: Now you can make that in monthly payments of \$79. Also, you'll need to make a **down payment** of \$158. Would you like to accept these **terms** and **bind** the policy right now?

Driver: Yes, sir.

Agent: **Terrific**. If I can take a major credit card for your **down payment** today, we'll send out your policy information, ID cards, and payment coupon book right away; and then you're **good to go!**

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. About how much time does the agent need to calculate a quote for the driver?
2. Why does the driver believe that the fender bender will not hurt his driving record?
3. What does the driver need to do before the agent will bind his new policy?

II. TALKING ABOUT THE TOPIC:

1. Do you have auto insurance? If so, how much do you pay for it? Do you believe the price you pay is reasonable?
2. What are some of the factors that affect the cost of an insurance premium?
3. Have you ever been involved in an accident? If so, did your insurance company or the other driver's insurance company resolve the situation in a satisfactory way?
4. Why is it mandatory for all drivers to have auto insurance?
5. Why do some people drive without insurance? What would you do if you were involved in an accident with a driver who didn't have insurance?
6. Is automobile insurance required for drivers in your native country? If so, how does the system for auto insurance in your native country compare to the system in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Agent" and "Driver."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Call two automobile insurance companies to get a quote for your car. (You can do this exercise even if you already have car insurance, or do not have a license, or do not own a car. If you don't have a car, tell the agent you're a new driver, and use the make and model of a car you would like to have in the future.) Be sure to practice the new words and phrases that you've learned in this lesson.

Scrambled Sentences:

Car Insurance Vocabulary

In the following sentences, all the words are correct, but the order of the words is all wrong. Can you organize each sentence into the correct word order?

**In some cases, more than one answer may be possible.

1. up so premium Jose accident went had his an.
2. will to I extra pay coverage have motorist uninsured.
3. high quote the that received extremely I seemed.
4. amount what deductible is of the your?
5. good you coverage do liability have?
6. new I like would bind to immediately policy my.
7. payment a to coverage required down start is insurance your.

REAL-LIFE DYNAMICS: GOING TO THE DENTIST

Dentist: Nice to see you today, Dan.

Patient: Hi, Dr. Klein. Nice to see you, too.

Doctor: I'm glad to see you're staying on track with your **checkups** and **cleanings** every six months.

Patient: Yes, I know how important it is to come in here regularly. When I was younger, I used to **skip checkups**, and I had a lot of **cavities** and **gum** problems **as a result**. I can't **get away with** that now!

Dentist: That's for sure. I'm glad that now you're **nipping** those problems **in the bud**. Let's see. When was the last time you had a set of X-rays done?

Patient: I think you took some X-rays during my last visit.

Dentist: I'm checking your **chart** right now...yes, you're absolutely right. Since you had X-rays done last time, we won't need to take any today. We only need to take X-rays once a year. So if you'll just **open up** nice and **wide**, we'll start the cleaning.

Patient: How do my teeth look in general? Any problems?

Dentist: Well, you've got a lot of **plaque** on the upper teeth. Also, it seems like your **gums** are **bleeding** a lot. Have you been **flossing** regularly?

Patient: I think so. I **floss** every night.

Dentist: You might want to try a special electric toothbrush. That would help you reach difficult areas of your mouth more easily. You can find them pretty cheap at the pharmacy; they've **come down in price**.....You can **rinse** your mouth with a little **mouthwash** now.

Patient: You know, Dr. Klein, I notice that I have a **sharp pain** in my teeth when I drink something cold or eat grapes from the refrigerator.

Dentist: I'm not surprised to hear that, Dan. Your **gums** are **receding**, so your teeth are becoming more **sensitive**. Cold food and **beverages** will **tend to** be a little uncomfortable.

Patient: Is that something I have to live with for the rest of my life?

Dentist: Unfortunately, yes. But there is a special toothpaste that we recommend, which can help to reduce that pain. I have some free **samples** I can give you today, and when those run out, you can buy the toothpaste at any pharmacy.

Patient: Is it sold **over the counter**?

Doctor: Yes, it is. You don't need a prescription. It's just a little more expensive than regular toothpaste.

Patient: Do you see any **cavities**, **Doc**?

Doctor: No, I don't. I'm happy about that. The only thing I do see is that this one **filling** looks very old and weak—we should **keep an eye on** it.

Patient: Why is that a problem, Dr. Klein?

Doctor: Well, we want to make sure that the filling doesn't break apart. That would **potentially expose** the cavity again, which could lead to more serious problems.

Patient: If I notice anything unusual, I'll be sure to let you know.

Doctor: Other than the things I mentioned, I think you're doing fine. We're just about done. Remember, please, brush twice a day and **floss** every night.

Patient: Thanks, Dr. Klein. You really **made my day** when you told me that I don't have any **cavities**. There's nothing that makes me more nervous than that **drill!**

Doctor: You won't have to worry about that for awhile, Dan. You take care now. Don't forget to pick up your **samples** of toothpaste from Marcy **on your way out**. She will also set up your next appointment.

Patient: OK, Dr. Klein. Bye! See you in six months!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why isn't the dentist going to take X-rays of Dan's teeth today?
2. According to the dentist, what is the cause of the sharp pain that Dan has when he eats something cold?
3. What does Dan say that he dislikes the most at the dentist's office?

II. TALKING ABOUT THE TOPIC:

1. It is recommended that people go to the dentist at least every six months. How often do you go to the dentist?
2. Besides going to the dentist regularly, what are some things people should do to keep their teeth healthy?
3. Have you ever needed a complicated dental procedure, such as a root canal or a crown? If so, tell about that experience.
4. Does going to the dentist make you nervous, like Dan, the man in this story? What can a dentist do to relieve patients' pain, discomfort, or anxiety?
5. What kinds of food accelerate tooth decay? Do you eat sugar-free foods to avoid problems with your teeth?
6. Does your native country have good dental services available to everyone? How many years of training are required for dentists? How do dental offices in your native country compare to those in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Dentist" and "Patient."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Conduct an informal interview with a dentist or dental assistant—your own, if possible. Ask what they like the most about their occupation and what they find the most challenging. Be sure to practice the new words and phrases that you've learned in this lesson.

Word In ~ Word Out:

Dental Office Vocabulary

WORD IN:

One vocabulary word is missing from the following paragraph. Insert the best vocabulary word in the space.

When I was growing up, I never liked to brush my teeth. My mother made me do it three times a day, and I hated it. It seemed to be so boring and unimportant. But now that I am an adult, I really appreciate what my mom made me do. My best friend, Pamela, never took care of her teeth. Also, she always ate a lot of candy. As a result, she had a lot of cavities, so the dentist had to put a _____ in almost every one of her teeth. I will always be grateful to my mother for making me take care of mine.

WORD OUT:

Underline all the vocabulary words from the dialogue. One of the vocabulary words does not belong in the story! Circle that word, and write the one that is correct in its place.

My dentist taught me that brushing is not the only thing I have to do to take care of my teeth. Sure, brushing two or three times a day helps to prevent cavities. But it's also very important to floss regularly. By using dental floss daily, I can help to prevent my mouthwash from receding. Also, my teeth won't be so sensitive. Then I can enjoy my favorite foods, whether they're hot or cold!

REAL-LIFE DYNAMICS: GOING TO THE DOCTOR

Doctor: So, **what brings you here** today, Mr. Kim?

Patient: It's time for my yearly **physical**. I have a couple of questions for you, too.

Doctor: That's fine. I'd like to go over the **routine** things first; then we'll **get around to** your questions at the end. Are you taking any medication right now?

Patient: No, just an **over-the-counter allergy** medicine, **once in a while**.

Doctor: Good.....Let's see....Julie had you on the **scale** already; your weight is good. Still nice and **slim**. How is your appetite these days?

Patient: I eat a lot, but I also get a lot of exercise, so I guess that helps to keep my weight down.

Doctor: Yes, you seem to have a fast **metabolism**. Are you **sticking to** the 2,800 calorie a day diet that we talked about last time you were here?

Patient: I sure am. Sometimes I eat three meals a day with snacks in between, but my **daily** workout seems to **burn it all off**.

Doctor: Excellent. Now Julie said your **blood pressure** was just a bit high. If you'll **extend** your right arm, I'd like to check it again.

Patient: Sure. It's usually around 130 over 90.

Doctor: That is **a tad** higher than we like to see—but I'll take another look now and see how your **BP** is doing.....let's see....136 over 92. We should **keep an eye on** this; we don't want to see it get too much higher.

Patient: Is it something to be very concerned about, **Doc**?

Doctor: Not just yet. I'd like you to **think about** reducing the salt in your diet, though. Salt **elevates** your blood pressure. Even slightly **elevated** blood pressure like yours, **over the long haul**, can put a great **strain** on your heart. Are you exercising regularly?

Patient: Yes. I do some light **weightlifting**, and I run on the **treadmill** thirty minutes every day.

Doctor: That's fantastic! Stay with the cardio exercise; it's very good for keeping hypertension **in check**.

Patient: How does everything else look, Doc?

Doctor: Let's see; I'm checking your **chart** here....it's been awhile since you had **blood work** done, I see.

Patient: Yes, it has been awhile....not since a **checkup** that I had here about two years ago.

Doctor: In that case, I'll order a complete **panel**. We should also get a **urine sample** before you leave the office.

Patient: Do you **draw** the **blood** here?

Doctor: No, we send our patients to the Med Star Lab for that. Please go early in the morning. You'll need to **fast** before you go for this **blood work**.

Patient: No problem.

Doctor: Everything else is looking good. Your **heartbeat** is normal, your **respiration** is fine, and your **reflexes** are perfect. You said you had questions for me?

Patient: Yes, considering that my blood pressure has been a little high lately, I'm a little concerned about my heart. You know, heart disease **runs in my family**.

Doctor: Hmm....Yes, that is a significant **risk factor**.

Patient: I was talking to a friend at work who told me about something called a **stress test**. Do you think that might be **advisable** in my situation?

Doctor: I think a **stress test** is an excellent idea, especially **given your family history**. It's good **preventative medicine**. It gives us a good idea of how your heart **performs** when you're exercising.

Patient: I think I'd like to set one up, then.

Doctor: Okay. I'll have Julie, my office assistant, tell you all about what to **expect** when you do the **stress test**, and she'll let you know what dates are available for you to come in and have it done. We'll also schedule a **follow-up visit** to talk about the results.

Patient: Sounds perfect.

Doctor: Remember also to go to the restroom and leave us a **urine sample** in the small plastic container before you leave. Write your name on the label.

Patient: **Will do.**

Doctor: It was a pleasure to see you today, Mr. Kim. You're doing all the right things. Stay healthy!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. How does the doctor feel about Mr. Kim's blood pressure and what recommendations does he make?
2. According to the doctor, what type of exercise is especially good for controlling hypertension?
3. Why does the doctor agree that a stress test is a good idea for Mr. Kim?

II. TALKING ABOUT THE TOPIC:

1. How often do you go to the doctor for a checkup?
2. What are some factors that cause high blood pressure? What are some strategies that you know for controlling this problem?
3. Have you ever had blood tests done? If so, did you have them in your doctor's office, or in a special laboratory? Did the results show anything abnormal?
4. Mr. Kim says that heart disease runs in his family. What are some other medical problems that tend to run in families?
5. What are some of the factors that increase a person's chances of having heart disease?
6. How does medical care in your native country compare to medical care in the United States? Some people criticize the American health system, saying that doctors usually spend too little time with their patients. Do you agree?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Doctor" and "Patient."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Write down a list of detailed questions to ask your doctor during your next visit. Be sure to practice the new words and phrases that you've learned in this lesson.

Silly Words: Doctor's Office Vocabulary

Directions: The phrases with the silly words below are actually vocabulary words from the dialogue, with the letters all scrambled. Can you identify these words **without looking back at the lesson**? Each word has a brief definition to help you.

1. Breathing:

PIRATE OR SIN

2. Movement that pumps your blood:

EAT BATHER

3. Recommended:

EL BAD VISA

4. Stress or difficulty:

IN STAR

5. Group of tests:

EL NAP

6. Machine for walking exercise:

MALL DIRTE

7. Chemical processes in your body:

SAME BIL TOM

8. Annual checkup:

CLAY HIPS

REAL-LIFE DYNAMICS: INTERVIEWING FOR A JOB

Interviewer: Good morning, I'm Donna Henderson.

Applicant: Nice to meet you, Ms. Henderson. I'm Barbara Medina.

Interviewer: So, you're applying for the secretary position here at Apple Electronics. Tell me a little bit about yourself and your educational **background**.

Applicant: Well, I've been living here in Houston for three years. I've had **secretarial training** both in high school and in **vocational school**, and I consider myself an excellent worker. I'm very **detail-oriented** in all that I do, and I work well **under pressure**.

Interviewer: Here at Apple, things sometimes get extremely busy. Do you feel you can handle a large **volume** of telephone calls, along with **filing** and fast typing?

Applicant: Yes, Ms. Henderson. I've had a lot of training in each of those areas. My **secretarial training** included **extensive** work with several types of word processing programs, and I'm very **proficient** in each of them.

Interviewer: Apple, as you know, is an electronics **firm**. We specialize in sales and **repair** of **state-of-the-art** office equipment. Have you ever done **secretarial** work for an electronics company, or anything similar?

Applicant: **In all honesty**, Ms. Henderson, I can't say that I have....but, I've worked as a secretary in some very busy offices which handled a lot of technical data; *and* I'm a fast and **efficient** learner, so I don't think that would be any problem.

Interviewer: What's your schedule like, Barbara?

Applicant: I'm prepared to work full time, nine to five, from Monday to Friday.

Interviewer: Sometimes we get a very big **workload**, which might require you to put in some **overtime** at the office. How would you feel about doing some **overtime every now and then**, say, a couple of hours in the evenings, or maybe on a Saturday? Would you have a problem with that?

Applicant: Well, I have three kids in elementary and middle school.....but, fortunately, I also have a list of excellent **babysitters**. No, **overtime** wouldn't be a problem for me.

Interviewer: Okay. I'll tell you, Barbara, your **qualifications** look very **promising**. Before we end today, do you have any questions for me?

Applicant: Yes, can you tell me what benefits are available if I'm hired here at Apple?

Interviewer: Sure. After you pass a three-month **probationary period**, you are **entitled**

to **enroll** in our group medical plan, and also, you'll have ten vacation days and ten sick days **per** year. How does that sound to you?

Applicant: That sounds wonderful.

Interviewer: Do you have any other questions for me today, Barbara?

Applicant: At this moment, no; I just want to let you know that I'm very impressed with the way this office is managed, and I really hope I can start as soon as possible.

Interviewer: Thank you, Barbara. It's been a pleasure talking to you, too. We'll give you a call back as soon as we've talked to all of the other **applicants** and made our final decision.

Applicant: Thank you Ms. Henderson. Have a nice day.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What job is Barbara applying for?
2. Why does Barbara feel qualified to work for Apple even though she has never worked for an electronics firm?
3. What will Barbara do with her children if the supervisor asks her to work overtime?

II. TALKING ABOUT THE TOPIC:

1. Do you think Barbara gave a good interview? Did she give any weak responses? Would you hire her based on the interview that she gave?
2. What are some things that a job applicant can do in advance to prepare for an interview?
3. Have you had any job interviews that were entirely in English? If so, was the language a big obstacle for you? Tell about your experience.
4. Do you think it is appropriate to ask an interviewer about salary or benefits? Why, or why not?
5. What are some of the questions that interviewers ask most frequently? Which of these are the most difficult to answer?
6. At the end of an interview, job applicants are usually offered a chance to ask questions to the interviewer. What are some effective questions to ask at that time?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Interviewer” and “Applicant.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Interviewing for jobs may be one of the most important skills you will need to develop as a new speaker of English. Find information

through the newspaper or Internet about two jobs that may interest you in the near future. With a partner, role-play interviews adapted to those specific jobs. It is a good idea to use this dialogue as a reference. Be sure to practice the new words and phrases that you've learned in this lesson.

Silly Words: Job Interview Vocabulary

Directions: The phrases with silly words below are actually vocabulary words from the dialogue, with the letters all scrambled. Can you identify these words **without looking back at the lesson?** Each word has a brief definition to help you.

1. Things you have to do in a day of work:

DARK O LOW

2. Requirements needed for a job:

SAN CALIFO I QUIT

3. Extra hours of work:

I VOTER ME

4. People who are trying to get a job:

A PANTS CLIP

5. Good at what you do:

TEN RIP COFI

6. Your past work and school experience:

BAD ROCK GUN

7. Having potential to be a good employee:

SON PIGRIM

8. Adjective that describes office work:

A SECRET LIAR

REAL-LIFE DYNAMICS: LEARNING ABOUT YOUR EMPLOYEE BENEFITS

Human Resources Representative: I have some good news, Julia. You've passed our three-month **probationary period**, so now you're **eligible** to receive **employee benefits**.

New Employee: Wonderful! I've been waiting a long time for this day.

Representative: First, let's talk about medical insurance. Here at Bloomington's Department Store, we offer all our full-time employees Doctors Plus Medical Plan.

Employee: Excellent. It will be so nice to have **coverage**.

Representative: There's no cost to you as an employee for this insurance. You also have the **option** to insure your **spouse** and **dependents**.

Employee: This is great. My husband Raymond was **laid off** a few months ago, so I'm definitely going to want to put my **spouse** and two kids on the plan. How much would it cost to **insure** them?

Representative: To **insure** just your spouse, it's \$182 per **paycheck**. To **insure** the whole family—**no matter how many** children you have—it will be \$239 **per paycheck**.

Employee: Wow! That will be a large **chunk** of my check. But for me, it's **worth it**.

Representative: This HMO is a very good one, Julia. The **co-payments** are low and there aren't any **deductibles**, except for hospital **treatment**.

Employee: I'm glad to hear that. I've heard from friends that some medical plans are getting to be **outrageous** with the **deductibles lately**.

Representative: Another nice thing about our plan is that you don't need a **referral** to go to a **specialist**. Many insurance companies require you to go to your **primary care physician** first when you need **specialized treatment**, but Doctors Insurance doesn't.

Employee: That's wonderful news, too. I know how long it takes to get an appointment to see a specialist these days. At least you've taken some of the **red tape** out of the **process**.

Representative: Now, Doctors Plus has a **network** of doctors that you are allowed to choose from. If you choose a doctor who's outside the network, you will have to pay **out of pocket**.

Employee: I understand. I have to stay in the network. You have many doctors to choose from, right?

Representative: Absolutely. Doctors Plus has many **PCPs** and specialists in every area. Now there is another **option** you should know about. For a **slightly higher premium**, you

can have a **PPO** plan **instead**.

Employee: What's the advantage for that **option**?

Representative: With a **PPO**, you can go to any doctor you want, whether or not they're in our **network**, and Doctors Plus Plan will cover it. There is, as I said, the higher **premium**, though.

Employee: Hmmm....I'll have to **talk** that **over** with my husband.

Representative: There's no rush. You have two weeks to decide which plan you want. But be aware that once you start with a particular plan, you can't change again until **open enrollment**.

Employee: When is **open enrollment**?

Representative: It's from November 1st to November 15th every year.

Employee: I'll **keep** that **in mind**.

Representative: Now, Julia, you have some other benefits you'll want to know about. You have dental insurance available for only \$18 per month. If you want to have your whole family covered, you'll pay \$29 monthly for your **dental**.

Employee: Good. Very **reasonable**.

Representative: Another benefit that I'm sure you'll be happy to hear about is your **time off**. You're now entitled to four paid **personal days**, five **sick days**, and seven **vacation days** per **calendar year**.

Employee: How nice. I've been waiting so long for the **right** to be sick and not **suffer** financially for it!

Representative: And finally, one other **perk** that I'm sure you'll be happy to hear about is our fifteen percent **employee discount**. You can use this on any item in the store except **gift cards** and **fine jewelry**.

Employee: Fantastic. Well, Mrs. Branson, you've **made my day**. In fact, you've made my year.

Representative: I'm glad to hear that, Julia. Take these forms home and fill them out **at your leisure**, after you discuss them with your husband. Just bring the forms back **within two weeks**.

Employee: I will.

Representative: We're happy with the job you're doing here at Bloomington's, and we

hope you'll stay with us for awhile. Here's my **business card**. **Feel free** to contact me anytime at **extension 401** if you have any questions about your **employee benefits**.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. How long did Julia have to wait to be eligible for employee benefits?
2. How much will Julia be charged for medical insurance coverage for her whole family?
3. How much time does Julia have to decide which plan she will take?

II. TALKING ABOUT THE TOPIC:

1. Do you have employee benefits? What are some companies you know of that offer employee benefits?
2. Many people think medical insurance is the most important employee benefit. Do you agree? If you have medical insurance, are you happy with your coverage?
3. Besides medical benefits, what other benefits do you consider to be very important?
4. Have you ever worked at a job that offered personal days as a benefit? If so, in what situations did you use your personal days?
5. What happens during open enrollment? Why is it very important to know the dates of your company's open enrollment period?
6. Are employee benefits usually offered in your native country? If so, how do typical benefits in your country compare to typical benefits in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Human Resources Representative" and "Employee."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* What is your present or future occupation? Visit the human resources office of two companies in your field, tell them you are interested in applying for a job, and find out about basic benefits for employees. Human resources representatives are usually happy to share this information. If you are

already working, learn about other companies' benefits and compare them to those offered by your company. Be sure to practice the new words and phrases that you've learned in this lesson.

Word In ~ Word Out: Benefits Vocabulary

WORD IN:

One vocabulary word is missing from the following paragraph. Insert the *best* vocabulary word in the space.

I've been having a lot of pain in my right ear this past week. I think I might have an infection. My co-worker recommended an excellent ear, nose, and throat specialist. But unfortunately, with my insurance, I can't just go to the specialist's office so easily. I have to get a _____ from my primary care physician. The worst part is, I'll probably have to pay for two appointments!

WORD OUT:

Underline all the vocabulary words from the dialogue. One of the vocabulary words does not belong in the story! Circle that word, and write the one that is correct in its place.

I am so happy about the new employee benefits I got with my employer, Little Angels Daycare. Now I can finally take a vacation, and get paid for it! I receive ten vacation days each year, and ten sick days, too. And at last, I have medical benefits! The HMO is a very good one. Now I can choose my own doctor, as long as he is in the perk. The best thing of all is that I'll be able to get an employee discount. My own children are two and four years old, and I'm eligible to get 25% off on their tuition. So they'll be going to Little Angels, too!

REAL-LIFE DYNAMICS: LEARNING TO USE A COMPUTER

Teacher: Good morning, class. Welcome to the ESL Computer Lab. Let's **boot up** the computers and **log in**. Today we're going to **go online** and practice using the Internet.

Marisol: Wonderful! I love to go on the **Net**.

Teacher: Careful, Marisol, **easy on the keyboard**. The keys are sensitive—try to use a **gentle touch**.

Marisol: I can't **log in**. Is there something wrong with my computer?

Teacher: Did you type the correct **user name**?

Marisol: I think so. I used my last name.

Teacher: That's the problem. The user name is our school name, "Kennedy", and the **password** is your last name.

Marisol: Oh, I see. Thanks, Mrs. Wilson.

Teacher: Is anybody else having difficulty **logging in**? No? Good. Now look at the **menu** on your **screen** and find the **icon** that looks like a big, blue letter "e." Remember, this is where you have to click to open up the Internet.

Marisol: My Internet didn't open.

Teacher: Let me watch what you're doing....Aha, you are only **clicking** once.

Marisol: Excuse me?

Teacher: Remember, Marisol, when you want the computer to open a program, you always have to **double-click** the **mouse**.

Marisol: Ah, yes. Now I remember. One time is not enough. You always have to **double-click**. Mrs. Wilson, I forgot—do I click the right side or the left side of the **mouse**?

Teacher: Most of the time, we will be using the left side of the **mouse**. The right side is for some more advanced functions, which we're going to study the next time we come to the lab.

Marisol: Okay, thanks. Now it's working.

Teacher: Now I'd like for all of us to **take a look** at a **Website** that offers free English lessons **online**. Everybody type *www.onlineenglish.com* in the **address bar**.

Marisol: If the lessons are online, does that mean I can study from my own house?

Teacher: Yes it does, Marisol. That's what's so wonderful about the Internet. You can find out about a **Website** here at school, and then practice on the **site** later at home, or anywhere else that you have **Internet access**.

Marisol: That's great to know.

Teacher: Now everyone, **scroll down** to where it says, "Learn a Word **a Day**." With this **feature**, you can **sign up** to receive a lesson about one interesting new English vocabulary word every day. It will be sent automatically to your **email**. Do you all have **email accounts**?

Marisol: No, I never **set one up**. Can you show me how to do it?

Teacher: Sure, Marisol. I'll be happy to help you with that later on, after the class.

Marisol: I **can't wait** to have email!

Teacher: Now students, after you click on "Learn a Word **a Day**," the computer will **prompt** you to enter some personal information, in order to register. When you go home this evening, you can find your first **email message** from this new automatic Internet computer teacher.

Marisol: I can't believe that now I can learn English **from the comfort of my own home!** How convenient! I imagine that with all this new technology, soon we won't even need human teachers anymore!

Teacher: For the rest of our time in the **lab** today, students, you can feel free to explore this **Website** as well as some of the other **URLs** that I have listed here on the board for you. Please copy them into your notebooks. Marisol, I would like to speak to you for a moment....

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why does the teacher say to Marisol, “Easy on the keyboard”?
2. Why does the teacher want to make sure the students have email accounts?
3. Why do you think the teacher asks to speak privately to Marisol at the end of the story?

II. TALKING ABOUT THE TOPIC:

1. Did you ever study how to use a computer in a school class? If so, was it a class just about computers, or were computer skills taught as part of another course, like in this story? Were those lessons helpful?
2. Do you think all schools should be required to teach students how to use computers? At what grade level should computer instruction begin?
3. Does your English program have a computer laboratory? Do you think computer labs can help students of English as a Second Language? Do you know any programs or Websites that are especially useful for learning English?
4. Why do you think some people resist learning about or using computers?
5. Where can you go to use a computer for free if you do not have one at home? Have you ever used a public computer? Are there disadvantages to this? What rules do you typically have to follow when you use a public computer?
6. Do you believe that computer instruction will someday eliminate the need for a human teacher, as Marisol suggests? Why, or why not?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Teacher” and “Marisol.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Make a list of computer software programs or Internet Websites that are beneficial for learning English. Try to find at least five programs or Websites for the list. Report on what you learn to the class. Be sure to practice the new words and phrases that you’ve learned in this lesson.

Odd Pairs:

Computer Class Vocabulary

What's wrong? The word on the left does not match with the word next to it on the right. Can you draw a line to match each word in the left column with a word from the right column, so that when you say the words together, you have a new vocabulary phrase from the dialogue?

****Other phrases may be possible, but the phrase you create must be from the new vocabulary words (in blue) that are used in the dialogue.**

log	up
boot	click
gentle	message
double	down
address	in
scroll	bar
email	touch

REAL-LIFE DYNAMICS: LOOKING FOR AN APARTMENT TO RENT

Manager: Good afternoon. Welcome to Willow Creek apartments. My name is Jackie; I'm the **rental manager**.

Renter: Hi there. I'm Harold Baines. I'm looking for a **one-bedroom**. Do you have anything available?

Manager: I think we may. When are you **looking to** move in?

Renter: At the beginning of next month, around September 1st.

Manager: **It just so happens that** I have a **tenant** who is scheduled to **vacate** at the end of August. It's a very nice one-bedroom **overlooking** the tennis courts.

Renter: That sounds like a possibility.

Manager: I can't take you to that particular apartment because it's still **occupied**, but I can show you a **model apartment** which has the same **layout**. Would you like to see it today?

Renter: Yes. But before we go over there, I'd like to ask you a **couple** of questions. These apartments are **unfurnished**, correct?

Manager: That's right. All the **complexes** around here have only **unfurnished units**.

Renter: How much would the rent be for the apartment that you have available?

Manager: That **one-bedroom** is \$800 a month. To move in, you would need to give us the first and last month's rent, and \$300 as a **security deposit**. The deposit is fully **refundable** when you move out. Do you have any pets?

Renter: Yes, I do. I have a small dog.

Manager: How much does your dog weigh?

Renter: I think he weighs about 20 pounds.

Manager: Good. We have a 30-pound **weight limit** on pets. Is he **full-grown** and **housebroken**?

Renter: Yes. He's very **well-behaved**.

Manager: Okay. You need to know that there's also a \$200 **non-refundable** pet **fee**. Your total **move-in expenses** would be \$2,100.

Renter: That's a large amount to pay **all at once**.

Manager: I know that sounds like a lot, but remember, it **covers** your rent for the last month of the **lease**, and \$300 comes back to you, **provided** there's no **damage** when you move out.

Renter: Are there washers and dryers in the rooms?

Manager: No, they don't have washers and dryers **installed**, but they have **hook-ups** if you'd like to put in your own. You can also use our **community** washers and dryers in Building 2, if you prefer.

Renter: Okay. Let's go take a look at the apartment.

* * * * *

Manager: Right now we're walking past one of our two heated swimming pools that we have here at Willow Creek. On your right, behind these **bushes**, are the tennis courts. Just a little further....here we are....this is the **model apartment**.

Renter: This is really nice.

Manager: Yes, I think it is, too. As you see, there's a large living room, and the kitchen has a new refrigerator and a nice new **tile** floor. This model looks just like your **unit**, except that yours will have **cathedral ceilings**. And all of our **units** have this **beige**-colored carpet.

Renter: Is the carpet new?

Manager: It's **relatively** new. We have it professionally cleaned whenever a **tenant** moves out. Now, this is the bedroom. As you can see, it's **fairly** large, with a nice **walk-in closet**.

Renter: Not bad. I'll be able to fit a lot of my **stuff** in here.

Manager: And finally, over here is the bathroom. You have a **sliding glass** shower door, which is a nice **feature**, and lots of **cabinet** space. The bathroom is a nice size.

Renter: Yes, there's a lot of **space** in here.

Manager: So, now you've seen our model. Do you have any other questions about the place?

Renter: Not at the moment. I like the place a lot, Jackie. I'm very interested in moving in.

Manager: Wonderful! Let's **head back** to the office, and I'll go over a few things with you.

* * * * *

Manager: I'm going to give you a rental application. It's **rather** long, so you can take it with you and fill it out at home. When you bring it back, I'll need a check for \$50. That's the application **fee**. You'll also need to **authorize** us to **run** your **credit**.

Renter: Is the application **fee refundable** if I'm **turned down** for any reason?

Manager: Absolutely.

Renter: I don't think I'll have a problem with the credit. When will I have to **come up with** the **funds** for the deposits?

Manager: If you're **approved**, we will have you sign a **lease**, and at that time you'll need to pay the \$2,100, which must be in the form of a **cashier's check**.

Renter: Okay. I'll take the application home and bring it back to you tomorrow along with the **fee**.

Manager: Thanks very much, Mr. Baines. Have I answered all your questions?

Renter: Yes, you have. Thank you.

Manager: I hope to see you here soon as a **resident** of Willow Creek!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why can't the rental manager show Harold the apartment that is going to be available soon?
2. Why will Harold have to pay so much money (\$2,100) when he moves in? What do these charges cover?
3. Why does Harold say that he will come back tomorrow?

II. TALKING ABOUT THE TOPIC:

1. Harold wants to know if the unit is unfurnished. What does this mean? What are the advantages and disadvantages of furnished and unfurnished apartments? Which type of apartment would you prefer to rent?
2. Do you think you would like to live in the place that is being shown to Harold, the way it is described in the story? Why, or why not?
3. Have you ever lived in an apartment? What did you like about it? What didn't you like?
4. What is a cashier's check? Have you ever used one? Where can you get a cashier's check?
5. Why does the rental manager need Harold's authorization to run his credit? Have you had a company run your credit recently? Why is it important to be careful about allowing people to run your credit?
6. Do you think the rent for Harold's unit is expensive? How much does it cost to rent a one-bedroom apartment, on average, in the city where you are living? What about in your native city? How much does it cost to rent a two-bedroom place?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Rental Manager" and "Renter."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go to two apartment complexes in your neighborhood and

get information on apartments for rent, either for yourself or for a friend. Be sure to practice the new words and phrases that you've learned in this lesson.

Silly Words: Apartment Rental Vocabulary

Directions: The phrases with silly words below are actually vocabulary words from the dialogue, with the letters all scrambled. Can you identify these words **without looking back at the lesson?** Each word has a brief definition to help you.

1. Place where a lot of people live:

UN CITY MOM

2. Special characteristic:

TRUE FEA

3. Without any chairs, beds, etc.:

SHE FIND RUNU

4. Possible to get money back for:

FEEL BAD RUN

5. Apartment floor plan:

YOU TAL

6. A place to put little things:

BAT CINE

7. Plants used for decoration:

SHE BUS

8. Person who rents an apartment:

ANT NET

REAL-LIFE DYNAMICS: MAKING AN AIRLINE RESERVATION

Ticket Agent: Good morning. Thank you for calling Trans America Airlines. My name is Mark. How can I help you?

Customer: I'd like to **book** a **round trip** flight from Miami to Chicago.

Ticket Agent: Okay; I'll be happy to help you with that this morning. Just something to keep in mind—were you **aware** that you can save about five percent on your ticket if you make your reservation **online** through Trans America's **Website**?

Customer: Yes, actually, I was **aware** of that. The thing is, I don't really like to send out my personal information electronically. I guess I'm a little **old fashioned**!

Ticket Agent: I can certainly understand that. Believe me, you're not the first person I've talked to who feels that way, and I'm sure you won't be the last. Now, could you please tell me your **departure date**?

Customer: Sure. That will be May 7th.

Ticket Agent: And your **return date**?

Customer: That's going to be May 15th.

Ticket Agent: Is this is just for yourself—one adult traveling?

Customer: Actually, no. My daughter will be traveling with me.

Ticket Agent: Is your daughter three years old or younger, **by any chance**?

Customer: Yes, **as a matter of fact**, she's two.

Ticket Agent: Excellent. Here's some good news for you: **Toddlers** travel for free on Trans America Airlines.

Customer: Oh, how nice! Now tell me the bad news—about my **fare**.

Ticket Agent: Actually, because you're flying out on a Tuesday and coming back on a Wednesday, you're going to save money. Also, you're traveling just before **peak season**, so that helps, too.

Customer: Sounds good to me!

Ticket Agent: But before I can give you the ticket price, I need to ask you a few more questions. First, what time of day would you like to leave on the 7th? We have morning, afternoon, and early evening flights.

Customer: The earlier the better for us.

Ticket Agent: And would you prefer a **non-stop flight**, or a flight that makes one stop in Atlanta? **Non-stop flights**, of course, are a lot faster, but flights that make a stop can sometimes save you some money.

Customer: Actually, since I'm traveling with my baby, I just want to get to Chicago and back fast. We'll **spring for non-stop flights**.

Ticket Agent: Okay; you said early morning. I have a non-stop that leaves at 8:25 AM. This flight gets in to **Chicago O'Hare** at 10:30 AM **Central Time**. How does that sound?

Customer: That's perfect.

Ticket Agent: And what about on the return flight? Would you like to fly back early in the morning on the return, too?

Customer: Yes, sir.

Ticket Agent: Okay, then. I have a flight that leaves **Chicago O'Hare** at 7:50 AM and arrives back at **MIA** at 11:55 AM **Eastern Time**. Does that work for you?

Customer: Yes, that's great.

Ticket Agent: Now, would you prefer to travel **coach**—that's the **economy fare**—or **first class**?

Customer: Economy is fine.

Ticket Agent: Do you have a **preference** as to a window or an **aisle** seat?

Customer: The **aisle** would be better—we'll probably have to use the restroom a few times!

Ticket Agent: All right, let's see. We're **booking** a reservation for you and your baby girl to travel the morning of Tuesday, May 7th, **departing** from Miami International at 8:25 on Trans America Airlines Flight 505, and arriving into Chicago O'Hare at 10:30 AM.

Customer: Correct.

Ticket Agent: Then on the return flight on May 15th, you'll be on Flight 525, leaving Chicago O'Hare at 7:50 AM and arriving at Miami International at 11:55 AM. The total, including all taxes and **surcharges**, is \$307.

Customer: Great! That's not as bad as I thought.

Ticket Agent: I'm happy this works out well for you. Now, will you be paying by credit card?

Customer: Yes. I have a MasterCard.

Ticket Agent: OK; I'll just need to get some information from your card.....

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why are airplane tickets cheaper during the first two weeks of May?
2. Why doesn't the customer's daughter have to pay for an airplane ticket?
3. Why does the customer prefer an aisle seat instead of a window seat?

II. TALKING ABOUT THE TOPIC:

1. Have you ever taken an airplane flight? If so, do you like flying? Tell about your experiences of flying on a plane.
2. Airlines generally charge more money for tickets if you book by telephone instead of through the Internet. What do you think is the reason for this? Do you think this is a fair policy?
3. Have you ever taken airplane trip with small children? Or have you ever sat on an airplane near small children? Why is this usually very difficult?
4. Travelers are supposed to get to the airport a long time before their flights leave. Why? What are some things you can do in an airport between the time you check in and the time you have to board the plane?
5. If you have flown before, what do you usually like to do when you are on the airplane? Do you like to look out the window? Make new friends? Read a book? Work on a laptop computer? Watch the movie? Go to sleep?
6. How does air travel in your native country compare to air travel in the United States? Are the airports as big? Is security as strict? Do airlines in your native country offer amenities like those in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Ticket Agent" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Choose your favorite vacation destination. Call two different airlines and find out about flights to that city. Get as much information as you can

without actually booking the reservation. Compare the flight information you receive from the two airlines. Be sure to practice the new words and phrases that you've learned in this lesson.

Word In ~ Word Out: Airline Vocabulary

WORD IN:

One vocabulary word is missing from the following paragraph. Insert the best vocabulary word in the space.

My friend Michelle can't sit still. She's one of the most hyper people I've ever known. She's just not comfortable sitting in one place for a long time. For example, when she flies somewhere, she will be getting up and talking to the flight attendants, asking for magazines, or asking for extra coffee. If you are next to Michelle on a long flight, you will definitely want to sit next to the window and let her have the _____ seat.

WORD OUT:

Underline all the vocabulary words from the dialogue. One of the vocabulary words does not belong in the story! Circle that word, and write the one that is correct in its place.

The last time I flew on a plane, there were a lot of extra seats in the first class section. The airline really wanted to sell tickets for those seats, so they offered the chance for people in economy class to "upgrade" to the first class ticket for only \$25 more. My boyfriend and I decided to peak for the tickets because we had never flown first class before. It was so nice to get a complete meal, watch free movies, and have a lot of space to stretch out my legs!

REAL-LIFE DYNAMICS: MAKING THE BEST OF RAINY WEATHER

Tim: Why don't we go to the beach this afternoon? I'd love to **catch some rays**. Have you looked outside? How's the weather?

Tina: I think we might have to wait until tomorrow. The sky is **overcast**, and it looks like it's going to start **pouring** any minute. It's already **drizzling**. And **guess what?** I just heard **thunder**.

Tim: I can't believe it! When I woke up early this morning, **there wasn't a cloud in the sky**. And last night, they **predicted** that today would be a beautiful day.

Tina: Maybe that's what they said last night, but you know that the **climate** is really **unpredictable** this time of the year.

Tim: Still, the **weather forecasters** ought to know for sure, don't you think?

Tina: Well, they're **only human**. Even the best **meteorologists** are **prone to** make mistakes.

Tim: I know, but it seems like they never get it right. Last weekend, they **called for** beautiful, **mild** weather, and it **rained cats and dogs** all weekend.

Tina: Well, try to **look on the bright side**. At least we haven't had any **hurricanes** or **tornadoes**. Also, there are lots of places where we can have fun indoors, Tim, even if there is a **thunderstorm** outside.

Tim: Oh, really? Like where?

Tina: We can **brave the elements** and drive to a museum or the theater. We can go out to eat at a nice restaurant. Or we could stay home and watch videos on TV while we listen to the **raindrops** falling.

Tim: Oh, that sounds like so much fun! I'm going back to sleep. Wake me up when the sun starts **shining** again.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why does Tina think that it's going to rain hard soon?
2. According to Tim, how was the weather last weekend?
3. If it's not possible to go to the beach, what would Tim prefer to do?

II. TALKING ABOUT THE TOPIC:

1. How would you describe the typical climate of the region where you live now—in the winter? In the summer? Are there four distinct seasons? How would you describe the weather right now?
2. Which regions of the United States are known to frequently have extremely hot weather? Cold weather? Rainy weather? Snowy weather? Humid weather?
3. Have you ever experienced an extreme weather event, such as a hurricane, flood, tornado, or blizzard? How do people deal with these types of emergencies?
4. Do you pay attention to weather reports every day? Where do you get information about the weather when you need it?
5. Does the weather affect your personal physical or emotional condition? For example, do you tend to feel depressed on rainy days and energetic on sunny days, or do weather conditions have little influence on you?
6. How does the climate in the region you are from compare to the climate in the area where you're living now? Was it a big challenge for you to adjust to new weather conditions in the United States, or was the weather more or less the same as what you were accustomed to?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Tim" and "Tina."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Use the Internet to research today's weather for two cities in different parts of the world. Prepare a short weather report for each city. Be sure to practice the new words and phrases that you've just learned.

Lazy Daisy's Crazy Phrases: Weather Vocabulary

Lazy Daisy is a good student, but she could be better. She *almost* learned a lot of new idiomatic phrases. In each of the sentences that she wrote below, one word in an idiomatic phrase is incorrect. First, underline words that are *supposed* to be an idiomatic phrase in each sentence. Then, draw a line through the word that is incorrect, and write the *correct* word above it.

****Can you do this without looking at the dialogue?*

1. It started raining cats and dogs inside the baseball stadium, and nobody wanted to brave the rays, so all the fans went home.

2. The weather was perfect when we took our ride to the mountains yesterday; there wasn't a meteorologist in the sky.

- 3 Any of us could make a wrong turn and get lost if we drive in this terrible thunderstorm; we're only dogs.

4. I'm sorry that it's pouring outside on your birthday, Jenny, but look on the overcast side—none of your friends want to leave this party!

5. I'm so happy to be at the beach today; it's been a long time since we've been able to catch some thunder.

6. Let's postpone the picnic until next Saturday; can't you see that it's raining cats and forecasters?

REAL-LIFE DYNAMICS: OPENING A BANK ACCOUNT

Manager: Good morning. Welcome to First Financial Bank. I'm Ken Robertson, the manager of new **accounts**.

Customer: Hello, Mr. Robertson. I'm Paolo Silveira.

Manager: How can I help you, Mr. Silveira?

Customer: I would like to open a new **account**.

Manager: I'll be glad to help you with that. Are you interested in a **checking** or **savings account**?

Customer: I think I'd like to start out with just a checking account. Can you tell me what **options** I have?

Manager: Certainly. Our Basic Easy Checking **account** is a **convenient option** for people who simply want to use their **account** to pay bills. There is no minimum **balance**, but we require at least \$25 to open the **account**.

Customer: Do I get an **ATM card** with that **option**?

Manager: Of course. When you open any type of **checking account** with us, we give you a free **ATM debit card**, which you can also use as a credit card. Now, with the Basic Easy Checking **option**, your money does not earn any **interest**.

Customer: I understand. Is there a limit on the number of checks I can write each month?

Manager: No. With Basic Easy Checking, you have **unlimited** check writing each month. However, you do have to pay for the checks.

Customer: How much do the checks cost?

Manager: You get 200 checks for \$12.95. We **deduct** that directly from your **account**. You can choose the style of check that you like—we have many attractive designs to choose from—and we order them for you. They will be **shipped** to your home address **within ten days**.

Customer: You'll give me **temporary** checks until the ones with my name and special design arrive, right?

Manager: Absolutely. We always **issue temporary** checks anytime a customer opens a new **account**. That way, you can start using your **funds** right away.

Customer: That's good. I have a number of bills that I need to pay soon.

Manager: Now Mr. Silveira, you should also know that Basic Easy Checking comes with a special **feature, overdraft protection**. Sometimes people make a mistake, and they write a check for more money than they have in their **account**.

Customer: So how exactly does your **overdraft protection** work?

Manager: With our plan, our bank will pay the check for you even if you accidentally **exceed** your **balance**—up to a maximum of \$300. That way, you can **avoid** being charged “**bad check fees**” by the **merchant**. However, you still have to pay an **overdraft fee** of \$29 to us.

Customer: In other words, the plan protects me from being charged twice for a **bounced check**.

Manager: That's right. Like every other bank, we have to charge you an **overdraft fee**, but at least with this plan you won't have to pay a double **penalty**. And of course, when this occurs, you must make sure your **account** is back **in good standing within ten days**.

Customer: You **mentioned** that your Basic Easy Checking does not pay any interest on my **funds**. Do you offer any checking **accounts** that pay interest?

Manager: Yes. In fact, we have two other checking **accounts** that are **interest-bearing**. Our Gold Checking **option** currently pays 1.75% **annual interest**. However, it requires an **initial deposit** of at least \$250, and there is a \$6 monthly service fee charged if your **balance** falls below \$250.

Customer: Hmm...I don't think that one is very **practical** for me. It's very **likely** that my balance will **occasionally** go under that **minimum**!

Manager: I certainly understand. Then it sounds like Basic is the way to go for you. Just **for future reference**, the third **option** is the First Financial Money Market **account**.

Customer: And this Money Market **account** also pays interest?

Manager: Yes. It pays **significantly** higher interest, but with that one, there's a \$1,000 **initial deposit**, and again you have a **minimum balance**, \$500, as well as a **strict** limit on the number of checks you can write each month.

Customer: Wow! Forget it. Maybe I'll **consider** the Money Market when I win the Lotto and I can move my money around like a **stock investor**. I think I'll just keep it simple and start with the Basic Easy Checking plan.

Manager: Wonderful. I'll just need you to fill out some forms and show me your photo

ID.

Customer: I'd like to have my **paycheck** from work **deposited** directly into my **account**.

Manager: That's no problem at all. Your employer will probably ask you to submit a **voided check** in order to **activate direct deposit**. You can use one of your **temporary** checks.

Customer: Perfect.

Manager: I need to ask you which style you like for your regular checks, so I can go ahead and order them for you. This paper shows you all the different designs we have available. Which style do you like?

Customer: This one here with the American flag in the **background** is just fine..... I think I've got all these forms filled out now. And here's the check for the \$25 **initial deposit**.

Manager: Thank you. This is your **receipt** for the **deposit**. Your regular checks should arrive **within ten days**, and your ATM card should come in five to seven business days.

Customer: Thank you for all the information. You've been very helpful.

Manager: You're most welcome, Mr. Silveira. We're very happy that you've **selected** First Financial to be your bank.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Which type of account does Mr. Silveira decide to open?
2. What in particular does Mr. Silveira not like about the Gold Checking and Money Market options?
3. How much does Mr. Silveira have to deposit to get his new account started?

II. TALKING ABOUT THE TOPIC:

1. Do you have a bank account? If so, which type—checking or savings? What are the advantages of each type?
2. If you are choosing a bank for yourself, what factors do you consider important?
3. Mr. Silveira wants to know if the bank will offer him an ATM card. Why do many people think it is important to have an ATM card? Do you have one? How often do you use it?
4. What is an overdraft? Why are overdrafts a serious problem for bank customers? What can bank customers do to make sure they never have overdrafts?
5. Do you, or a friend, have direct deposit? What are the advantages of this service? Why don't all people who are working have direct deposit?
6. What are the names of some banks in your neighborhood? Which is the most popular? Where are ATMs located? How much do they charge for each transaction?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Manager” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go to two banks in your neighborhood and get information on new accounts, for yourself or for a friend. Be sure to practice the new words and phrases that you've learned in this lesson.

Silly Words: **Bank Vocabulary**

Directions: The phrases with silly words below are actually vocabulary words from the dialogue, with the letters all scrambled. Can you identify these words **without looking back at the lesson?** Each word has a brief definition to help you.

1. Money you earn from bank investments:

REST NITE

2. The total amount you have available:

CAL BEAN

3. A payment for more than you actually have:

DROVE RAFT

4. Personal business with a bank or company:

COCA NUT

5. Price you must pay for breaking a rule:

TEA PLAY

6. As much as you want; no maximum:

I LET U MIND

7. Once a year:

NANA LU

8. Put money into your account:

SIDE POT

REAL-LIFE DYNAMICS: ORDERING A MEAL AT A RESTAURANT

Waiter: Welcome to Riverside Restaurant. My name is Jack. I'll be your **server** this evening.

Customer: Hi, Jack.

Waiter: Just to let you know, our specials tonight are the **roast turkey** and the **chicken parmesan**. Both of the specials come with a small **house salad**, a **side** of vegetables, and dinner rolls.

Customer: Sounds good. We'd like a few minutes to **look over** the menu.

Waiter: Take your time. Can I **start** you **off** with something to drink?

Customer: Yes, we'd like two glasses of ice water and two ice teas.

Waiter: Okay. I'll be back in a moment.

* * * * *

Waiter: Here are your drinks. Have you decided?

Customer: Yes. My wife is going to have the **filet mignon, well-done**.

Waiter: All right. Now, all the dinner **entrees** come with a salad and a vegetable for a **side order**. What type of **dressing** for the salad? We have French, Italian, and Thousand Island.

Customer: She prefers Italian **dressing**.

Waiter: And for the **side order**?

Customer: She'd like the baked potato, please.

Waiter: Fine, thank you. And what about for yourself, sir?

Customer: I'd like the roast turkey dinner special.

Waiter: Good choice! And which **dressing** for you?

Customer: French, please.

Waiter: And how about for your vegetable **side**?

Customer: I'd like to try the mixed vegetables.

Waiter: Got it. That's a **filet mignon well-done** with Italian **dressing** on the salad and baked potato for the lady, and roast turkey with French along with mixed vegetables for the gentleman. Is that correct?

Customer: That's right.

Waiter: OK, then I'll be back in just a moment with your salads and rolls.

* * * * *

Waiter: **There you go.** Enjoy the salad, and I'll be back in just moment with your **entrees.**

Customer: That was fast! Thank you.

* * * * *

Waiter: Here is your **filet mignon**, ma'am, and your roast turkey, sir. If there's anything else at all that you need, please let me know.

Customer: Thank you. When you get a chance, could you please **refill** our drinks?

Waiter: Certainly. I'll be right back with more water and iced tea.

Waiter: Can I get you **folks** some dessert this evening? We have **hot fudge sundaes**, **strawberry cheesecake**, **lemon meringue pie**, and plain ice cream.

Customer: No, thank you. That dinner was **quite filling** and delicious. Just the check, please.

Waiter: Okay, then. Here you are. It's been a pleasure to serve you. I hope to see you here again soon at Riverside.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What does the waiter bring to the table first?
2. Who decides to have the dinner special, and what does it come with?
3. Why does the customer decide not to order dessert?

II. TALKING ABOUT THE TOPIC:

1. In this story, the man ordered dinner for his wife. What might be the reason that only the man talked? Is it common in your native country for men to order for their female companions at restaurants?
2. Do you enjoy going out to eat? What are your favorite restaurants in your area?
3. How much does dinner in your favorite restaurant cost? How much do you generally leave the waiter as a tip?
4. Working as a waiter or waitress is a very popular occupation in the United States. Do you think you might like this type of work? What are the necessary skills? What do you think are the positive and negative aspects of this job?
5. Have you ever had to wait a very long time to be seated at a restaurant? What is the longest time you might be willing to wait for a table at a restaurant that you like?
6. How does the variety of the cuisine in your native country's restaurants compare to the variety available in the United States? Are there many Chinese, Italian, Thai, Mexican, and American restaurants, like there are in the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Waiter" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go out to eat at two restaurants that specialize in two different types of food. Prepare a short review of the service, food, and overall experience at the two restaurants. Be sure to practice the new words and phrases

that you've learned in this lesson.

Odd Pairs:

Restaurant Vocabulary

What's wrong? The word on the left does not match with the word next to it on the right. Can you draw a line to match each word in the left column with a word from the right column, so that when you say the words together, you have a new vocabulary phrase from the dialogue?

****Other phrases may be possible, but the phrase you create must be from the new vocabulary words (in blue) that are used in the dialogue.**

house	cheesecake
roast	done
look	order
strawberry	turkey
side	parmesan
chicken	over
well	salad

REAL-LIFE DYNAMICS: ORDERING A PIZZA DELIVERY

Pizza Restaurant Worker: Good evening, **Slice of Life Pizzeria**, can I help you?

Customer: Yes, how big are your large pizzas?

Worker: Our large pizzas are 14 inches—eight **slices**.

Customer: All right. I'd like to order two large pizzas.

Worker: Will this be for **pickup** or **delivery**?

Customer: Delivery, please. You deliver to Venice Boulevard, don't you?

Worker: Well, it depends where you live on Venice—that's a really long street. If you give me your address, I'll make sure you're in our **delivery zone**.

Customer: I live on the corner of Venice and Westwood Boulevard, in the apartment **complex** called Fairview Gardens.

Worker: Let's see....checking the map here....yes, we deliver there. I'll need the exact street address, please.

Customer: It's 8745 Venice Boulevard, Apartment B-406.

Worker: Is that **"B" as in "boy"** – 406?

Customer: Yes, sir. B-406.

Worker: Got it. You said two large pizzas. What **toppings** would you like on the pizzas?

Customer: I'd like one of them **plain** and one **half-pepperoni, half- mushroom**.

Worker: Would you like to order garlic bread to **go along with** the pizza?

Customer: How much extra for the garlic bread?

Worker: Just eighty-nine cents, Miss.

Customer: Sure. Go ahead and **add in** the bread.

Worker: What about some soda? We have a "buy one, get one free" special on **2-liter** bottles of soda tonight.

Customer: No, thanks. We've got our own drinks at home.

Worker: Okay. Let me just **go over** the order again with you. You want two large pizzas, one with no **toppings** and one **half-mushroom and half-pepperoni**, along with one side order of garlic bread, right?

Customer: Yes, that's right.

Worker: Your total **comes to** eighteen dollars and ninety cents.

Customer: Can I pay by credit card?

Worker: No, I'm sorry, Miss. We're not set up to take credit cards over the phone for delivery orders. It's cash only, and we would appreciate your paying our driver with the **smallest bill possible**.

Customer: Okay, **no big deal**. I think I have **a twenty**. About how long will it take?

Worker: We're **a little backed up** tonight, unfortunately. Our driver should be there **within** 30 to 40 minutes. Could I get your first name and telephone number, please?

Customer: Sure. It's Yoko, and my phone number is (310) 752-4661.

Worker: Okay, Yoko. Thanks for ordering from **Slice** of Life. Good night!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why does the pizza restaurant worker need to check a map?
2. What does the pizza restaurant worker get Yoko to order that she wasn't planning to have at first?
3. Why will Yoko's delivery take longer than normal to arrive?

II. TALKING ABOUT THE TOPIC:

1. Do you like to order pizza for home delivery? Which restaurants do you like to order from?
2. What was the best pizza you've ever eaten? Where did you have it? What made the pizza so good?
3. What are the most popular toppings for pizza? Which toppings do you like the best when you eat pizza?
4. Many pizza restaurants offer part-time jobs as pizza delivery drivers. Would you enjoy this type of job? What do you think might be the good and bad parts of this job?
5. For a long time, pizza has been one of the most popular foods in the United States as well as in many other countries. Why is pizza so popular?
6. Is pizza as popular in your native country as it is in the United States? Different countries have different ways to prepare pizza. How does pizza in your native country compare to that of the United States? Are pizza restaurants similar or different in the way they serve the food?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Pizza Restaurant Worker" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Call three different pizza restaurants in your area and ask about the type of pizza you like best. Ask about the sizes and price of a delivery.

If you're hungry, go ahead and figure out which is the best deal and complete the order! Be sure to practice the new words and phrases that you've learned in this lesson.

Word In ~ Word Out: Pizza Restaurant Vocabulary

WORD IN:

One vocabulary word is missing from the following paragraph. Insert the best vocabulary word in the space.

The last time my friend Michelle and I ordered a pizza, we had a very funny experience. When we called our favorite restaurant, Pizza Palace, a man answered the phone. He asked if we wanted the pizza for _____ or delivery. Michelle answered, "Delivery, to Washington Lane." The man couldn't hear Michelle very well, or maybe it was a bad connection on the cell phone. He thought Michelle had said, "Deliver two washing machines." He replied, "We are not an appliance store. We don't deliver washing machines." It took him awhile to figure out that we really wanted pizza.

WORD OUT:

Underline all the vocabulary words from the dialogue. One of the vocabulary words does not belong in the story! Circle that word, and write the one that is correct in its place.

There are not many good pizza restaurants in my neighborhood. In fact, there are no good places anywhere near my apartment toppings. I have to drive all the way across town to Lucky's Pizza House to find the half-pepperoni, half-mushroom pizza that I love so much. I wish Lucky's delivered their pizza to my street, but unfortunately, my house is just a few blocks outside their delivery zone. So I have to drive over there, but to me it's no big deal because I really love Lucky's.

REAL-LIFE DYNAMICS: ORDERING A SUB SANDWICH

Worker: Good afternoon. Welcome to **Submarine** City. Will this be for here or to go?

Customer: For here, please. I'd like to order a turkey and ham **sub**.

Worker: Six-inch, or foot-long?

Customer: Six-inch, please.

Worker: What kind of bread would you like that on?

Customer: Italian bread.

Worker: Would you like your sandwich **heated**?

Customer: No thanks. I prefer it cold.

Worker: Okay. Would you like cheese on your **sub**? We have **Swiss**, American, and **provolone**.

Customer: **Provolone**, please.

Worker: Now, what else would you like on your **sub**?

Customer: Just a little bit of lettuce, and no tomatoes.

Worker: No problem. Is that too much lettuce?

Customer: No. That's perfect.

Worker: Anything else on your sandwich?

Customer: Yes. I'd like **onions**, **green peppers**, and **mustard**.

Worker: We have **spicy** and **plain** yellow **mustard**. Any **preference**?

Customer: **Plain** yellow is fine.

Worker: Got it. What about salt and pepper?

Customer: Actually, I'd prefer **oregano**. Do you have that?

Worker: We sure do. There's your **oregano**. How about some **oil and vinegar**?

Customer: No, thank you.

Worker: Okay. You said for here, right?

Customer: Yes, that's right.

Worker: Would you like to make it a **combo** for \$1.39 extra? The **combo** comes with a bag of chips and a medium soda.

Customer: All right. Go ahead and make it a **combo**.

Worker: Let's see then....Your total is \$6.39.

Customer: Here's ten dollars.

Worker: Thank you....**out of ten**....\$3.61 is your change, and here's your turkey **sub combo**. Also, let me give you our **Submarine** City Customer Rewards card.

Customer: What's this?

Worker: Every time you come to Submarine City and buy a **sub**, we **punch** this card. Just buy any five **subs** and get your card **punched** five times. Then, the next time you come—your sixth visit— we'll make you any six-inch **sub** you like, and it will be **on us!**

Customer: Thank you! I always love to get a **freebie**. Does the card have to be used here, or is it **good** in any **Submarine** City?

Worker: All the **Submarine** City restaurants here in California are accepting the card.

Customer: Good deal!

Worker: The potato chips are on the **rack** next to you. You can help yourself to the soda at the **fountain** over there. **Refills** are free. Enjoy your sandwich, and thanks for stopping into **Submarine** City today.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What two sizes of submarine sandwiches can customers get at this restaurant?
2. What is included with the turkey combo special, and how much does it cost?
3. What does a customer have to do to get a free sub using the “Customer Rewards” card?

II. TALKING ABOUT THE TOPIC:

1. Have you ever eaten a submarine sandwich? If so, did you like this popular American fast food? Why do you think subs are so popular in the United States?
2. How would you like your own sub to be prepared? What would you put on it?
3. Why do you think people call them “submarine” sandwiches? This sandwich also has other names, depending on which part of the country you are in. Do you know any other names for subs?
4. How do subs compare to other fast foods that are popular today? Is it possible to get a sub that is more nutritious than the typical food you get at a fast-food hamburger restaurant?
5. Are there any restaurants in your neighborhood that sell subs? If so, where are they located?
6. Have you ever participated in a punch-card promotion like the one that was described in this story? If so, did you finally get the “prize?” Is this a good way to attract more customers?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Worker” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Go to a sub restaurant on two separate occasions and order sandwiches that you would like to eat. If possible, go to different restaurants and order different kinds of subs. Be sure to practice the new words and phrases that

you've learned in this lesson.

Scrambled Sentences:

Sub Shop Vocabulary

In the following sentences, all the words are correct, but the order of the words is all wrong. Can you organize each sentence into the correct word order?

**In some cases, more than one answer may be possible.

1. peppers want do green your sub on you?

2. free you get fountain refills the can from.

3. like onions would everything I except.

4. friends mustard like my don't spicy.

5. the bag a rack I from potato took of chips.

6. freebie you can a coupon get this with.

7. many do I how more need punches?

REAL-LIFE DYNAMICS: REGISTERING FOR CLASSES

Student: Good morning. I'd like to register for two classes this semester.

Registration Assistant: All right. You'll need to fill out one of these blue registration forms and bring it back here when you're done. Did you know that now you can also register **online**? It's much easier and less **time-consuming**.

Student: No, that's **news to me**. Can you tell me how to do that?

Assistant: Sure. Just go to the college's main **Website**; then, click on "Current Students," and you'll see the second **option** on the big **menu** is "Register for Classes." You **click** on that, and just follow the **step-by-step** instructions on the screen.

Student: You know what? I just remembered; my home computer **crashed** last night. I guess I have to do it the slow way, with this paper form, after all.

Assistant: No, actually, you don't. The student **advisement center** right across the hall from here has computers you can use **free of charge**.

Student: Isn't it always **crowded** there, though? Every time I look inside the **advisement center**, it's **packed**. I have to be at work in half an hour.

Assistant: Don't worry—at this time of day, it usually isn't so busy. Mornings are a little slower. But even if the wait is **fairly** long, you can also **access** the college **Website** from a computer in any library.

Student: That's great to know! I think I'll **give it a try**. I'll take the form with me **just in case** I need to come back here again.

Assistant: **Here you go**.

Student: **By the way**, do you know if any of the College Preparatory English **sections** are still open? I really need to have that course in my schedule this **term**.

Assistant: Well, you'd **better** hurry. 101C, the evening **section**, just **reached capacity**, and 101A and B, the afternoon **sections**, are filling up fast.

Student: Uh-oh. I can only come at night.

Assistant: Hmmmm....In that case, you should try to get the evening instructor to sign an **override slip**.

Student: How does that work?

Assistant: Go to the class from the beginning, even though you're not on the official list. On the first night of class, bring this **override slip** to Professor Harris. If he thinks that some of the students on his list are going to **drop**, then you're **in luck**—he might sign the slip for you and let you stay.

Student: Excellent idea! I think I'll do that. Thanks for the **tip**.

Assistant: Here's another little secret—Professor Harris loves chocolate. You might just **happen to** have an extra bar in your hand when you go in to talk to him...

Student: Thanks! You've been a really big help.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What method of registering does the assistant suggest so that the student can save time?
2. Which course does the student need to take this semester?
3. Why does the assistant recommend having chocolate in his hand when he goes to see Professor Harris?

II. TALKING ABOUT THE TOPIC:

1. How do you register for your classes? Does your school offer online registration? If so, have you ever used it?
2. Do you prefer to register early, or do you wait until the last minute to register? What are the advantages of registering early?
3. What method does your school use to make sure that you are in the courses that are appropriate for your level? Does your school offer advising to help make sure you're enrolled in the right classes? If not, do you think it would be helpful to have an advisor?
4. Do you like best to study in classes with many students, a small number of students, or an average number of students? Why?
5. Does your school offer daytime, night, and weekend classes? Which of these schedules do your classes follow? Does your school offer other options? Do you think that meeting during the daytime, night, or weekend makes a difference in the quality of classes? If so, why?
6. Which courses are the most popular in your school? Which instructors are the most popular? Why do students prefer these classes and instructors?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Student" and "Registration Assistant."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.

3. *Learning Challenge:* Go to your nearest community college's registration office check out the availability of three courses you are interested in—even if you're not planning to take the class soon. Be sure to practice the new words and phrases that you've learned in this lesson.

Lazy Daisy's Crazy Phrases: College Registration Vocabulary

Lazy Daisy is a good student, but she could be better. She *almost* learned a lot of new idiomatic phrases. In each of the sentences that she wrote below, one word in an idiomatic phrase is incorrect. First, underline words that are *supposed* to be an idiomatic phrase in each sentence. Then, draw a line through the word that is incorrect, and write the *correct* word above it.

****Can you do this without looking at the dialogue?*

1. I have never used a computer to register for my classes, but I think I am finally going to give it a tip this time.

2. It's nice that you can get so much help free of click from the registration counselors who are working at the advisement center.

3. I had no idea that they are going to offer classes on Saturdays and Sundays this semester—that's capacity to me.

4. Mr. Hernandez, the advisor, will help translate the registration form for you; just in drop you are having difficulty understanding the English words.

5. The professor for Computer Science 102 is Mr. King, and he, by the menu, is one of the most popular teachers on campus.

6. Natasha hates to wait in line to register for her classes; she says that it's much too capacity-consuming, and she prefers to use the online system.

REAL-LIFE DYNAMICS: RENTING A CAR

Rental Agent: Welcome to the Atlanta Airport Royal Car Rental. Do you have a reservation?

Customer: Yes. I reserved a car through your **Website** a few days ago.

Rental Agent: Do you have the **confirmation number** with you?

Customer: No, I'm sorry; I don't. I left a **folder** of important documents on the plane by accident, and one of the papers was the **printout** from the reservation that I made with your company.

Rental Agent: That's no problem at all. I can **track it down** on the computer using your telephone number.

Customer: My number is (212) 735-0997.

Rental Agent: Are you Daniel Menendez?

Customer: Yes, sir. That's me.

Rental Agent: Okay, Mr. Menendez, it says here that you reserved an **economy car** for three days. Right now we have a special going on. Would you be interested in **upgrading** to a **midsize car** for only five dollars more per day?

Customer: No, thank you. With gas prices the way they are, I think I'll just **stick with** the economy car.

Rental Agent: I can certainly understand that. You know that all our rentals come with **unlimited mileage**, right?

Customer: Yes. But I was wondering; do I have the **unlimited mileage** even if I decide to drive out of state?

Rental Agent: **Absolutely.** You could drive all the way from Atlanta to California and back at no extra charge.

Customer: That might be a little difficult in three days! No, actually, I might just need to go to South Carolina.

Rental Agent: You're right—I admit it might be difficult to go six thousand miles across the country in only three days. The point is, you can take the car as far as you want in the **continental United States**, just as long as you bring it back here at the end of your **rental period**.

Customer: That's great to know.

Rental Agent: Now, would you like to add a **damage waiver** for seventeen dollars a day? This will cover you if anything happens to the car, including accidents and **theft**.

Customer: No, I don't think that will be necessary. The insurance I have on my own car is **supposed to carry over** to a rental car.

Rental Agent: It may in fact do that, but just so you know, even having your own insurance, you might have to pay a large **deductible** if something happens to our car while you're renting.

Customer: Yes, I suppose that's true.

Rental Agent: Our complete **comprehensive** insurance gives you the **peace of mind** of knowing that whatever happens to the car, you are not **held responsible** in any way.

Customer: No, thank you. I think I'll just **assume the risk**. I'm going to **pass on** the extra insurance. That insurance costs half as much as the daily rental!

Rental Agent: I certainly can understand your wanting to keep the cost down, sir. Now, I'll need you to **initial** all the areas **highlighted** on this form next to the "X", this one here indicates that you are **electing to decline** the insurance.

Customer: No problem. **Here you go**.

Rental Agent: Right now, the **gas tank** is full. You should bring it back to us full, as it is now, in order to avoid a refill charge of \$6.75 per gallon.

Customer: Wow! It really **pays off** to have the car full of gas before you bring it back!

Rental Agent: Now, may I have your credit card? I'm ready to **process** the transaction.

Customer: Sure, here's my card. What time do I have to bring the car back here?

Rental Agent: Let's see...it's 3:15 PM right now. You need to have the car back by the same time, 3:15 PM, on Thursday. Each additional hour will add four dollars to your final bill.

Customer: Okay; I'll be sure to be back by 3:15.

Rental Agent: So, the only thing left to do is for us to go outside and check the car you'll be renting to make sure there's no **physical damage**.

Customer: Oh, yes. That's very important.

Rental Agent: This way we can be sure that you won't be responsible for any **previous**

damage, and of course, you're **expected** to bring the vehicle back to us in the same condition.

Customer: No problem. Let's **take a look** and make sure it's clean.

Rental Agent: Here is the Tiara Corona you'll be driving.....The car looks fine. No **damage**. Do you agree?

Customer: Yes. There's no **damage**.

Rental Agent: So, if you'll just sign here, I'll give you the keys and you're ready to go. I hope you enjoy your stay in Atlanta, and thank you for choosing Royal Car Rental.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. How does the rental agent get the customer's reservation information?
2. Why does Mr. Menendez say he doesn't want to pay a small additional amount of money to get a bigger car?
3. Why is it important to check the rental car for damage before Mr. Menendez drives it?

II. TALKING ABOUT THE TOPIC:

1. Have you ever rented a car? If so, tell about this experience. What do you like about renting a car? What do you dislike?
2. If you had a car with unlimited mileage and a lot of time for vacation, would you drive very far? Where do you think you might go?
3. What are some ways that you can save money when you are renting a car?
4. Why do you think car rental agencies charge so much for gasoline if renters don't bring the vehicle back with a full tank? Do you think this is fair?
5. Would you enjoy working as a car rental agent? Why, or why not?
6. Do people often rent cars in your native country? Is it primarily tourists who rent, or do people who live there rent as well? Where are car rental agencies typically located?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Rental Agent" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Contact two car rental agencies by telephone and find out how much it would cost to rent a car you like in the vacation city of your choice. Be sure to practice the new words and phrases that you've learned in this lesson.

Odd Pairs:

Car Rental Vocabulary

What's wrong? The word on the left does not match with the word next to it on the right. Can you draw a line to match each word in the left column with a word from the right column, so that when you say the words together, you have a new vocabulary phrase from the dialogue?

****Other phrases may be possible, but the phrase you create must be from the new vocabulary words (in blue) that are used in the dialogue.**

pays	responsible
held	mileage
physical	off
damage	with
unlimited	car
midsize	damage
stick	waiver

REAL-LIFE DYNAMICS: REPORTING A PROBLEM WITH YOUR PHONE SERVICE

Operator: Good evening, Bell Telephone **Repair**, Isabel speaking. How can I help you?

Customer: Yes, I'm having some serious problems with my phone.

Operator: Okay, I'll be glad to assist you with that. Is this telephone that you're calling from the one that's giving you the problem?

Customer: No. I can't even get a **dial tone** on my telephone. I'm calling from my neighbor's phone.

Operator: So I assume it's a **residential** phone you're calling about?

Customer: Yes, that's right. My home phone is the one that's giving me the problem.

Operator: Please give me that telephone number.

Customer: It's area code (305) 596-4229.

Operator: And your name, sir?

Customer: Eduardo Rodriguez.

Operator: What's your home address, Mr. Rodriguez?

Customer: 9743 Southwest 87th Avenue, Miami.

Operator: OK, so what exactly is going on with the phone, sir?

Customer: Well, there was a bad **lightning storm** that went through here about three hours ago. The power was out for about twenty minutes. I was talking to my sister-in-law about all this bad weather we've been having, and right in the middle of the conversation we got **disconnected**. And I haven't been able to use my phone at all since then.

Operator: Let me see....checking my system here... Yes, several people have already called in from Southwest 87th Avenue. You're not the first. Apparently there was some **damage** to a central line that goes along that street.

Customer: So, when can I **expect** to have my service back?

Operator: There's a **crew** working on the line right now, **as we speak**. You should have your service **restored within** the next ninety minutes.

Customer: Thanks a lot. Is there anything I can do to **prevent** this type of thing from happening again in the future?

Operator: Unfortunately, living in this **region**, there's **not a whole lot** you can do. When the rain is heavy, we often do have a lot of **damage** to the phone lines. Do you have a cell phone?

Customer: Yes, I do.

Operator: That's good. You should keep your cell phone **handy** for **backup** communication in case of an emergency like this.

Customer: That makes sense. Thank you.

Operator: **Don't mention it.** Remember, you should have your telephone service back again by 9:30 **at the latest.** If it's still not working by then, please give us a call again as soon as possible.

Customer: Okay. Thanks again.

Operator: You take care and have a good night. Thank you for choosing Bell Telephone.

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. How does the caller know there is a problem with his home telephone?
2. What caused the problem with the phone?
3. How long will Mr. Rodriguez probably have to wait to be able to use his telephone again?

II. TALKING ABOUT THE TOPIC:

1. Have you ever lost your telephone service due to a bad storm? If so, how long were you without service?
2. In what regions of the United States do you think weather-related phone problems are common?
3. What is the name of the telephone service provider in your area? Are you satisfied with the service they provide?
4. Nowadays many home telephone service plans are available with additional special features, such as call waiting, call forwarding, and conferencing calling. Are you familiar with each of these? Which special services do you have or would you like to have?
5. How much does basic telephone service cost in your area? How does the cost of telephone service in the United States compare to the cost in your native country?
6. Since cell phones have become so popular in recent years, many people have decided that they no longer need a regular home telephone. Did you ever consider having just a cell phone and no home phone? What might be the advantages and disadvantages of not having a “landline” (home-based telephone)?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Operator” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Call your phone company to learn about any special products and services that you don’t already have. Find out how much each

service costs. Also ask about in-home repair policies and the cost of these repairs. Be sure to practice the new words and phrases that you've learned in this lesson.

Word In ~ Word Out: Telephone Repair Vocabulary

WORD IN:

One vocabulary word is missing from the following paragraph. Insert the *best* vocabulary word in the space.

A tropical storm went through our town last week. It was really amazing to see how much damage this storm caused. . Many people had to stay home from work, and all the schools around here were closed, too. Not only did thousands of people lose power, but many more were without telephone service for three days! It was a long time before the _____ arrived in repair trucks and began working to fix the electricity and phone systems. This weather is something that we just have to accept, living here in south Florida—there is no way anyone can prevent the storms here. But looking on the bright side, at least I had two days off from my job!

WORD OUT:

Underline all the vocabulary words from the dialogue. One of the vocabulary words does not belong in the story! Circle that word, and write the one that is correct in its place.

My grandfather had a hard time understanding how to use a cell phone. He was so accustomed to the regular type of home telephone that he couldn't understand how you can walk around with a phone in your hand. And then, when it was time to make a call, he kept asking why there was no damage tone. We explained to him that with a cell phone, you don't need one—you just start pushing the numbers. And you wouldn't believe the expression on his face when Rita took his picture with the cell phone! I love my grandfather. One day, he'll get used to all these new inventions.

REAL-LIFE DYNAMICS: SHOPPING FOR A NEW CAR

Salesman: Hi, nice to see you **folks** today. How can I help you?

Customer: We're interested in **trading in** our old **gas-guzzler** over there for something more **economical**.

Salesman: Well, you guys are **in luck**. We're selling this year's cars at **clearance** prices to **make way** for next year's models, which are coming in next week.

Customer: Great. Does that mean you're offering **factory rebates** and **incentives**?

Salesman: **As a matter of fact**, we are. The factory is offering you \$2,000 back if you buy a new car from us today. So you've come to the right place.

Customer: I hope so. We need to keep the cost really low, and we came to you because we knew you were offering great deals. We don't need a car with **all the toys**, just something to get us to and from work every day.

Salesman: **Gotcha. On this model right here, you can save even more money if you'll go for a manual transmission instead of an automatic.**

Customer: We both can drive a **stick**. That's a great option. And the **stick shift** cars are much better on **gas mileage**. How's the **MPG** on this model?

Salesman: Well, you're absolutely right when you say the **manual transmission** gets better **gas mileage**. This beauty gets 29 miles to the gallon in the city and 37 on the highway.

Customer: Does it come in a **four-door instead of a two-door**?

Salesman: This is our **hatchback**. Unfortunately, the **hatchback** is only available in a **two-door**. I think the **base price** is really reasonable, though.

Customer: Ah, yes. That price is **in our ballpark**. It has **AC**, of course, right?

Salesman: Absolutely. **AC** is **standard** in all our models. We know how hot it gets here!

Customer: What about a radio with a **decent** CD player? Music is one **luxury** that we **can't do without**.

Salesman: Well, the AM/FM stereo comes **standard** on this model. And **by the way**, the **factory-installed** radios are excellent. The CD player will run you an extra \$225, though.

Customer: That's worth paying for. Does the car come with a basic **warranty**?

Salesman: Yes. All our cars give you a three-year, 36,000-mile **bumper-to-bumper**

warranty as part of the **basic package**. If you're interested, you can pay a little extra for our **extended** warranty.

Customer: These cars are **sharp**. I really like this metallic blue one over here.

Salesman: In fact, that's our most popular color. The white and gray ones haven't sold that well.

Customer: I think this might be just what we need.

Salesman: Great. Would you like to **test drive** it?

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why is the customer interested in buying a car with a manual transmission?
2. Which non-standard item does the customer want to buy?
3. According to the salesperson, what is the best-selling color for the model that the customer is considering buying?

II. TALKING ABOUT THE TOPIC:

1. Have you ever bought a car in the United States? If so, was it a new car or a used car? Do you think you got a good deal on your vehicle?
2. What special features would you want your new car to have if you were going to buy one in the near future?
3. What are some strategies for saving money when shopping for a car? Would you consider buying a car from a friend or relative? What are the potential advantages and disadvantages of doing this?
4. Did you know that according to statistics, drivers in red cars are stopped for traffic tickets more than drivers in cars of any other color? Do you have any idea why? Which color do you think is most attractive for cars?
5. Have you ever referred to a consumer guide, or a car price book, or an Internet Website before buying a car? What might be the advantages of using these resources?
6. How does the experience of buying a car in your native country compare to that experience in the United States? Is it possible to negotiate with dealers, like in the United States, or are car prices generally fixed?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Salesman” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation. .
3. *Learning Challenge:* Visit two different automobile dealerships to find about a car that you might be interested in buying in the future. Get as much information as

you can, without signing any agreements. Compare the prices as well as the manner of the salespeople at the two dealerships. Be sure to practice the new words and phrases that you've learned in this lesson.

Silly Words: **Car Shopping Vocabulary**

Directions: The phrases with silly words below are actually vocabulary words from the dialogue, with the letters all scrambled. Can you identify these words **without looking back at the lesson?** Each word has a brief definition to help you.

1. Helping to save money:

COME ON CALI

2. Included in the basic car price:

DR DAN SAT

3. Operated mechanically, without human help:

I AM TU TACO

4. A guarantee to get something fixed:

TRAY WARN

5. Payments you get back from the car company:

BEAR SET

6. A sale offering the lowest possible prices:

CLEANE CAR

7. The part of the car that changes your gears:

NO STAR MISSIN

8. Made something last for a longer time:

NEXT DEED

REAL-LIFE DYNAMICS: SHOPPING FOR CLOTHES

Salesperson: Can I help you find something?

Customer: Yes. I'd like to buy one of these **striped cotton** shirts, but I wear a large. I see every size out except that one. Do you have these shirts in large?

Salesperson: Usually all the items we have **in stock** are already **displayed**. But let me take a look for you. Ah, yes; here's your shirt in large.

Customer: Great. I don't know how I missed it.

Salesperson: Looks like somebody just **stocked** it in the wrong area, here in this **stack** of **plaid** shirts. Would you like to **try it on**?

Customer: Yes, please. Where are the **fitting rooms**?

Salesperson: Right over there, behind the belt **rack**.

* * * * *

Customer: I think this large looks a little big on me. You agree?

Salesperson: You're right. It does look a little **baggy** on you. Now keep in mind, these shirts do tend to **shrink** after you wash them. Still, I think you might be **better off** with a medium.

Customer: Let me go try on the medium, then.

* * * * *

Salesperson: That medium size looks perfect on you.

Customer: Yes, I like the way it looks, too. I think I'll take it.

Salesperson: Now tell me; were you **aware** that we're in the middle of Dollar Days here at Mason's Fashion Mart? Today only, if you buy two shirts, you can get a third one free.

Customer: No, I didn't know that. But I think I have all the shirts I need.

Salesperson: You could get pants as the extra items **instead of** shirts, if you prefer, and still **take advantage** of our promotion. In fact, if you want to get any other clothing item, you can take one more, and the least expensive of the three items will be free.

Customer: Hmmmm.....I could use another pair of **slacks**. Let's see...maybe I will get one more business shirt, too, and a pair of **khaki pants** to go along with it.

Salesperson: The formal shirts are over here. Do you know your size by number,

offhand?

Customer: Yes. I'm a 16 / 34-35.

Salesperson: Take a look on this **rack** right over here. We have a **variety** of styles in that size. Many of them are **clearance priced**, too.

Customer: I kind of like this **plaid** shirt.

Salesperson: That is **sharp**. And it would go well with **khaki pants**.

Customer: Yes, I **might as well try on** some pants too.

Salesperson: What's your pants size?

Customer: **Waist** 36, length 34.

Salesperson: The **khaki pants** in that size are right over here. Why don't you **grab** a pair and **try them on**, too?

Customer: **Will do.**

* * * * *

Salesperson: Hey, those **khaki pants** really **fit** you great.

Customer: Yes, I like them a lot. Let me change back to my old clothes, and then I'll take the two shirts and these pants.

* * * * *

Salesperson: Wonderful. I think you **made out well** today. Your total, with tax, is going to be \$47.86. Would you like to put this on your Mason's **store card**?

Customer: No. I prefer to use my own credit card.

Salesperson: Would you like to apply for a Mason's store credit card right now? We'll give you an additional 15 percent off, just for applying.

Customer: No, thanks; I'll **pass**. I already have more credit cards than I need.

Salesperson: I understand. Okay, then. Your card's **approved**. Please sign this copy of the **receipt** for us.....I'm putting your copy in the bag. Thank you so much for shopping with us today at Mason's!

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. Why was the striped cotton shirt that the customer wanted hard to find?
2. What special promotion is the store offering today?
3. How many items of clothing did the customer finally buy, and how much did he pay?

II. TALKING ABOUT THE TOPIC:

1. How frequently do you go shopping for new clothes? How do you decide when it is time to go shopping?
2. Would you enjoy working as a salesperson for a clothing store? Why, or why not?
3. Do you prefer to go shopping for clothes by yourself, or with a companion? Why?
4. What is your favorite place to shop for clothes? Why do you prefer this place?
5. Have you ever gone shopping for clothes at a thrift store? If so, were you happy with what you found?
6. Where are the best places to go shopping for clothes in your native country?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being “Salesperson” and “Customer.”
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don’t worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* The next time you go out to buy clothes, make a special effort to do all your shopping and all your transactions in English. Be sure to practice the new words and phrases that you’ve learned in this lesson.

Odd Pairs:

Clothes Shopping Vocabulary

What's wrong? The word on the left does not match with the word next to it on the right. Can you draw a line to match each word in the left column with a word from the right column, so that when you say the words together, you have a new vocabulary phrase from the dialogue?

****Other phrases may be possible, but the phrase you create must be from the new vocabulary words (in blue) that are used in the dialogue.**

store	do
khaki	card
clearance	rooms
take	pants
will	on
fitting	priced
try	advantage

REAL-LIFE DYNAMICS: STARTING CELL PHONE SERVICE

Service Representative: Thank you for calling World Class Wireless. How can I help you?

Customer: I'm interested in starting new service and I'm calling different companies right now and to **price** the various calling plans.

Representative: Do you already own a cellular phone, or would you be needing a new World Class phone?

Customer: No, I have a phone already. It's a Commutel 500.

Representative: Unfortunately, your Commutel is not a model that is **supported** by World Class Wireless. However, if you begin new service with us today, we will send you our new **state-of-the-art** Worldwide 99W phone for only \$25.

Customer: That sounds **reasonable**. I will also need an extra phone for my wife. She's currently using a Commutel, too.

Representative: As a special promotion, we're offering new customers extra WCW phones for only five dollars each. So the new phones would be just \$25 for you, plus \$5 for your wife.

Customer: I may be interested. Can you tell me a little bit about your plans?

Representative: Sure. Actually, we have several plans available, but let me tell you about the two that are the most popular right now.

Customer: Go ahead, **shoot**.

Representative: With our new cell phone offer, you get free, **unlimited weekend and nighttime minutes** and up to 800 free **weekday minutes** Monday through Friday for \$39.95 per phone.

Customer: When does "nighttime" start, according to your plan?

Representative: "Nighttime" means between 9:00 PM and 7:00 AM. You can also **opt** to have your free nighttime minutes start at 7:00 PM for only four dollars extra per phone, per month.

Customer: And what hours are considered "weekend", in order to get those free minutes?

Representative: "Weekend" **runs from** 9:00 PM Friday night until 7:00 AM Monday morning. Also, of course, you have free, **unlimited** long distance calling, anywhere within the **continental United States**.

Customer: And what about the other plan that you said was popular?

Representative: We also have a plan that includes 500 free weekday minutes for \$24.95 per month, per phone. If you're on a **tight budget** and don't use your cell phone so often, that one might be **the plan for you**. But the 800-minute plan is our most popular, because those first 500 free minutes tend to **go** pretty quickly!

Customer: I travel a lot, and I've lost my cell phone a few times in the past. Will you replace my phone for me if that happens?

Representative: Honestly, sir, I think you'll **have a hard time** finding a company that will replace a lost phone for free. However, WCW does offer an insurance plan which covers not only loss of your phone, but also any type of **physical damage**, for only \$5 extra per month.

Customer: That's not too bad. Now let me ask you this: If I begin service with your company, how long am I **bound to the contract**?

Representative: All of our **contracts** are for two years.

Customer: What happens if I need to end the **contract** before that time?

Representative: There is an **early termination fee** of \$150.

Customer: Hmmmm.....do your phones offer any other special **features** that I should know about?

Representative: Let's see.....one other **convenience** that I didn't mention is **voice-activated** calling; it comes with all our **promotional** phones.

Customer: What's that all about?

Representative: If you're busy driving, using both hands, you can call any phone number simply by speaking into a **mouthpiece** attached to a special **headset**. The phone uses **voice recognition** technology to call whatever number you want.

Customer: Wow! That would be very helpful.

Representative: And that feature **comes standard** with all new 99W phones.

Customer: Okay. I'd like to start service today using the 800-minute plan. And I'll add in the extra phone for my wife.

Representative: Wonderful! Now, sir, your basic monthly charges are going to be \$39.95 for each phone, plus approximately \$11.00 in **surcharges** and fees. Have you decided to buy the insurance that I mentioned earlier for five dollars per month on each phone?

Customer: Yes. I think we're going to need that.

Representative: Excellent. So, you're **looking at** total charges of about \$100 per month for each phone line. Also, there will be a **one-time-only charge** of \$30 to cover your two new phones.

Customer: Sounds pretty good.

Representative: All right! Your new World Class Wireless cellular phones will arrive in three to five **business days**. Now, I'll just need to **take down** some information, and we're all done....

LEARNING DYNAMICS

I. COMPREHENSION CHECK:

1. What does the service representative recommend that customers do if they are worried about losing a cell phone?
2. What happens if a World Class Wireless customer ends their contract before the agreed time?
3. How does voice-activated calling work, and what special advantage does it offer?

II. TALKING ABOUT THE TOPIC:

1. Do you own a cell phone? If so, are you happy with your plan? Do you think the plan that's offered to the customer in this story is a good one?
2. Do you think it's necessary to have a cell phone nowadays? Why, or why not?
3. Tell about situation in which you were very happy that you (or a friend) had a cell phone.
4. Some people say that driving while you are talking on a cell phone is very dangerous. Do you agree? Have you ever done this?
5. Using cell phones can be very expensive. What are some ways that people can save money on their cell phone bills?
6. Are cell phones popular in your native country? How do cell phone products, plans, and regulations in your native country compare to those of the United States?

III. FLUENCY-BUILDING ACTIVITIES:

1. Role-play this dialogue with a partner. Take turns being "Sales Representative" and "Customer."
2. After you have had turns role-playing each character, see if you and your partner can act out the story without reading from the page. Don't worry about remembering every word—just try to say the important ideas that were in the dialogue in a normal, relaxed conversation.
3. *Learning Challenge:* Contact two cell phone companies by telephone and find out the details of various plans for yourself or for a friend. Be sure to practice the new words and phrases that you've learned in this lesson.

Lazy Daisy's Crazy Phrases: Cell Phone Plan Vocabulary

Lazy Daisy is a good student, but she could be better. She *almost* learned a lot of new idiomatic phrases. In each of the sentences that she wrote below, one word in an idiomatic phrase is incorrect. First, underline words that are *supposed* to be an idiomatic phrase in each sentence. Then, draw a line through the word that is incorrect, and write the *correct* word above it.

****Can you do this without looking at the dialogue?*

1. When Daisy goes on her trip far away into the mountains, she may have a recognition time reaching her friend on her cell phone.
2. My wife loves to talk, and she also loves to take pictures, so I'm going to buy her a new voice-of-the-art cell phone that has a headset, camera and video recorder inside.
3. I don't like the fact that if I break my contract early, I will have to pay an early continental fee of \$150.
4. Rebecca is very happy that the \$40 delivery fee included in her first cell phone bill is a one-shoot-only charge.
5. Leo is going to have an expensive cell phone bill this month because he just made a call from Mexico City, which is outside of the mouthpiece United States.
6. This phone is continental-activated, so you don't have to use your hands when you want to call your friend.