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## Promoting English reading comprehension in the Taiwanese English classroom

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PROMOTING ENGLISH READING COMPREHENSION  
IN THE TAIWANESE ENGLISH CLASSROOM

---

A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education

---

by  
Wen-Lin Chien  
March 1999

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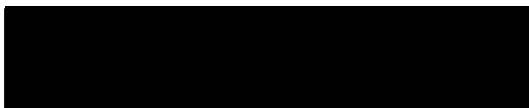
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by

Wen-Lin Chien

March 1999

Approved by:



Lynne Diaz-Rico, First Reader

3/16/99

Date



Margaret Cooney, Second Reader

## ABSTRACT

English reading as a foreign language is an essential skill both in schools and in the domain of work in Taiwan. Thus, the students' ability in reading comprehension is always emphasized by instructors in Taiwan. But most high school students' reading ability is still at an "elementary literacy" level. The purpose of this project is to provide a reading model for EFL instructors as a reference to address problems, to discover solutions, to plan, and to evaluate their teaching methods in order to help learners to have better reading comprehension.

This project consists of five chapters. The first chapter, the introduction, provides a general understanding about the project. The second chapter, the literature review, investigates the theoretical concepts of this project. The third chapter, the theoretical framework, provides the design for a reading model based on the theoretical concepts in Chapter Two. The fourth chapter, the curriculum design, explains the manner in which the concepts of the model fit into the curriculum. The fifth chapter, the assessment, describes a way to evaluate the effectiveness of the instruction. Finally, the appendix contains a teaching unit that incorporates the model of the reading process.



## ACKNOWLEDGEMENTS

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## **CHAPTER ONE: INTRODUCTION**

### **The Role of English Education in Taiwan**

In the contemporary world, English plays an important role on the international stage, both on economy and politics. In Taiwan, proficiency in English is an important skill which most people need. Both the government and the people of the Republic of China (Taiwan) put much emphasis on English education.

In Taiwan, almost all students undertake formal English education when entering junior high school, although since 1995 some elementary schools have added English classes. English is one of the subjects which is tested on the very competitive high school and university entrance examinations. Many parents send their children to study English in after-school tutoring institutions in order to enhance their English ability.

Because seventy-five percent of the economy of Taiwan relies on import and export trade, English has become the most important foreign language in Taiwan. Most government institutions and private companies require English ability. Those who are proficient in English can easily find desirable employment and receive a higher salary. Therefore, English is viewed as essential. Due to those reasons, English learning is both common and popular in Taiwan.

### **English Reading in Taiwan**

Among the four skills—reading, writing, listening, and speaking--reading is probably the most needed, both in schools and the domain of work (Tse, 1985, 1987,1995). In fact, reading is the most basic requirement for learning and teaching English in Taiwan.

However, in Taiwanese classrooms, teaching reading involves teaching vocabulary, grammar, and translation. According to many researchers, the English reading comprehension of most Taiwanese is limited to the decoding of words and the understanding only parts of a given text (Chang, 1992; Hinds, 1987; Jih & Chen, 1988; Sao, 1992). The reason why most students who study English do not read in their everyday life is that they think English is just a tool towards a successful future instead of a language which can be used for fun and utility in their daily life. Formal English education is considered irrelevant to real life.

In the process of learning to read in English, vocabulary, grammar, and translation are considered the most important factors. According to Yang (1993), fifty-five percent of English learners considered learning vocabulary as the most important part of learning a foreign language and ninety-one percent agreed that language learning involves a lot of memorization. Moreover, an investigation focused on reading instruction of high school English teachers showed that more than seventy percent of English teachers used grammar analysis as a method to help students when students confronted a difficult sentence. Most English teachers did not include reading strategies when asked to define what reading comprehension ability should comprise.

Educators should find out why Taiwanese English learners fail to achieve fluent English reading. No matter if the problem lies in the instruction or in the student, one needs to address this problem in order to improve high school students' reading comprehension.



### Teachers Lack of Knowledge about Whole-Language

Most English instructors in Taiwan do not know about such contemporary pedagogical trends as whole-language teaching. Teachers teach in the same way which they have been taught. The goal of traditional teaching methods is for students to get good test grades; students are taught test-taking skills instead of learning skills. Under this type of pedagogy, students with excellent grades actually do not have real English ability.

If educators in Taiwan had a whole-language perspective, they could organize curriculum in integrated way, and teach students meaningful strategies to communicate about their daily lives. Teachers have to believe that the purpose of learning English is not only to pass examinations but also to gain a real language that can be used in daily life.

### Failure to Apply Reading Strategies in Learning

Both instructors who teach reading and learners who learn reading do not take reading seriously. They consider reading to be just a small part of English. Teachers do not have a clear concept of what constitutes reading strategies.

Instructors and learners in Taiwan use bottom-up methods when learning and teaching reading, such as analyzing grammatical structure and memorizing vocabulary. Research shows that most Taiwanese English learners use bottom-up methods to comprehend text; but when they read in Chinese, they tend to use “top-down” methods to comprehend text. The problem is that it is impossible to know every word in an English text even when English is the reader’s first language. If learners always look up words in a dictionary, they will experience no enjoyment from reading. To the reader, reading

becomes merely a process of looking words up in a dictionary.

Thus, teaching learners reading strategies is quite an important thing. They need to know how to guess the meaning of a new word in the context of the reading. One must encourage students actively to apply their prior knowledge in comprehending a text rather than passively receiving information from text. If learners can apply their personal interests, knowledge, and experience to a given text, they will gain much more fun from learning. By encouraging this, instructors can stimulate students' motivation to learn and make learning more effective. Teachers should teach reading strategies.

#### Lack of Textual Comprehension: Inference, Cohesion, and Coherence

Inference, cohesion, and coherence are important factors involved in reading. Instructors and learners in Taiwan ignore the importance of textual comprehension. Students are forced simply to memorize words without context, and to analyze the grammatical structure of difficult sentences from the text. Sometimes the outcome of studying a chapter is that learners acquire vocabulary and grammar rules rather than comprehend what the chapter is about.

Teaching reading is a complex job. It includes decoding meaning, introducing vocabulary and grammar rules, and creating an opportunity for students to stimulate their imagination and to enhance their critical thinking. A coherent curriculum may enhance learners' motivation and promote effective learning.

#### Lack of Using Current Techniques to Help Teaching and Learning

Instructors may find out that learners have very low desire to learn English as a result of dull teaching materials. Educators should try to use other techniques to

motivate the learners, such as using the computer.

In this competitive world, the computer has become the most needed tool for almost every kind of work. Thus, using a computer as a supplementary method in teaching English reading not only enhances students' learning motivation, but also teaches basic skills in using a computer.

### Overcrowded Classes

Generally speaking, in Taiwan there are forty to fifty students in a high school classroom. In this overcrowded classroom, it is impossible for teachers to pay equal attention to every student, and students do not have enough chance to do individual practice. Standard practice is for teachers to use the same textbook to teach the various levels of students. Students with high ability can learn easily, but those with low ability will fail in learning. How to overcome this problem using the most effective set of methods is the biggest challenge to instructors.

By using cooperative learning, instructors can counteract the problem. Teachers can divide students into groups and assign each group different tasks. In so doing, every group becomes responsible for its task and the learning of each member of the group. Then, students can have enough chance to practice; the higher-level students can help the lower-level students to learn and at the same time teachers can manage the classroom more effectively and efficiently.

### **Target Level**

Senior high school in Taiwan is the target level of this project. There are six to eight hours of instructional time in English every week in a Taiwan senior high school.

Although high school students have received at least three years of English education, most students' ability in reading is at the "elementary-literacy" level.

In the Taiwanese classroom, the only sources of comprehensible input are the textbook and the teacher. The textbook is the most popular source of information providing the curriculum in the classroom. Most teachers follow textbooks when they teach. However, the design of the textbook may not be very complete. Teachers should develop their own curriculum to make up for the shortcoming in the formal curriculum in order to satisfy the different needs of different students. Changing the traditional teaching pedagogy, creating an enjoyable learning environment and improving learners' reading ability is the goal of this project.

### **Content of the Project**

The purpose of this project is to present better strategies based on a specific theoretical framework, and provide curriculum for the teaching of reading comprehension in English as a foreign language which will give both teachers and students opportunities to implement the enhanced methods. The purpose is not only to promote students' success in reading, but also to increase reading enjoyment.

This project is comprised of five chapters which, are as follows:

*Chapter One: Introduction* describes the background of English as a foreign language learning in Taiwan, problems with it, and the basic scope of this project.

*Chapter Two: Review of Literature* explores five major concepts: whole language, the reading process, academic reading comprehension, cooperative learning, and computer-based instruction.

*Chapter Three: Theoretical Framework* integrates main concepts explored in Chapter Two and provides a model to guide the teaching of reading.

*Chapter Four: Curriculum Design* consists of one unit with six lessons. The content of the unit teaches Taiwanese high school students what is a “prom,” and how to prepare to go to a prom. The appendix presents the curriculum unit. This unit is designed to use the model contained in Chapter Three, applying the theoretical framework to actual pedagogy.

*Chapter Five: Assessment* describes the purpose and methods in assessing reading comprehension.

## **CHAPTER TWO: LITERATURE REVIEW**

### **Whole Language**

Over the past several years, teachers and administrators have been reconsidering how they teach children to read, write and use language to think and solve problems. Educators are looking for better ways to help children learn to use language effectively in the real world. Terms such as “whole language,” “integrated language arts,” and “literature-based instruction” are frequently used by educators to describe current programs. All these terms are new to EFL teachers. Most students from the EFL classroom can only read and write English, but they do not know how to use the language in the real world. Thus, it is important to the EFL teacher to understand what “whole language” is and how to organize a whole-language learning environment.

#### The Definition of Whole Language

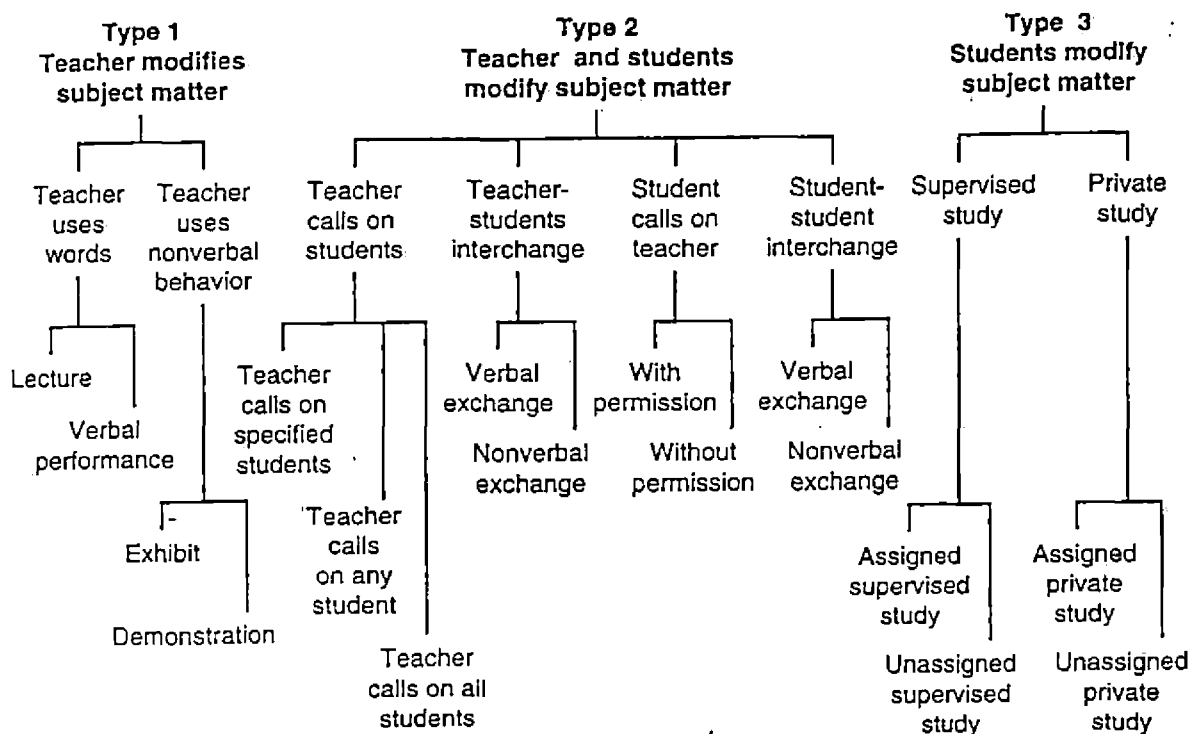
Yatvin (1992) states that whole language teaching entails the belief that language learning depends on the learner’s motivation and self-confidence, and the integration of real language use into learning activities. Raines (1995) believes that a definition of whole language is being created by teachers in their classrooms based on an amalgamation of findings from psycholinguists, sociolinguists, researchers, and practitioners. The meaning of whole language is interpreted differently teacher to teacher, school to school and country to country. It is a perspective, not a prescribed set of practices. The whole language perspective is based on the literacy processes; it is not a method of instruction but a view of literacy learning (Raines, 1995). Whole language should in no way be used to develop step-by-step literacy instruction programs.

Teachers who have a whole language perspective operate their classrooms with an abundance of children's literature, use a writing process approach, usually organize the curriculum in integrated, thematic units, teach strategic approaches to inquiry, and find authentic, meaningful ways for children to communicate about their lives and what they are learning (Raines, 1995).

### Defining Whole Language Teaching & Learning Styles

Over twenty years ago, Herbert (1967) devised a scheme to classify lesson formats from teacher-controlled content presentations to student-selected independent learning (see Figure 1).

Figure 1. Lessons Classified by Interaction (adapted from Herbert, 1967)



Herbert (1967) created the diagram for people to use to distinguish between conventional and whole language lessons and units. He pointed out that conventional teachers tend to rely on those lesson forms on the left half of the chart, while whole language teachers regard lesson forms on the right as more significant for making meaning. How much the teacher empowers students to make decisions about their own learning shapes learning activities, questioning patterns, classroom seating arrangement, types of assignments, use of materials, the nature of discussions—almost every aspect of life in the classroom (Noden & Vacca, 1994). So before instruction begins, the basic communications decisions outline in Herbert's diagram (1967) influence the designs of units and lessons (Noden & Vacca, 1994).

However, Mosston and Ashworth (1990) analyzed these same influences on lessons by looking at patterns of decision making. They categorized lesson designs based on whether the teacher or student decided questions such as what to learn, where to learn, how to learn, and how long to learn. While Herbert (1967) classified lessons from total one-way communication by the teacher (a lecture without student interaction) to total self-communication by student (independent study of student-selected topics), Mosston and Ashworth (1990) classified lessons in one of eleven different decision-making categories, ranging from the "Command Style" where the teacher "makes the maximum number and the learner makes the minimum number of decisions" to the "The Self-Teaching Style" where the learner almost totally controls his or her own learning. Although Mosston and Ashworth (1990) suggest a specific whole language teaching style, this rarely occurs. Most teachers plan units and lessons around a modified lecture



format. They organize units and lessons around information instead of knowledge. Mosston (1990) explains the important difference between information and knowledge: “A body of information is limited, fragmentary, restricted to practical or operational needs. A body of knowledge is limitless, coherent, flexible, and universal.” Whole language means teaching knowledge and requires totally different teaching styles and lesson plans than teaching information. According to Noden and Vacca (1994), whole language teachers attempt to shift decision-making responsibilities to students, designing activities around cross-curricular themes to encourage learning through interdisciplinary connections and social interaction. If teachers wish students to make decisions about their own learning, whole language teachers should avoid information-centered units and construct units around knowledge-centered themes.

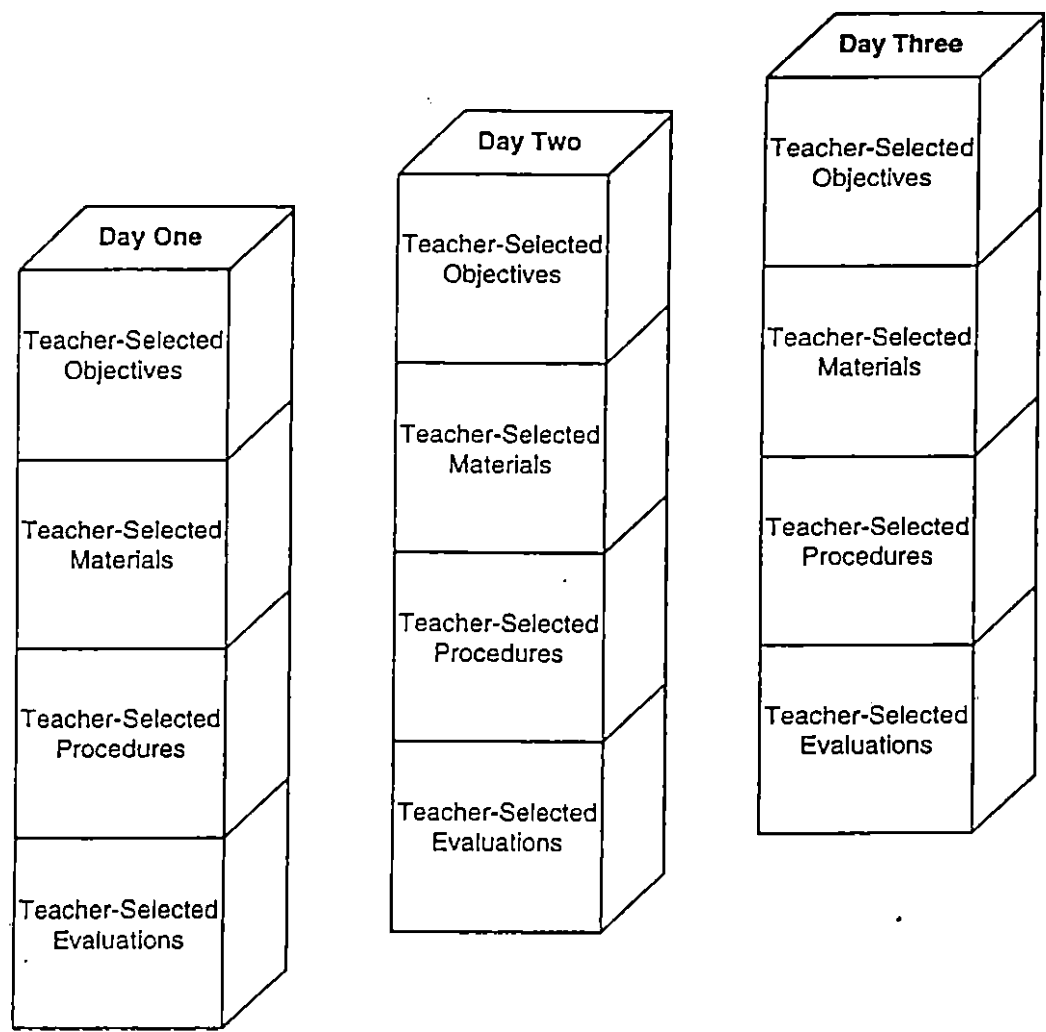
#### Organizing Thematic Units vs. Conventional Units

Noden and Vacca (1994) point out that a thematic lesson branches in multiple directions of student perception, giving students opportunities to restructure content in the context of their personal understanding. In contrast with a thematic lesson, conventional units, conceived as blocks of information, narrow content to conform to teacher-selected concepts, as the lesson-unit diagram in Figure 2 illustrates (Noden & Vacca, 1994).

Madeline Hunter (1986) developed conventional teaching units and the Hunter lesson reduces teaching to eight techniques: the anticipatory set, objectives and purpose, input, modeling, checking for understanding, guided practice, independent practice, and closure. However, teachers using the Hunter approach tends to interpret it as a teacher-centered, information-giving model (Noden & Vacca, 1994). From a whole language perspective,

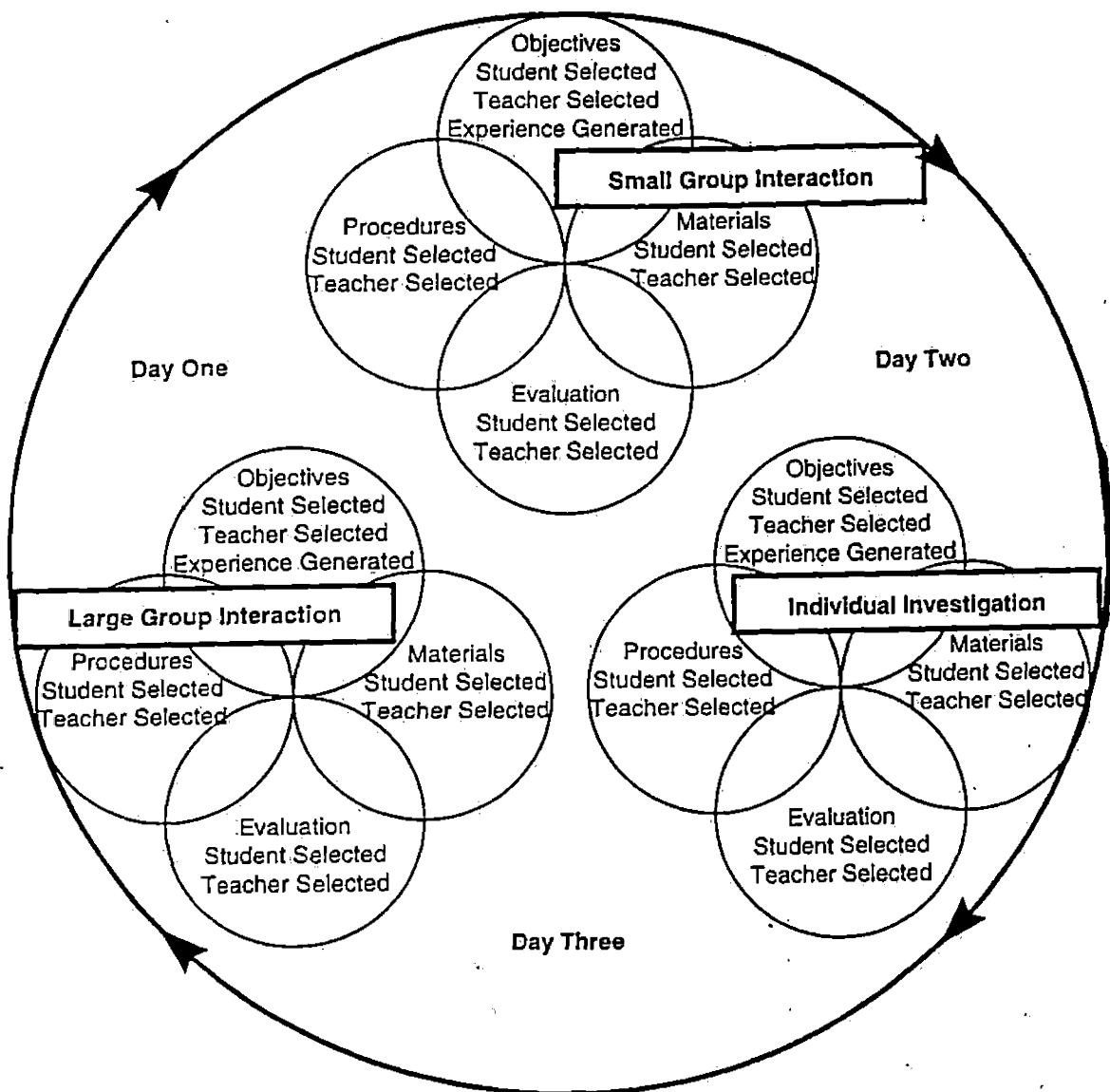
the Hunter lesson plan has the following flaws: it minimizes collaborative learning, peer response, critical inquiry, small-group discussion, and other student-centered strategies; it encourages teaching information instead of knowledge (as defined earlier by Mosston, 1972); it ignores learning as a process; it discourages independent learning; and it diminished the meaning-making role of student (Noden & Vacca, 1994).

Figure 2. A Model of Conventional Lessons and Units (adapted from Noden & Vacca, 1994)



However according to Noden and Vacca (1994), thematic lessons are constantly altered by student choices. The whole language lesson encourages independent investigation, and a classroom environment that Harste (1984) characterizes as “littered with literacy.” A thematic lesson-unit model would better be represented by an illustration such as Figure 3 which is provide by Noden and Vacca (1994).

Figure 3. A Model of Thematic Lessons and Units (adapted from Noden & Vacca, 1994)



In whole language lessons and units, both teachers and students contribute to objectives, content, and interactive experiences. Students are also encouraged to shape their own learning. Noden and Vacca (1994) state that a whole language teacher may ask, “What activities and experiences might stimulate thinking? How can I design a classroom environment to help students extend their interests while meeting the objectives of investigation and small-group collaboration through writing, reading, listening, and speaking?”

Figure 4 may represent a conventional lesson plan (Noden & Vacca, 1994). Many administrators appreciate this design, because it makes evaluation easy, but whole language teachers take this approach as an inadequate method for interactive teaching and learning. Noden and Vacca (1994) point out that the conventional lesson plan usually functions as a one-period time block with a beginning, middle, and end, and focuses on one procedure; a whole language lesson often represents a continuum of learning, where objectives unfold for several days or weeks, and where several procedures take place simultaneously (see Figure 5 as an example). The use of multiple procedures representing different combinations of collaborative learning and individual investigation mirror a classroom engaged in process. Each procedure includes different sets of objectives and materials (Noden & Vacca, 1994).

Figure 4: A Conventional Lesson Plan (adapted from Noden & Vacca, 1994)

Lesson Title

I. Objectives

II. Materials

III. Procedures: A. Introduction

B. Input

C. Modeling

D. Checking for Understanding

E. Guided Practice

F. Independent Practice

G. Closure

IV. Evaluation

Figure 5: A Whole Language Lesson Plan (adapted from Noden & Vacca, 1994)

Lesson Title

I. Lead

II. Procedure 1 (Discussion Group): A. Targeted Objectives for Procedure 1

B. Materials for Procedure 1

C. Description of Procedure 1

D. Evaluation of Procedure 1

III. Procedure 2 (Writing Group): A. Targeted Objectives for Procedure 2

B. Materials for Procedure 2

C. Description of Procedure 2

D. Evaluation of Procedure 2

IV. Procedure 3 (Reading Group): A. Targeted Objectives for Procedure 3

B. Materials of Procedure 3

C. Description of Procedure 3

D. Evaluation of Procedure 3

V. Procedure 4 (Independent Options): A. Targeted Objectives for Procedure 4

B. Materials for Procedure 4

C. Description of Procedure 4

D. Evaluation of Procedure 4

VI. Closure

## Structure of Whole Language Skills

Yatvin (1992) divides whole language instruction into five areas: comprehension, literary knowledge, technical skill, metacognition, and information-processing skills. According to Yatvin (1992), comprehension, in the receptive language modes (reading and listening), includes all the skills that enable us to understand print or speech; in the productive modes (speaking and writing), it includes the skills that allow us to express our meaning to others. Literary knowledge helps learners to recognize and reproduce literary forms and their elements. Technical skills include mastery of the print and speech markers (such as capital letters and pauses) which turn collections of words into meaningful utterances. Metacognition includes the skills that enable us to know how we learn, and how to improve. Information-processing skills are the skills that learners use to find, select, organize, communicate, and evaluate information. Figure 6 illustrates all five areas with some examples of the kinds of skills that could be taught in each one (Yatvin, 1992). The twisted bands in each area meant to suggest the continuous flow of skill learning, the changes from lower-order thinking to higher-order thinking, and the intertwining of receptive and productive modes. Figure 7 is an example of how this structure can be used (Yatvin, 1992).

Figure 6: Structure of Whole Language Skills (adapted from Yatvin, 1992)

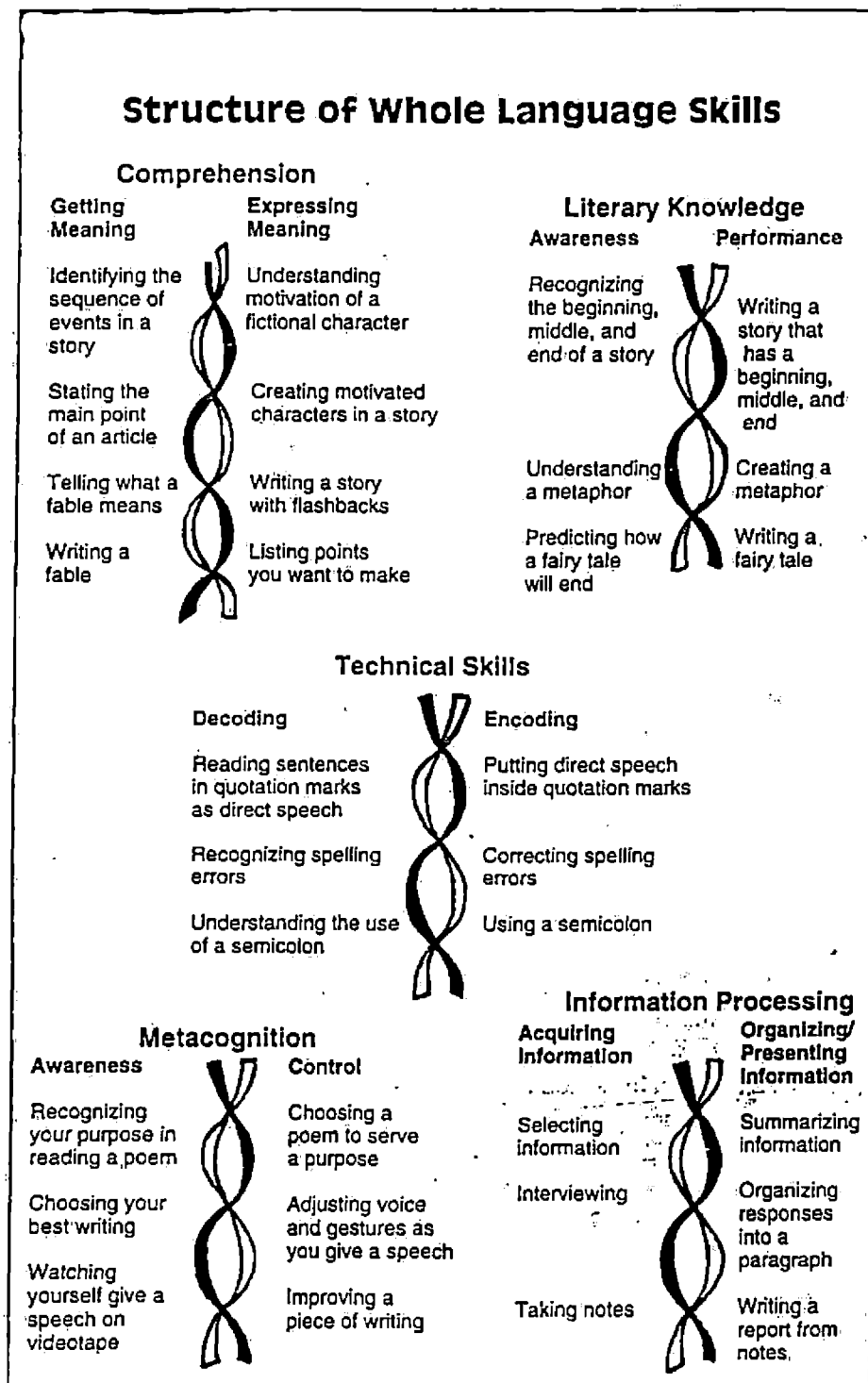


Figure 7: A Model of Information-Processing Skills and Literary Knowledge (adapted from Yatvin, 1992)

### **Information-Processing Skills\***

- becoming familiar with types of reference sources and how to use them
- narrowing a topic with inquiry
- generating key words to locate information
- selecting relevant information
- recording information clearly, concisely, and accurately
- recording sources of information for future reference
- paraphrasing information
- categorizing and subcategorizing information
- sequencing information chronologically or logically
- comparing information from different sources
- making judgments about the accuracy, reliability, or importance of information
- organizing information for presentation to others
- putting information into an interesting, understandable, and audience-appropriate written or oral form

### **Literary Knowledge\***

- predicting future events in a story
- perceiving an author's purpose
- understanding literary language
- using literary language
- recognizing literary forms and techniques
- using literary forms and techniques in one's own writing
- understanding various levels of meaning in a literary work
- deriving pleasure from effective literary execution
- evaluating the effectiveness of a piece of literature or its constituent parts
- acquiring knowledge of literary periods and genres that will aid in understanding further pieces of literature

\* These skills may seem to be ordered for instruction, but they are not. In any classroom activity they may occur in a different order or simultaneously.



## Instructional Patterns of Whole Language Skills

Yatvin (1992) suggests three instructional patterns which instructors can use in their cooperative classroom. They are the presentational pattern, the exploratory pattern and the generative pattern. The three patterns make up 90 percent of classroom activities.

According to Yatvin (1992), in the presentational pattern, the teacher presents new material formally and leads children through steps of assimilation, practice, and application. The teacher may give students some assignments that include practice of the new skill. In this pattern the teacher usually stands in front of the class and behaves like a lecturer.

In the exploratory pattern, children explore relatively unfamiliar bodies of knowledge to make them their own (Yatvin, 1992). The teacher helps students to explore their reactions to the new knowledge and pushes them to be thoughtful in forming their opinions, to express their ideas more precisely, and to consider the views of other students open-mindedly. The teacher's role in this pattern is that of guide and moderator.

In the generative pattern, children create new products using familiar knowledge and skills (Yatvin, 1992). The teacher here expects children to perform at a high level in the skills they have been taught and helps them to put all their past learning together in new ways. Figure 8 gives a more detailed picture of appropriate whole language activities for each instructional pattern.

Figure 8: Whole Language Activities in Different Instructional Patterns (adapted from Yatvin, 1992)

<b>Whole Language Activities Suited to Different Instructional Patterns</b>		
<b><i>Presentational pattern</i></b>	<b><i>Exploratory pattern</i></b>	<b><i>Generative pattern</i></b>
<ul style="list-style-type: none"> <li>• using an index, card catalog, or table of contents</li> <li>• learning a favorite poem</li> <li>• learning capitalization, punctuation, and spelling</li> <li>• recognizing rhyme or alliteration</li> <li>• preparing a play for performance</li> <li>• learning terminology and forms for social rituals</li> <li>• making a formal outline</li> <li>• writing a poem</li> <li>• filling out an application</li> <li>• learning how to write plurals or possessives</li> <li>• writing contractions</li> <li>• using the pattern in a poem or a story</li> <li>• writing an invitation</li> <li>• putting things in sequence</li> <li>• addressing an envelope</li> <li>• learning abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>• researching a topic</li> <li>• understanding a fictional character</li> <li>• summarizing an article</li> <li>• reading and discussing a piece of fiction</li> <li>• making plans for a field trip or party</li> <li>• using a thesaurus in writing</li> <li>• making a class book on a special theme</li> <li>• publishing a class newspaper</li> <li>• designing a survey</li> <li>• writing definitions of abstract words</li> <li>• interpreting symbols, images, or figures of speech</li> <li>• generating questions for an interview</li> <li>• comparing articles from different newspapers</li> <li>• writing directions, steps in a process, or a computer program</li> <li>• distinguishing between fantasy and realism in fiction</li> <li>• analyzing advertisements and editorials</li> <li>• viewing television critically</li> <li>• taking informal notes on listening or reading</li> </ul>	<ul style="list-style-type: none"> <li>• writing a poem, a story, or a play</li> <li>• making an animated film</li> <li>• dramatizing an episode from a book</li> <li>• telling a joke, a story, or a riddle</li> <li>• keeping a journal</li> <li>• sharing a personal experience</li> <li>• making a scrapbook of cartoons, quotes, memorabilia</li> <li>• writing an editorial</li> <li>• writing a personal letter</li> <li>• making a poster, a greeting card, or a collage</li> <li>• expressing an opinion</li> <li>• writing captions for cartoons or photographs</li> <li>• describing feelings</li> <li>• creating a monologue</li> <li>• writing a book or movie review</li> </ul>
<p>*Several of the activities listed here could legitimately have appeared in other categories. In many types of work the factor that makes the difference is how much previous experience children have had with it.</p>		

### Assessment and Evaluation in Whole Language Learning

According to Cockrum and Castillo (1991), observation is the primary method of gathering data for evaluation in a whole language classroom. As Goodman described “whole language teachers are constant ‘kid watchers’” (1986, p. 41). A good “kid watcher” is always looking for what the child can do. Observation makes the evaluation process less stressful for the child and the teacher. Cockrum and Castillo (1991) state that when observations are used in evaluation of a child’s literacy development, self-evaluation is possible. Children can look at their own work and then explain to the teacher what they are trying to do. Children can keep examples of, and notes about their own work in portfolios, which then become part of the observation-evaluation process. There are several strategies that can provide structure to the observation done for evaluation and assessment purposes (Cockrum & Castillo, 1991). Cockrum and Castillo (1991) point out that the developmental checklists and interviews can be used as assessment instruments; writing portfolios and journals and logs are often ways of organizing student-produced work.

Development checklists. The development checklist is the most frequently used model of guiding observations for whole language assessment and evaluation. According to Cockrum and Castillo (1991), development checklists usually contain a list of the language traits for which the teacher is watching and some system to mark the occurrence or quality of the traits when they are observed. The development checklist can be used from kindergarten level to college level. Figure 9 is an example of a checklist to evaluate a kindergartner’s awareness of environmental print, named “What

Can I Read?" Cockrum and Castillo (1991) suggest a nice example of the use of development checklists is the editing stage of the writing process. Both the mechanical aspects of writing (use of capitals, use of punctuation, and so on) and levels of attainment of the use of those mechanics (present, and absent) are put on the checklist. The teacher can look at a sample of the child's writing while using the checklist to record observations. The teacher also can evaluate the effect of the learning environment on the student's use of the mechanics of writing (Cockrum & Castillo, 1991). According to Cockrum and Castillo (1991), the same checklist can be part of classroom instruction. The teacher and the student can together determine those concepts related to writing mechanics which the student has not attained. Let students evaluate their writing and they will become responsible for finding and fixing their own errors. Teachers should freely modify existing checklists or develop their own.

Interview sheets. In its general form, an interview sheet contains a set of questions that the teacher will ask the student and blank space to record the child's response. The purpose of most interviews is to know how the student views his or her own literacy ability. According to Cockrum and Castillo (1991), interview sheets can be used to confer with individual students about how their writing is progressing or how they respond to a piece of literature they have read. An example of an interview sheet named "Literature Interview Form" is shown in Figure 10. Cockrum and Castillo (1991) also state that teachers may use the interview sheets to confirm other observations and to gather new information about the child. Self-evaluation also occurs for the student when they answer the interviewer's questions.

Figure 9: Sample Development Checklist (adapted from Cockrum & Castillo, 1991)

**What Can I Read?**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>Level of Attainment</b>				
	NR	NC	C	NL	DC
<b>I. Most Common</b>					
Butterfinger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corn Flakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mayonnaise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pizza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spaghetti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. Next Most Common</b>					
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K-Mart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pizza Hut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jack in the Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safeway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taco Bell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III. Least Common</b>					
TV Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IGA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranger Rick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily Sun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsweek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NR = No Response

NC = No Contextualization, response does not fit context, e.g., says Jello when shown candy bar wrapper

C = Contextualization, response does fit context, e.g., says candy bar when shown candy bar wrapper

NL = Names Letters, response fits context and indicates some sound symbol recognition

DC = Decontextualization, able to read product name when written on index card

(The three categories of product names were established by asking children to bring in things they could read at home. Category one contains those products that 10 or more students brought, category two-5 to 10, category three-less than 5.)

Figure 10: Sample of an Interview Sheet (adapted from Cockrum & Castillo, 1991)

**Literature Interview Form**

Reader's Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Interviewer's Name\* \_\_\_\_\_

Book Title \_\_\_\_\_

Author \_\_\_\_\_

1. Whom did you like the most in the story?
2. Whom did you least like?
3. Where does the story take place?
4. When does the story take place?
5. Why did the story keep your interest?
6. Did the author do any thing which surprised you?
7. What was the saddest part of the story?
8. What was the happiest part of the story?
9. Did any part of the story make you laugh or cry?
10. What do you wish you could ask the author?
11. What do you think you will always remember about this book?
12. What type of person do you think would most enjoy reading this book?

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\*Interview may be done with the teacher, another student, or independently.

Journals and logs. According to Cockrum and Castillo (1991), in whole language classrooms journals and logs are used for instruction. There are also excellent records of a student's language development for use in assessment and evaluation. They can be used in every level. Generally, journals and logs take the form of a booklet. Students can write anything they wish in their journals, while logs provide a place for learners to respond to some agreed upon topic. Children can use literature logs to give a response to books they have read. The journal and logs become a dialogue between the teacher and student and provide a constant source for evaluation of the students' writing development (Cockrum & Castillo, 1991).

Writing portfolios. Writing portfolios are collections of students' writing. A writing portfolio is a folder that contains a selection of each individual student's writing. By comparing earlier pieces with students' current work, progress becomes clear to both teacher and student (Cockrum & Castillo, 1991). This kind of evaluation can reveal changes in the students' writing.

Every teacher should make their own instruments for whole language assessment and evaluation. Cockrum and Castillo (1991) provide several stages when a teacher designs his or her own instruments. First, the teacher lists those literacy traits that students can be expected to develop, and those traits the school district expects to see developed. Second, clusters those traits logically into the categories of reading, writing, speaking, and listening. Then the traits are subcategorized by the context in which they can be observed (Cockrum & Castillo, 1991). Finally, the subcategories by method of observation. The method of observation most appropriate for gathering evidence of the

development of any given group of traits will provide the format of the checklist or interview sheet (Cockrum & Castillo, 1991).

In summary, whole language is a perspective about how to integrate the four skills (reading, writing, speaking, and listening) of English into a classroom. It introduces how a language should be taught. In today's classroom, teacher-controlled teaching methods are not the only way to teach. Students have the right to decide what to learn and how to learn. Whole language teachers should encourage their students to learn happily and willingly. This stimulates students' motivation to learn.

### **The Reading Process**

What is reading? The answer differs according to different people. Barlett (1932) said children should be taught phonics "letter-by-letter and sound-by-sound until he knows it-and when he knows it he know how to read" (p. 121). This definition places perhaps too much emphasis in reading instruction via word identification, and not enough on comprehension. Goodman (1976) relates reading to a type of guessing game based on an individual's knowledge of language: "Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses (about meaning) which are right the first time" (p. 498). Rumelhart (1986) states the following: "Reading is the process of understanding written language. It begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message...a skilled reader must be able to make use of sensory, syntactic,



semantic and pragmatic information to accomplish his task. These various sources of information interact in many complex ways during the process of reading” (p. 722).

However, all definitions of reading are personal, based on an individual’s view of the reading process and the way in which reading ability develops.

### Various Approaches to the Teaching of Reading

A child cannot make satisfactory progress in school without the skill of reading. There are various reasons for a child’s failure in school. It may be because of low intelligence, emotional problems, poor teaching, physical problems, moving from town to town continuously without establishing roots, or poor home environment—one or a combination of these factors. Because of the inability to point to a single factor for reading failure, many approaches and panaceas have been offered within the last few years (Olson & Ames, 1972).

There are several approaches to helping children succeed in reading in school. According to Olson and Ames (1972), the most common is the basal reading approach; second is the basal reading approach used in conjunction with experience charts; third, the phonics program; fourth, reading programs based upon the language experience of the child.

The Basal Reading Approach. Hawkins (1991) states that in the basal reader approach, reading is a bottom-up process, whereby one begins reading instruction with the phonics of the language and works up to increasingly more difficult reading passages. In addition to phonics instruction, there are usually skill practice books that accompany a basal reading series and include drill in areas ranging from comprehension of text to

various of the language arts objectives (e.g., punctuation, prefixes and suffixes, parts of speech) (Hawkins, 1991). Olson and Ames (1972) point out that because of the wide range of ability in the classroom it is impossible to take care of all of the instructional needs though one book. A teacher must use other books within the same series for the children below and above the instructional level of the grade.

Olson and Ames (1972) also stress that one of the most important criticisms of the basal reading program is directed against the teacher's use of the workbooks. If workbooks are used indiscriminately with all children, they have little value in developing needed skills. If the teacher fails to check the workbook activities with individual children to see what progress and what errors they are making, the material is being grossly misused (Olson & Ames, 1972).

#### The Basal Reading Approach Used in Conjunction with Experience Charts.

According to Olson and Ames (1972), charts based upon the real experiences of children provide available reading material for the beginning stages of reading instruction and for later development. The charts can usually be divided into two general categories: (1) charts made by the teacher from the dictation of the students; and (2) practice charts made by the children with the assistance of the teacher.

The function of the first type of chart is to give the children the experience of seeing their own spoken words converted into printed symbols. Olson and Ames (1972) explain that the emphasis is upon noticing the fact that words can be written down and the sequence in which they are written—primarily left to right. Some children who have advanced in reading will probably be able to read a few of the words; some children will

even want to learn to read the entire chart.

The second kind of chart, the practice chart, is prepared primarily to give actual practice in reading and writing (Olson & Ames, 1972). The teacher will try to guide the children into making simple sentences with the vocabulary load closely related to those they will find in their reading material. Even as the children progress through the grades, the experience charts will be of value in helping to summarize their ideas of materials they have read in the content areas. It will also afford them the opportunity of having more experiences with the vocabulary they are trying to learn (Olson & Ames, 1972).

The Phonics Approach. Olson and Ames (1972) state that of all the issues in reading instruction, none has received more attention or aroused more discussion and misunderstanding than phonics. Both teachers and parents have looked upon it as an answer to all reading problems. Among the proponents of the “phonics first approach” there is little consensus of opinion regarding the proper method of teaching (Olson & Ames, 1972). They emphasize that learning phonics is a memorization process that can be mastered only by repetitive drill. Their material consists of workbooks containing page after page of isolated words and phonic elements. There are lots of different phonic programs. In most of the material there is little if any effort to help children evolve or understand phonic principles or to aid them in arriving at useful generalizations (Olson & Ames, 1972).

Olson and Ames (1972) stress that there is little consensus as to appropriate methods in the phonics approach, and serious doubts should be raised about the use of most phonics materials either in isolation or in conjunction with basal readers. If the

school adopts a phonics program, it should be used on a very limited basis rather than schoolwide, and it should be evaluated under the best possible research conditions.

The Language-Experience Approach. According to Olson and Ames (1972), the language-experience approach attempts to integrate the communication skills of speaking, writing, reading, and listening. What children think about they can talk about; what they can talk about they can write; what they write they can read; they can read what they write and what others write. The language-experience approach seems to have some merit for beginning reading instruction. It provides an integration of language arts and other communication skills. The children understand that reading is an important form of communication, and the approach encourages creative expression. Olson and Ames (1972) stress that certain aspects of this approach need careful considerations. A teacher using the language-experience approach has to be aware of the development of reading skills to be sure that the children are getting a balanced and sound program. There would be some danger of continual misspelling, poor expression, and punctuation errors if the teacher failed to correct errors (Olson & Ames, 1972).

### Models of the Process of Reading

Although some people take reading for granted, reading has been studied and scrutinized for generations by scholars from a variety of disciplines. The process of reading is still a mystery. Dubin and Bycina (1991) assert that since reading is an activity which takes place as a function of the brain, constructing theoretical models can answer the questions about what might take place when the mind gets meaning from what the eyes see on the page of print. There are three models of the reading process.

Bottom-up reading. An older, and now considered out-dated, view was that reading takes place by matching sounds and letters; or, stated in terms of more sophisticated terminology, reading was considered a process of manipulating phoneme-grapheme relationships (Bloomfield, 1993). Dubin and Bycina (1991) stress that the approaches to reading which are part of some children's first-language experience in terms of recognizing letters, memorizing names of the letter in the alphabet, and sounding out simple words are part of the traditional, conventional view of what reading is all about. The bottom-up reading model is a practice which built up learners' decoding abilities from the bottom up, starting with the smallest units, single letter, and building up to words and phrases.

Top-down reading. The more static view was upset over 20 years ago by reading specialists who offered a competing model, one which became known as a "psycholinguistic" theory about reading (Goodman, 1967; Smith, 1978b). According to this newer model, readers predict meaning as they read. They do not attend to separate letters; rather, they match what they already know with the meaning they derive from the text. In this view, reading is being able to guess what the author will say next by confirming predictions related to one's past experience and knowledge of the language (Dubin & Bycina, 1991). Second language reading specialists were early advocates of the top-down reading model. Dubin and Bycina (1991) point out that many of the materials produced for reading in English as a second or foreign language adopted instructional strategies which stressed activities such as guessing the meaning of words from the context, previewing an overall view of its theme, and actively engaging in

predicting what the author might say next.

Interactive models. During the 1980s an alternative model of reading was proposed that puts together the two views, bottom-up and top-down (Dubin & Bycina, 1991). The result is called an “interactive” model of the process of reading (Perfetti, 1985; Rumelhart, 1977; Stanovich, 1980). It stresses the interplay of all meaning-gathering activities which take place during reading. According to Eskey (1986), while the basic theoretical work has centered on native or first language readers, the interactive model has been adopted by many second languages reading researchers as well. Interactive theory acknowledges the role of previous knowledge and prediction but, at the same time, reaffirms the importance of rapid and accurate of the actual words of the text (Dubin & Bycina, 1991). The interactive model combines the two processes, bottom-up and top-down; one is not able to function properly without the other. According to the interactive model, the reading process works like this: first, clues to meaning are taken up from the page by the eye and transmitted to the brain. The brain then tries to match existing knowledge to the incoming data in order to facilitate the further processing of new information.

In summary, knowing the process of reading is important to both instructors and learners. When teachers realize how the process should be going, they will know how to make their curriculum more fit in with the teaching of reading in English. To students, they will understand why their instructors use different methods in different step of reading. Understanding the process of English reading will help students’ learning.

## **Strategies for Academic Reading Comprehension**

Comprehension is the process of constructing meaning by taking relevant ideas from the text and relating them to ideas readers already have; this is the process of the reader interacting with the text (Cooper, 1986). Culp and Spann (1979) state that comprehension is the central purpose of reading. Without comprehension, reading becomes mere word calling. To comprehend is to understand or to grasp the author's intended meaning. Although knowledge of word meaning is essential, comprehension involves much more than understanding the vocabulary used by the author. The process of comprehension seems to be a generalized process in which several cognitive and affective processes are operating simultaneously (Culp & Spann, 1979).

According to Dublin and Bycina (1991), the reading comprehension process is usually divided into three parts, the pre-reading, while-reading, and post-reading stages. Each of them has its own particular goals and strategies.

### **The Pre-Reading Phase: Connecting with Prior Knowledge**

The goal of the pre-reading stage are to activate the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and to motivate the students to want to read the text (Dubin & Bycina, 1991).

The first step of the pre-reading stage is to activate the students' previous knowledge and experience, which may affect their comprehension of the material. Teachers can promote this comprehension by helping students bring their prior knowledge to a conscious level so that they have readily available links to which they can "attach" or "connect" new information. Various techniques have been suggested to mobilize

existing knowledge, including the use of pictures, movies, field trips, values clarification exercises, and role-plays (Dubin & Bycina, 1991). The pre-reading step helps students get more involved into the material. Barnett (1989) suggests three steps in the pre-reading stages. First, students must make useful schema active and refresh the background information which is relevant to the content. Second, students must recognize textual landmarks as they meet them. Finally, with these two steps behind them, students are more likely to guess word meanings and try to anticipate content. Well-prepared pre-reading may cause student to have more self-confident about their learning. The PReP Technique and the Anticipation Guide are two methods which teachers can use during the pre-reading stage.

PReP technique. The Pre-Reading Plan (PReP) was developed by Langer (1981) with the following goals: (1) to give students and opportunity to generate what they know about a topic and to extend these ideas and evaluate them; and (2) to provide teachers with a procedure for assessing the adequacy of the students' prior knowledge about a specific topic, and for determining the language that students use to express their ideas (Tierney, Readence & Dishner, 1990).

The PReP technique represents an extension of the research of the late 1970s on the relation between prior knowledge and reading comprehension (e.g., Anderson, Pichert, and Shirey, 1979; Anderson, Reynolds, Schallert, & Goetz, 1977; Anderson, spiro, & Anderson, 1978; Anderson & Freebody, 1981). Langer (1980, 1981, 1982) claims that by providing students opportunities for brainstorming (listing on a chart or the chalkboard the students' ideas), developing associations for, and reflecting and reformulating these



ideas, students can access what they know about a topic prior to reading.

First, students engage in group discussion around key concepts. A group discussion directed at key concepts from a topic that students are to explore represents the heart of the PReP technique (Tierney, Readence & Dishner, 1990). Prior to initiating the discussion, the teacher is expected to determine which are what the key concepts that they wish the students to address, and in which ways they might stimulate discussion or associations with those key concepts.

Second, teachers should analyze students' responses. Langer (1981) offers guidelines by which teachers might determine if student have well-formed, partly formed, or ill-formed knowledge structures: (a) students with very little knowledge about a concept will generally focus on low-level associations with morphemes; (b) students with some prior information will generally mention examples, attributes, or defining characteristics; (c) students with much prior information about a concept will generally offer information that suggests evidence of integration with high-level concepts. Their responses might take the form of analogies, definitions, linkages, and super-ordinate concepts. As Langer (1981) points out, a reader's responses may vary across the three steps of the technique, so any analysis should not be restricted to one of the steps and not the three. Different students need different instruction. Students with some or much knowledge may need some teacher guidance; while the students with little knowledge will need direct instruction in concepts.

Anticipation guide. The Anticipation Guide (Readence, Bean, & Baldwin, 1981, 1985, 1989) is designed to do the following: (1) activate students' knowledge about a

topic before reading and (2) provide purpose by serving as a guide for subsequent reading. Readence and Dishner (1990) assert that the Anticipation Guide attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read or to engage in any other form of information acquisition. It utilizes prediction by activating students' prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read. Herber and Nelson (1986) have recommended that statements be used in lieu of questions as an initial means to get students more involved in their learning because statements require students only to recognize and respond, while questions require students to produce a response. Many researchers have suggested lots of different methods. The Anticipation Guide incorporates all of these comprehension-enhancing strategies by asking students to react to statements that focus their attention on the topic to be learned (Baldwin, 1989).

Readence, Bean, and Baldwin (1981, 1985, 1989) recommend eight steps to implement an Anticipation Guide. They are (1) identify major concepts; (2) determine students' knowledge of these concepts; (3) create statements; (4) decide statement order and presentation mode; (5) present guide; (6) discuss each statement briefly; (7) direct student to read the text; and (8) conduct follow-up discussion.

#### The While-Reading Phase: Encouraging a Focus on Meaning

The goals of the second stage are to help students to understand the specific content and to perceive the rhetorical structure of the text (Dubin & Bycina, 1991). Ryder (1991) believes that teacher-led discussion and questioning allows teachers to link

specific text details to students' prior knowledge and to direct learning and is preferable because "students tend to pay attention when the teacher asks questions" (p. 77). Dubin and Bycina (1991) state that this stage requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. The simplest technique is to provide the students before they read with a list of questions that direct their attention to the major ideas of the text. Dubin and Bycina (1991) suggest that the questions should address three levels of understanding, the explicit, the implicit, and the applied. The first solicits literally stated information, the second asks for information that can be inferred, and the third necessitates relating new ideas to previous knowledge or experiences. When students start their reading with these questions, they will know which part they should pay more attention to and what message they should get when reading the paragraph. Another useful technique is "Question-Answering."

Question-answering. Questions have been called the tools of the teacher's trade (Vacca, 1981; p. 159), but teachers should remember that there are many kinds of questions, some more effective than others (Devine, 1986). One useful guide is suggested by Pearson and Johnson (1978, pp. 157-162). Questions may be *textually explicit* (that is, factual recall questions), *textually implicit* (questions that have answers on the page but are not obvious), and "*scriptually*" *implicit* (questions that require some prior knowledge to be answered). As Pearson and Johnson (1978) point out it is impossible to classify questions in isolation. Those that appear to be simple demands on memory for factual details may in fact require a complex set of inferences to answer; those that appear to require high-level thinking may actually be answered from the text.

Then, how is one to use the Question-Answering method effectively? Raphael (1982) applies four principles of instruction to help readers analyze the task demands of questions. They are as follows: (1) give immediate feedback; (2) progress from shorter to longer texts; (3) begin with questions for which the task demand is more straightforward to questions that require the use of multiple sources, and (4) develop independence by beginning with group learning experiences and progressing to individual and independent activities. Raphael and Pearson (1982) found that students who had been taught the strategy were more successful in answering questions than students who had not received the instruction.

#### The Post-Reading Phase: Organizing Information

The goal of the final stage of the reading lesson is to review the content; work on bottom-up concerns such as grammar, vocabulary, and discourse features, and consolidate what has been by relating the new information to the learner's knowledge, interests, and opinions (Dubin & Bycina, 1991). Dubin and Bycina (1991) stress that at this stage, it would be appropriate to put the students in pairs or small groups to compare and verify their response to the questions or graphics and then check the results with the entire class. The final segment of the post-reading stage should be devoted to integrating the new information from the text with what the students already know.

As described by Frank Smith (1975), in order to remember information, we must organize it and connect it to items already in our long-term memory. Feathers (1998) points out that outlining one technique for organizing information that has been used for many years. An outline categorizes information into separate units based on the

subdivisions of the text and the sequential order of these text sections. Thus, an outline represents the organization of the text being read. Hansell (1978) provides *Array-outlining* which has students identify key points in an assignment, copy these onto small pieces of paper, and arrange the pieces on their desktops in some order. After discussion with other students and teacher, students then copy their arrangement onto a large piece of paper. Another free-form outlining is “Mapping.” Students copy main and subordinate ideas onto a large sheet and connect these with lines indicating degrees of subordination (Devine, 1986). Devine (1986) stresses that when doing this practice, students can see that expository prose does have structure with key and subordinate ideas arranged in some sequential, organized manner.

#### Cohesion, Coherence and Comprehension

Moe and Irwin (1979, 1982) state one important finding: that text cohesion is related to comprehension. They also contend that cohesion relations that bind individual sentences together help the reader to establish a coherent memory representation. A clear understanding of cohesion can help educators predict comprehension problems, write comprehensible materials, and teach cohesion comprehension processes.

What is cohesion? Halliday and Hasan (1977) agree that cohesion is achieved through relationships in which the interpretation of one idea in the text depends on successful interpretation of another. Cohesion may also be viewed as a type of redundancy which links one sentence or phrase with another.

The relationship between cohesion and coherence is that cohesion is only one component of coherence. Irwin (1980) provides the ideas about “local” and “global”

coherence. “Global coherence” refers to the relationship between each sentence and the general topic of the whole passage, and “local coherence” refers to the relationships between specific adjoining sentences. “Cohesion” usually refers to the same thing as “local coherence” or “local connectedness.”

Cohesion exists within text and adds to the coherence of text (Moe & Irwin, 1979, 1982). It may be useful to think of *coherence* as something the reader establishes--or hopes to establish--in the process of reading connected discourse; in this respect, coherence may be viewed as the cognitive correlate of cohesion (Moe & Irwin, 1979, 1982). Cohesion is a text-related phenomenon; coherence is both a text-related and a reader-related phenomenon.

As an evidence shows that less cohesive text resulted in less efficient comprehension. If a text displays cohesion, which means if the reader can find measurable semantic relationships in the text, then the reader will establish coherence more easily than if little or no cohesion exists. Moe and Irwin (1979,1982) state that for the fluent reader, comprehension is usually an automatic process and makes low demands on the reader's cognitive resources. When unable to establish coherence from the text, the reader will stop normal cognitive processes to make linking inferences. In addition, the ability to infer cohesion relations may be related to reading ability and prior knowledge. Paris and Upton (1976) found that students develop the ability to infer intersentential relationships as they mature.

Some students may have lower ability to understand cohesive relations than others. And the students who cannot understand cohesive relations are less likely to be

successful comprehenders. Moe and Irwin (1979, 1982) assert that the aspects of cohesion, which are most likely to cause comprehension problems, are pronominal anaphora and explicit and implicit connectives these will not be explicated here. Teachers should be alert to students who have problems understanding these relations so that they can teach them these skills.

### Problems in the Taiwanese Reading Classroom

After reviewing the above factors that influence comprehension, one might determine that it is likely that the following will present the real problems in the Taiwanese classroom. In the Taiwanese classroom, most of the students have problems reading and understanding the textbooks. Although some students may suffer from a defect or deficiency that interferes with their ability to read and learn from text, the major problem is the difference between demands in various content areas, and the wide range in reading achievement. Even if the text fits the average reader in a class, a mismatch often occurs between the text and at least half of the students in the class (Singer & Donlan, 1980).

As Singer and Donlan (1980) describes, to prevent this mismatch, or at least reduce its interference with student achievement, teachers can effectively employ single-text strategies. A single-text strategy consists of modifying or supplementing a text or teaching students ways of processing information that will enable them to read and learn from a particular textbook. In Taiwan, only a few teachers are fortunate to have multiple texts at their disposal; most teachers face the problem of making one text appropriate for students with wide-ranging abilities.

### Directed Reading Activity (DRA)

A basic technique for teaching a class how to read and learn from text is the directed reading activity (DRA). In a normal classroom, one can always hear this sentence from a teacher: "Read the passage and get the ideas from it. Tomorrow we will discuss the ideas." This is an unstructured assignment (Singer & Donlan, 1980). Without being told how to read the chapter, some students merely skim it, getting the general idea; others may get the central thought of the chapter with some details; a few students may read the chapter analytically; and some students will not even take the book home! The result is that when the teacher conducts a discussion the next day, student contributions vary considerably.

In marked contrast to the unstructured assignment is the directed-reading-activity. (Heber, 1970; Burmeister, 1974). Instead of merely assigning the chapter and presuming students will know how to read it or will read in the way the teacher would want it read, the teacher takes students through the chapter and teaches them how to read it, as shown in the steps below.

Step 1: Determining background. Students usually have some experiences they can relate to the new chapter. The teacher can elicit these experiences and have them communicated during vocabulary instruction. This information will augment the meaning of the vocabulary and provide the basis for formulations of questions (Singer & Donlan, 1980).

Step 2: Building background. The teacher explains the technical terms in the chapter. To identify them, the teacher either skims through the chapter or searches the



index to find them. If the teacher has reordered the entire index by page number, then the technical terms could be organized and grouped by chapters. Thus, all students need to learn the technical vocabulary in each content area. If they do, their comprehension will improve. In fact, research evidence indicates that vocabulary is the single best predictor of reading comprehension at all grade levels (Holmes & Singer, 1966; Singer, 1964).

Step 3: Pre-questioning and reading. According to Singer and Donlan (1980), teacher-formulated questions can stimulate and direct student thinking and serve as a model of the kinds of questions that are appropriate for the content and processes involved in a particular content area. When students learn to ask appropriate questions, teachers can gradually stop asking questions and begin to elicit student-formulated questions. Teachers can take students from dependent and teacher-directed thinking to independent and self-directed thinking in reading. Singer and Donlan (1980) point out that this process is called *active comprehension*. In general, it is a kind of dialogue between the student and the text, with the student asking questions and the text “answering” them. One way to get students to formulate their own questions is to ask a question which gets a question in return, such as “What would you like to know about this chapter?” Then students can read actively to answer their own questions. In this way, students will learn a process of reading as they progress through the chapter.

Step 4: Reviewing actively. At the end of the chapter, the class can go over questions they themselves asked during their reading of the chapter. They can also consult other reference works and texts to find answers to questions not answered in the

chapter.

Step 5: Extending. After students have reviewed the chapter, they may do further reading or engage in individual or group projects related to what they have read.

In summary, in order to foster reading development, educators must be aware of the factors within a text that affect understanding. The existing evidence suggests that cohesion helps the reader achieve coherence and therefore facilitates comprehension. Teachers can predict comprehension problems and facilitate successful comprehension with a quick, informal analysis of the reading assignments. It is important for teachers to realize that the three-phase reading approach (prereading, during reading, and postreading phase) needs not be carried out slavishly for every reading. Under different circumstances, it might be appropriate to cut or curtail one or more of the stages. Every stage is flexible. Teachers should avoid using the same exercise types or mechanically following the same lesson plan.

### **Computer-Based Instruction in Reading**

Reading may be quite boring for most students, especially to ESL/EFL learners. It is more difficult for ESL/EFL learner to read, because English is not his/ her native language. Thus, how to make reading interesting is very important to educators. Using other media, such as the computer, to teach reading is very new in Taiwan.

#### What is Computer-Based Instruction (CBI)?

CBI is the use of microcomputer software in reading education as a supplement to the traditional classroom curriculum (Rude, 1985). Evidence shows that a computer is more effective than a textbook for drill and practice in reading. In a large classroom, a

computer gives immediate feedback and monitors performance. Geoferion (1983) states that effective computer-based instruction is the product of careful attention to both reading instruction and computer technology. The earliest attempts at computer-based reading and language arts instruction are imitations of traditional workbook activities. The use of computers as electronic workbooks turns them into surrogate or assistant teachers whose role is to dispense instruction and evaluate performance (Geoferion, 1983). According to Geoferion (1983), the teacher manages the computer by assigning computer lessons to individual students, but does not control the specific child-computer dialogue. Computers can also create small worlds that students explore freely. For example, students can rearrange reading topics to suit personal interests and needs. The students can even become one of the characters in a story.

#### The Development of Foreign Language/Computer-Based Instruction (FL/CBI)

Garrett (1987) states that early attempts at developing computer-based instruction in foreign language were understandably constrained by limits on what the technology could do; to use the computer idiom, the earliest foreign language computer-based instruction was *machine-driven*. In the early days, many of the lessons being marketed were developed not by teachers but by programmers who had only a superficial knowledge of the foreign language and little idea of language pedagogy.

More recently, the increasing sophistication and power of computer technology has reduced the extent to which limitations control the design of materials, so that pedagogical considerations have come to and fore (Garrett, 1987). FL/CBI is now *teacher-driven*, because foreign language teachers are participates in the design and

production of software, and because current developments in FL software are increasingly dominated by the notion that the computer should act as much as possible like a good teacher.

Now, it is the time for FL/CBI to become *learner-driven*. Garrett (1987) points out that the full potential of the computer for interaction with the individual learner cannot be exploited until decisions about what kinds of materials to be used and their design are based on theoretically motivated and research-based insights into the *language-learning* process rather than on traditional precepts about the *language-teaching* process.

### Why Use Computers to Teach Reading?

What are the benefits of using the computer to teaching reading? Novelty is the advantage most often associated with computers (Geoffrion, 1983). Computers transform the dulllest task into an interesting task. The second is the dynamic nature of the text. One characteristic of computers is the capacity to change the nature of print. Books are inherently static; computers on the other hand, are dynamic. Geoffrion (1983) states that computers can be programmed to adjust their contents to the interests and needs of the user. A dynamic storybook format can encourage greater student participation in the content.

Flexible descriptions is the third benefit. Flexible text presentation is feasible because even small computers can store large quantities of information. Geoffrion (1983) asserts that a computer-controlled computer can store the equivalent of a 10,000-page encyclopedia on a disk the size of a phonograph record. Any individual page can be located and displayed in less than a second. The next benefit is innovative

presentation formats. Books and other printed materials have had to present text in a compact format with small type to minimize physical bulk, even though it makes books harder to read (Geoffrion, 1983). However, computers can arrange a text by thought units. When a computer displays text on a video screen, the additional number of pages does not increase cost as it would if it were printed on paper (Geoffrion, 1983).

Computer-based instruction has integrated presentation of graphics and text. Geoffrion (1983) points out that publishers of printed material usually try to keep illustrations, diagrams, tables, and other non-prose material at a minimum due to the publication costs. Computers, however, store pictures in the same way as text, and the cost of computer-based reading materials is low. Computers can also execute multicolored illustrations at a fraction of the cost in a book. Geoffrion (1983) emphasizes that the capacity of computers to animate illustrations is particularly useful. Whereas a book must present the changes in an object through a sequence of static images, a computer displays every step of the object's evolution as a continuous process (Geoffrion, 1983).

On-line reading tools are very convenient for the EFL/ESL learners. Reading tools such as a dictionary is very helpful to readers comprehend difficult reading material, especially to ESL/EFL readers. But looking up a word in a dictionary might require a few moments and interfering the reading. When using computer to present the text, a person can instruct the computer to display the definition of a word, and in seconds it appears on the screen.

Computers can locate, record, and sort information quickly and perform calculations

in millionths of a second (Geoffrion, 1983). This enables readers to find extended reading information far more rapidly than is possible in a manual search.

The last one is that computer has text manipulation capability. When reading instruction in computer-based, teachers can use word-processing operations to build connections between the acts of reading and writing. Note taking is easier when a reader uses the copy function of a word processor to extract key phrases from a text instead of retyping them manually. The reader can later rearrange these phrases into a coherent summary of the material read.

### What Should Teachers Do When They Want to Use CBI as Curriculum in Reading Classrooms?

When teachers realize the benefits of using CBI in reading, they ask: "What should I do if I want to add a microcomputer to my teaching of reading?" There are three steps that teachers should prepare before putting computer into their classroom. First thing they have to do is to change their curriculum in the classroom. Second, teachers have to choose appropriate courseware which can be used in the classroom. The last step is to fit the computer into the classroom.

There are too many curricular changes which take place in schools without educators having a clear picture of where they are going. Educators need to remember that technologies such as computers are simply tools that can help achieve preestablished goals if used with a clear understanding of theory and research (Balajthy, 1986). When teachers consider adding a microcomputer to the reading or language art curriculum, they need to first consider the curriculum itself in order to determine which needs the

computer will fill.

According to Balajthy (1986), teachers need to ask questions such as, "What existing curricula need refinement? Which units did not quite come up to par last year? Which lessons simply did not hold students' interest or did not meet with success?"

Second, they may ask "What did I miss last year? Are there skill areas that I did not cover? Have there been innovative developments in the reading field? Is there new software designed to meet previously unrecognized needs of my students?" (Balajthy, 1986).

After asking these questions, they will further ask, "How can I continue to individualize instruction in my class this year? What interest areas can be investigated to increase motivation? How can I better diagnose these needs to provide more accurate prescription?" (Balajthy, 1986). Only after this analysis is the classroom teacher ready to begin making plans to incorporate the microcomputer into instruction.

Second step is choosing good software. Balajthy (1986) asserts that deciding how to use the computer in the classroom reading and language arts program depends largely on the availability of software in specific skill areas. Wedman (1983) examined a software catalog to analyze trends in reading software. She found that publishers emphasize lower-level drill and practice exercise rather than skills requiring more sophisticated responses. Forty percent of reading programs are designed to teach phonics and structural analysis. Rubin's (1983) survey of language arts programs confirmed Wedman's findings. Only 21 of 317 programs analyzed by Rubin (1983) required students to read and understand connected text (Balajthy, 1986). The biggest

challenge for teachers who want to put computers into their classroom is to do some hard searching. Find some software programs that do more than the least imaginative word-recognition workbooks.

When educators first get a software program, they have to evaluate the software in order to find out if the program is useful. The first step in the actual evaluative process is the investigation of a program's printed instructions and other adjunct materials. Besides checking the program objectives, grade or ability equipment required and cost, teachers have to think about the following questions. Are the instructional objectives clearly stated? Are they relevant, important and compatible with the curriculum? Do they provide instructions, worksheets, and follow-up activities such as students' materials? Do the teachers' materials include instructions, a summary of the content, and activities of the program? Do they have suggestions for how to use the program in a variety of classroom situation? Lots of questions need to be asked by educators before using them.

Truett and Gillespie (1984) state that evaluating the documentation lets the previewer note the inclusion or omission of all of the above information, but the only way to see how accurate and useful it is, is to run the program. Teachers should go through the program as a "model" student would, trying to follow the directions, answering questions, and performing the required skills (Truett & Gillespie, 1984). After completing the first run, work through again. This time the teacher should try to crash the program, try to answer improperly, and hit command keys at will. A very good program will withstand such abuse and continue to run; a weaker program will "go



down” or begin responding strangely (Truett & Gillespit, 1984).

The last step is that when teachers begin to use the microcomputer in their classroom, they have to introduce new materials gradually. If a teacher throws out all the software to the students at once, this will confuse them. Singer and Donlan (1980) point out that students should not be thrown into independent work without first having been prepared for independence. They suggest a repeated process in which the teacher introduces each new methodology with whole-class works, tightly planned and managed. As time goes by, students are introduced to more and more small-group work and independent activities in which they learn to function without teacher’s direction.

Teachers should notice that they should be familiar with the materials (Balajthy, 1986). If teachers’ assignments are inappropriate to the skills needs or ability levels, the students’ time is wasted. Balajthy (1986) asserts that teachers should insist that students consult written instructions before interrupting teachers for help. When teachers do explain, do so by explaining how students could have found the answer from the instructions rather than simply answering the question.

In summary, according to Mason (1982), between 75 and 80 percent of a reading teacher’s instructional time is spent giving directions and supervising students as they complete worksheets in non-computer environments. Durkin (1987) has also found that in many classrooms, only a small amount of time is actually devoted to teaching reading comprehension skills. A computer is frequently able to provide additional drill and practice that cannot be provided personally by the teacher (Rude, 1985). Microcomputers permit students to spend more time on instructional tasks. One hour

per day with a microcomputer can theoretically provide a students with more interaction than he or she would receive in a day in a regular classroom (Holmes, 1982). Using computers in a reading classroom could be very useful only if the teacher chooses a good courseware, arranges the teaching step by step, and gets students more involved into learning to read.

### **Cooperative Learning**

Baloche (1998) stresses that the cooperative classroom is appropriate for teachers who work with students at elementary, middle, and high school levels. According to research, cooperative learning products higher achievement, more positive relationships among students and healthier psychological adjustment than do competitive or individualistic experiences (Vermette, 1998).

#### **The Definition of Cooperative Learning**

What is cooperative learning? According to Johnson, Johnson, & Smith (1991), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Vermette (1998) defines a cooperative classroom team is a relatively permanent, heterogeneously mixed, small group of students who have been assembled to complete an activity, produce a series of projects, and who have been asked to individually master a body of knowledge.

#### **The Benefits of Cooperative Learning**

Slavin (1990) points out that cooperative learning has been shown in a wide variety of studies positively to influence a host of important non-cognitive variables. There are at least six reasons that cooperative learning is widely been used in today's classroom.

The first reason is the effect on self-esteem. According to Slavin (1990), the most important psychological outcome of cooperative learning methods is the effect on students' self-esteem. Students' beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident decision-makers, and ultimately to be happy and productive individuals. Slavin (1990) also emphasizes that two of the most important components of students' self-esteem are the feeling that they are well liked by their peers and the feeling that they are doing well academically. Cooperative learning methods affect both of these components: students typically are named as friends by more of their classmates, feel more successful in their academic work, and in fact achieve more than they do in traditional classrooms.

The second reason is called pro-academic peer norms. One of the most important tenets of motivational theories of cooperative learning is that cooperative goals create peer norms that support high achievement (Slavin, 1990). Dentsch (1949) indicated that in the cooperative groups, students wanted to achieve because their groupmates wanted them to do so. Thomas (1957) found that individuals in cooperative groups exerted social pressures on one another to achieve.

The third reason is about time on-task and classroom behavior. Cooperative learning is hypothesized to increase time on-task by engaging students' attention and by increasing their motivation to master academic materials. Several studies that have measured time-on-task have found higher proportions of engaged time for cooperative learning than for control students (Slavin, 1990).

Students' positive relationships with peers and improved attitudes towards school is the fourth reason. Baloché (1998) asserts that children and adolescents learn through interaction with peers many things they are unlikely to learn readily from adults. Peers provide models for appropriate social behavior. Through constructive peer relationships, children and adolescents tend to gain a sense of self-worth and self-acceptance. Most importantly, through interaction with peers, both children and adolescents develop the ability to create and sustain cooperative relationships (Johnson & Johnson, 1983; Johnson, Johnson & Holubec, 1993).

The fifth reason is to promote cooperation, altruism and the ability to take another's perspective. Slavin (1990) indicates that students in cooperative learning become more cooperative or altruistic. Hertz-Lazarowitz, Sharan, and Steinberg (1980) showed that students who had experienced the cooperative learning model Group Investigation made more altruistic choices than did control students. They also found that when students who had worked in cooperative groups were reassigned to new groups for an experimental task, they cooperated better and their groups had higher productivity than groups made up from the control classes. Ryan and Wheeler (1977) found that students who had studied cooperatively made more cooperative and helpful decisions in a simulation game than did students who had studied competitively. Another important component of the ability to cooperate with others is the ability to understand someone else's perspective. Bridgeman (1977) stated that students who had worked cooperatively were better able to take the perspective of another person than were control students.

The last one is about students' achievement and motivation. When well structured, learning goals that are designed to emphasize cooperation tend to promote higher achievement than learning goals that are designed to emphasize either individualism or competition (Baloche, 1998). Cooperative efforts result in better performance in problem solving than competitive efforts do. Kagan (1980, 1992) stresses that learning that is structured cooperatively tends to increase achievement for all students, and achievement results are particularly potent for some groups which are more cooperative in their cultural and social orientations.

All of the advantages that are mentioned above are very important. They suggest that cooperative learning may enhance the kinds of prosocial behaviors that are increasingly needed in a society in which the ability to get along with others is more and more crucial.

### The Role of the Teacher in Cooperative Learning

Johnson, Johnson and Smith (1991) state that in cooperative learning situations, the instructors form the learning groups, teach the basic concepts and strategies, monitor the functioning of the learning groups, intervene to teach small-group skills, assist with the task when it is needed, evaluate students' learning using a criterion-referenced system, and ensure that the cooperative groups process how effectively members worked together. There are four steps that teacher can follow when building a cooperative classroom.

First, teachers should first decide on the size of the group. Cooperative learning groups typically range from two to four individuals. The shorter the amount of time available, the smaller the group should be; the larger the group, the more resources

available for the group's work but the more skills required to ensure that the group works productively. Sometimes the materials or equipment available or the specific nature of the task dictate the size of the group (Johnson, Johnson & Smith, 1991).

Second, teachers should structure the task and to promote positive interdependence. Johnson, Johnson and Smith (1991) state that instructors should explain the academic task so that students are clear about the assignment and understand the objectives of the lesson. Direct teaching of concepts, principles, and strategies can occur at this point. Instructors need to consider several aspects of explaining an academic assignment to students. They are as follows: set the task so that students are clear about the assignment; explain the objectives of the lesson and relate the concepts and information to be studied to students' past experience and learning to ensure maximum transfer and retention; define relevant concepts, explain procedures students should follow, and give examples to help students understand what they are to learn and do in completing the assignment; and ask the class specific questions to check students' understanding of the assignment (Johnson, Johnson & Smith, 1991).

Third, teachers should monitor and intervene students' behavior. When monitoring the groups as students work, instructors should clarify instructions, review important procedures and strategies for completing the assignment, answer questions, and teach skills related to the task as necessary (Johnson, 1990). Johnson (1990) also states that when monitoring the learning groups, the instructor can intervene to suggest more effective procedures for working together (social skills).

Fourth, teachers should evaluate students' learning and process interaction.

Johnson, Johnson and Smith (1991) said that evaluation in cooperatively structured lessons must be criterion-referenced. Instructors could structure a second level of cooperation not only by keeping track of how well each group and its members perform, but also by setting criteria for the whole class to reach. At the end of the lesson, instructors might also wish to spend some time giving the whole class feedback and having students share incidents that occurred in their groups (Johnson, Johnson & Smith, 1991). Students must receive feedback, reflect on how their actions could be more effective, and plan how to be even more skillful during the next group session.

#### Five Methods of Cooperative Learning

According to Slavin (1990, 1991), there are different methods based on cooperative, heterogeneous teams that can be employed for almost all instructional circumstances. Student Team-Achievement Divisions and Teams-Games-Tournament can be used to teach any material in which questions with one right answer can be posed (Slavin, 1990, 1991). This method can be used in teaching mathematics, language arts, science, foreign language, and some parts of social studies. Slavin (1990, 1991) states that Jigsaw II is used most often in social studies; but it can also be applied to literature or parts of science in which students learn from narrative materials. Team Accelerated Instruction is restricted to mathematics; it is most needed in heterogeneous math classes, where all students should not be taught the same materials at the same rate. Cooperative Integrated Reading and Composition is restricted to reading, writing, and language arts instruction (Slavin, 1990, 1991). Figure 11 summarizes the advantages and most appropriate subjects for STAD, TGT, Jigsaw II, TAI, and CIRC.

Figure 11: Team Learning Methods (adapted from Slavin, 1990)

### Team Learning Method

#### STAD

**Use** in grades 2–12 in

- Mathematics
- Language arts
- Science
- Social studies skills, such as geography, graph reading
- Foreign language
- Any material with single right answers.

#### **Advantages:**

- Frequent quizzes give feedback to students and teacher.
- Relatively quiet, businesslike form of Student Team Learning.
- Improvement scores challenge students.
- Takes less instructional time than TGT.
- Curriculum materials available in most subjects.

#### TGT

**Use** in grades 2–12 in

- Mathematics
- Language arts
- Science
- Social studies skills, such as geography, graph reading
- Foreign language
- Any material with single right answers.

#### **Advantages:**

- Student enjoy tournaments.
- Fair competition challenges students.
- Students do most scoring.
- Curriculum materials available in most subjects.

#### Jigsaw II

**Use** in grades 3–12 in

- Social studies, when students are learning from books or other readings
- Literature
- Science
- Any material when information comes from books or other readings.

#### **Advantages:**

- Can be used for more open-ended objectives.
- Students take real responsibility for teaching teammates.
- Students exercise reading, teaching, discussing, and listening skills.
- Frequent quizzes give feedback to students and teacher.
- Improvement scores challenge students.
- Easily adapted to library research projects.

#### TAI

**Use** in grades 2–8 in

- Mathematics

#### **Advantages:**

- Individualization provides for needs of all students, gives students success at their own level.
- Students do almost all scoring and manage materials.
- Materials are completely prepared; very little out-of-class time needed.
- Materials cover skills from addition to algebra.
- Students usually learn math skills rapidly.

#### CIRC

**Use** in grades 2–6 in

- Reading
- Writing
- Language arts.

#### **Advantages:**

- Combination of mixed-ability teams and same-ability reading groups allows students to succeed at their own levels.
- Reading program replaces workbooks with engaging activities supported by reading research.
- Writing program provides practical approach to the writing process that combines writing and language arts instruction.



Cooperative Learning in the Language Arts: DRTA & CIRC. In a classroom environment where collaboration and thinking are emphasized, the teacher can set the problem and organize students into small groups so that they can collaborate in working it out (Adam & Hamm, 1990). Adam and Hamm (1990) also state that this kind of active multiability group work and peer tutoring has proved to be a useful vehicle for gaining social insights, enhancing thinking skills, and learning basic subject matter. Cooperation in language arts instruction makes positive use of mixed-ability grouping as diverse groups of students share a wide range of perspectives. In collaborative frameworks for language arts instruction students are encouraged to discuss the work they are doing on writing projects, problems they are solving, or books that they are reading (Adam & Hamm, 1990).

Directed Reading Thinking Activity (DRTA). Adams and Hamm (1990) indicate that developing critically thinking readers means teaching students to anticipate story outcomes, discuss high level questions, infer meaning, and extrapolate to other situations. In a Directed Reading Thinking Activity (DRTA) students try to predict ahead on the basis of a few clues that they have been given. After reading the story, students demonstrate their understanding by recalling important points. According to Adam and Hamm (1990), collaborative DRTA activities can be a positive influence in the move from the traditional emphasis on reading skills to a collaborative literature approach emphasizing critical thinking skills. If teachers can combine reading and writing groups, Directed Writing and Thinking Activities (DWTA) can help others decide where to go with their stories. Collaboratively reading and writing together prompts more critical

thinking and imaginative storytelling. Directly connecting reading and writing programs also proved effective in achieving multiple perspectives and a greater depth of understanding (Adam & Hamm, 1990). Adam and Hamm (1990) stress that reading activities can include having partners read to each other, making predictions based on visual (or written) clues, or jointly constructing summaries after reading a story. Cooperative groups help students learn to listen, question, resolve conflicts, share resources and make decisions.

Cooperative Integrated Reading And Composition (CIRC). According to Slavin (1990, 1991), Cooperative Integrated Reading and Composition (CIRC) consists of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all these activities, students work in heterogeneous learning teams. Slavin (1990, 1991) points out that all activities follow a regular cycle that involves teacher presentation, team practice, independent practice, peer preassessment additional practice and testing.

In basal-related activities, basal stories are first introduced and discussed in teacher-led reading groups. During these groups, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, and discuss the story after students read it. After stories are introduced, students are given a story packet that includes a series of activities for them to do in the reading groups when they are not working with the teacher. The sequence of activities is as follows (Slavin, 1990,1991): partner reading, story grammar and story-related writing, words out loud, word meaning, story retell, spelling, partner checking, and test.

The second element is direct instruction in reading comprehension. A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension (Slavin, 1990, 1991). Slavin (1990, 1991) states that students receive direct instruction in specific reading comprehension skills. After each lesson, students work on reading comprehension worksheets and games as a whole team, first gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items.

Integrated language arts and writing is the last element of CIRC. Teachers use a specific language arts and writing curriculum especially developed for CIRC (Slavin, 1990, 1991). In it, students work in teams on language arts skills that lead directly to writing activities. The emphasis of this curriculum is on writing; skills in language mechanics are introduced as specific aids to writing rather than as separate topics (Slavin, 1990, 1991). Students work as a group, drafting compositions after consultation about their ideas and organizational plans with their teammates and the teacher; they work with teammates to revise the content of their compositions; and then they edit on another's work using peer editing forms emphasizing grammatical and mechanical correctness.

In summary, cooperative learning is a very useful technique which activates students' desire to learn and making the learning interesting. This method will solve the biggest problem in Taiwanese classroom: overcrowding. If teachers use group learning to encourage students to practice, students can learn from each other, making learning enjoyable.

In summary, this chapter dealt with the studies of the reading process, the essential factors that affect reading comprehension, and the strategies that help students to improve their reading comprehension. Based on this theoretical framework, a model of the reading process will follow in Chapter Three.

## **CHAPTER THREE: THEORETICAL FRAMEWORK**

### **A Model of the Reading Process**

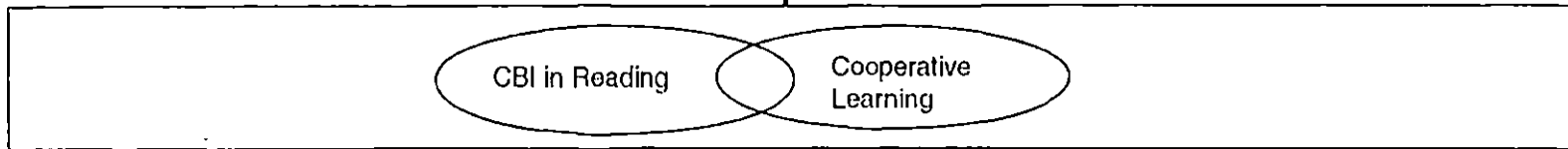
The literature review in the previous chapter has explored several factors that can influence comprehension in English reading. These theoretical concepts include whole language, the reading process, strategies for academic reading comprehension, computer-based instruction in reading, and cooperative learning. Based on these several concepts, a model (Figure 12) of the reading process and its interaction can be constructed. Each individual concept is a factor, which has its own function, and it interacts with the other factors. This model will help ESL/EFL teachers understand the reading process in English. There are three steps in this model, and these steps are not separate but integrated with each other. The interactions between concepts result in efficient reading comprehension.

There are three levels in the model which are philosophical level at the bottom, methodological level in the middle, and organizational level at the top of the model. The philosophical level contains the concept of whole language; the methodological level combines the reading process and strategies for academic reading comprehension; and the organizational level has computer-based instruction in reading and cooperative learning. This model describes how to improve reading comprehension from bottom to top. Moreover, it describes relations between factors.

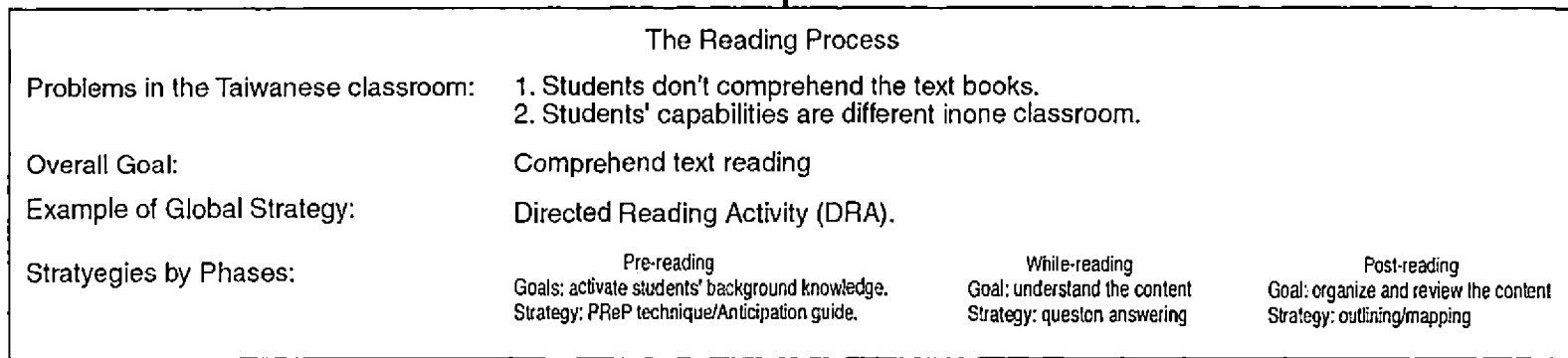
Teachers play a very important and essential role in the process of English reading. They need not only to have the new perspective of English teaching but also renew their methods of teaching reading and apply effective teaching strategies to the reading

## Improve Reading Comprehension

### Organizational Level: Instructional Management



### Methodological Level: Instructional Means



### Philosophical Level: Instructional Goals (Whole Language)

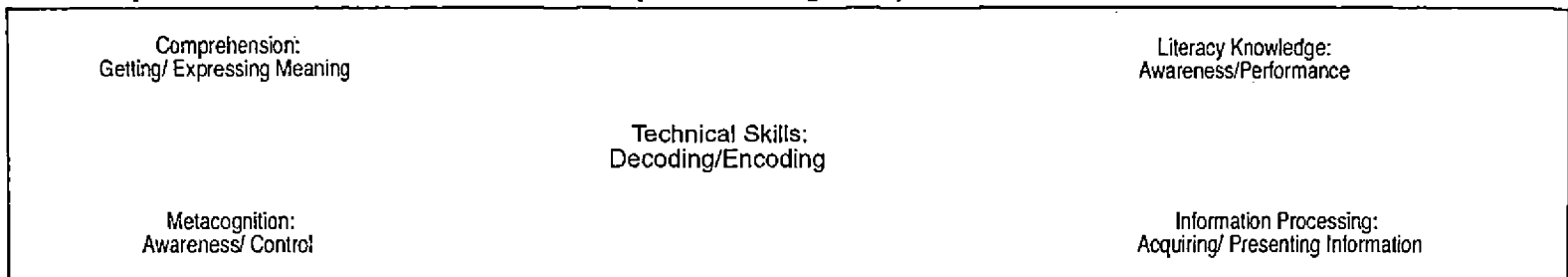


Figure 12: Model of the Reading Process.

process.

At first, English teachers in Taiwan have to open their heart and accept the idea of whole language. The most important concept they have to change is for teachers to teach English as an everyday-use-language like Chinese rather than as a necessary subject in classroom.

After becoming whole language teachers, they have to know more about the reading process. Teachers have to have various methods to help students comprehend what they read, especially textbooks. Teaching reading is not merely teaching vocabulary and grammar. It also involves evoking learners' background knowledge and decoding and grammar. The more teachers understand the reading process, the better curriculum they can design for teaching reading in English. Because most people in Taiwan put much emphasis on the grades of academic English, the ability of comprehending a text becomes very important. Thus, how to improve learners' academic reading comprehension is the main idea of the model.

When instructors have all the ideas in the philosophical level and the methodological level, they need to find out a way to carry out the ideas into the curriculum. CBI in reading and cooperative learning are helpful tools to help to achieve the model. All concepts in this model are interrelated and cannot be separated. They can be carried out step by step and also can be used between one and another.

### **Suggestions and Applications for Instruction**

This model of the reading process yields some suggestions for instructors. Overall, the model can be applied in order to (1) build up a set of beliefs in the philosophical level;

(2) understand the reading factors in the methodological level; and (3) carry out the techniques in the organizational level.

### The Philosophical Level

The main concept in the philosophical level is whole language. According to Yatvin (1992), whole language instruction can be divided into five areas: comprehension, literary knowledge, technical skill, metacognition, and information-processing skills.

Comprehension includes getting meaning and expressing meaning. When readers read a story, they must first comprehend the printed materials, understand the story, and then express the story to others. Only when readers can retell the reading by paraphrasing the information can they really comprehend the text.

Literary knowledge has two phases: awareness and performance. In the awareness phase readers need to have the skills of recognizing the beginning, middle, and end of a story; understanding a metaphor in a story; and predicting how the story will end. Moreover, learners need to perform their awareness of literary knowledge. That is to write a story with a beginning, middle, an end, and to create a metaphor in the story.

Learners also need to learn technical skills which means they learn how and when to use print and speech markers (such as putting direct speech inside quotation marks, using a semicolon, capital letters and pauses, and recognizing spelling errors).

Metacognition includes the skills that let learners know how they learn, and how to improve. According to Guthrie (1983), metacognition involves knowing what is known already, knowing when understanding of new material has been accomplished, knowing



how the understanding of new material has been accomplished, knowing how the understanding was reached, and knowing why something is or is not known. Teachers must provide the criteria of how to find what students already know and how to check their progress in reading. Teachers have to examine how well students comprehend the text.

Information-processing skills are the skills that learners use to find, select, and organize information. They need to learn how to select relevant information, to paraphrase information, to organize information for presentation to others and so on.

Whole language is quite a new term to EFL teachers in Taiwan. Most teachers in EFL classrooms only teach students how to read and write English, but do not teach them how to use the language in the real life. Effective language learning engages the learners' motivation, self-confidence, and encourages integration of real language use into learning activities. Teachers should create a learning environment with integrated curricula, incorporating reading, writing, speaking, and listening. Good teaching includes thematic units, which give students opportunities to restructure content in the context of their personal understanding. In this way, students can decide what to learn and how it should be learned.

### The Methodological Level

Instructors have to first find out what problems cause failure in English reading comprehension in Taiwanese classrooms, and then use different techniques to solve the problems. This level of the model can be helpful in finding the problem when readers get stuck in the reading process. Therefore, understanding the goals and strategies in

each step is crucial for identifying problems in reading. In the reading process, there are three steps: pre-reading, during reading, and post-reading.

Prereading. In the model, the pre-reading step has as a goal the activation of students' prior knowledge or background knowledge. The first impression of reading is very important because readers usually decide at this point whether they want to continue the reading. Teachers have to increase readers' interest before they really start the reading. Instructors should offer various activities such as brainstorming or the PReP technique to bring out students' prior knowledge and background knowledge. Asking some questions and sharing personal experience with classmates or teachers is fine for not only brainstorming but also developing students' speaking and listening abilities. It can be said that the prior knowledge in the mind of the reader affects comprehension at virtually every step of academic reading comprehension.

Even if most information is familiar to readers, instructors have to activate students' prior knowledge in order to help students to comprehend the reading more effectively. On the other hand, if the material is unfamiliar to readers, instructors have to provide suitable background knowledge.

While-reading. Understanding the main idea of the text and trying to comprehend what the author might have wanted to convey are the goals of the while-reading phase. This is the step in which the actual reading occurs. Only when readers can find the main ideas from a text can they organize and apply their understanding in future reading.

In Taiwanese classrooms, the textbook is the primary resource of reading in English. Instructors need to give more textual knowledge to students because textual

knowledge influences reading comprehension, and also helps students to recall the content of a text. Carrell (1987) asserts that the instruction of textual knowledge might profitably be geared to the identification of text structure so that readers can effectively learn and remember the materials they study. The more readers can comprehend the text, the more opportunities they will have to achieve a higher level of reading comprehension. Thus, instructors should be concerned with how to help readers to enhance their textual comprehension ability.

Some techniques can be used to help comprehension such as directed reading activity (DRA) and question-answering. The skills of comprehension and information-processing discussed at the philosophical level are very useful. Skills of information-processing are needed to find, organize, and evaluate information, and skills of comprehension help to understand and express information.

Post-reading. The last step, post-reading, is the step of recalling and organizing what students read and have learned from the text. Teachers can do a lot of diverse activities like assigning writing essays, discussion in class, tests or quizzes and so on. Commonly, writing is used as another technique to reinforce the learning of textual knowledge. Through writing activities, students can practice and clarify what they have already learned. The post-reading activities are very crucial because they show students how to measure their reading results.

### The Organizational Level

In the organizational level, computer-based instruction in reading and cooperative learning must be incorporated into the curriculum. The two concepts are independent

and interact with each other.

Instructors can use computers as tools to assist in teaching content and to motivate students. Besides enhancing motivation, instructors can use the opportunity to build up computer skills and give students more chances to use the computer. In the Taiwanese high school, there are computer classes once or twice one week. Having computer classes is valuable because when students have computer classes they have more chances to read English. Computer-based instruction provides lots of opportunity to learn to use the Internet, which is a very useful resource. Students can use the Internet to build prior knowledge before reading and search for more information after reading.

If educators decide to use CBI to teach reading, they have to evaluate the courseware carefully, which has been discussed in the previous chapter. The better the preparation, the better results instructors attain.

Instructors in Taiwan should put more cooperative activities in their curriculum. Cooperative learning can build self-esteem and keep students practice social skills. Learners with good self-confidence can learn better.

Social skills are included in the functioning of cooperative learning. Social skills include ways students interact with each other, to achieve tasks or activities. High school students are old enough to practice the social skills that they will need in the future. In order to complete group goals, students must get to know and trust each other, communicate accurately, and resolve conflict constructively. These social interaction skills should be taught explicitly to students to ensure high-quality collaboration (Hertz-Lazarowit & Davidson, 1990).

Not only reading but also the other three skills (writing, speaking, and listening) can be integrated in cooperative learning. DRTA (directed reading thinking activity) is one activity which enables students to combine reading and critical thinking; it also provides some listening and speaking practice. During the discussion, students have to listen to the others' opinions and also give their own. DWTa (directed writing and thinking activities) and CIRC (cooperative integrated reading and composition) are the other two efficient techniques which teachers can adopt.

After this chapter, instructors can really understand the reading process. The following chapter will present a curriculum designed according the given model in this chapter.

## **CHAPTER FOUR: CURRICULUM DESIGN**

### **Curriculum Organization**

One unit is included in this project. The unit is built around six authentic lessons. The unit focuses on going to a prom. It teaches students what should be done before going to a prom, including buying desirable attire, inviting a date, buying gifts, and renting a limousine. By incorporating the concept of whole language, cooperative learning, and computer-based learning into reading comprehension, this unit provides not only reading skills but also innovative teaching and learning methods.

The reading materials of the unit are collected from books, Internet, and magazines. The six lessons could be learned independently and also could be learned lesson by lesson. Although it seems that the six lessons are divided into six parts actually they relate with one another.

Each lesson contains a lesson plan. The lesson plan serves as an instructor's manual for the teachers, providing activities and ideas for teaching. The focus sheets and work sheets provide ample reading materials, activities and exercises for students to learn and practice the skills featured in each lesson.

The format of a lesson plan describes subject content, regulates the teaching procedures, and provides a variety of activities for teaching. The teaching procedure of each lesson is comprised of four steps, which are as follows: (1) activating or providing background knowledge for students, including warm-up activities, and pre-reading questions; (2) instructing content subject by using various activities; (3) providing different teaching methods in order to meet the needs of different students and (4)

assessing or evaluating students' learning. These activities encourage students to interact with the text and each other.

In addition, each lesson contains at least one focus sheet and work sheet. Focus sheets contain texts offering information about the prom, and work sheets contain follow-up practices and activities that reinforce students' learning based on the texts in the focus sheets. Homework sheets are provided in some lessons. The purpose of the homework sheet is to reinforce students' learning and to give them more opportunities to practice. Finally, some lessons offer test sheets which have different items for testing students' abilities. The content of the test sheet is related to what students have already learned in the specific lesson.

### **A Model of the Reading Process Incorporated into Curriculum**

The design of this curriculum is based on the model of the reading process explicated in Chapter Three. That is, this curriculum incorporates whole language, reading process, strategies for academic reading comprehension, computer-based learning in reading, and cooperative learning. The following describes how the curriculum incorporates concepts of the model into application.

#### **The Concept of Whole Language**

The purpose of investigating whole language is to change basic teaching concepts of Taiwanese teachers'. Teachers should view English teaching as teaching a skill in students' daily life instead of teaching a subject merely to gain good grades in an exam. Most activities in six lessons involve the ideas of whole language.

Traditional classroom focus on teacher-centered teaching methods. However, in a

whole language classroom, teacher-controlled content presentation is not the main teaching method. Instructors should try to use student-selected independent learning in the classroom. This does not mean to totally deny teacher-controlled teaching. Every method has its benefits. Instructors should use the most useful way to teach. Lessons One, Three, Five and Six offer teacher-centered time. Student-controlled time appears in Lesson Two. But activities such as top-down reading, pair work, cooperative learning, and individual writing can be classified into student-selected independent learning.

There is no regulative vocabulary section in the unit. This does not mean that vocabulary in English reading is not important; however, vocabulary capacity deeply affects reading proficiency. Students can decide what vocabulary they need to learn. They can choose what they think is useful to remember instead of being forced to memorize lots of useless words. Thus the whole unit is built on the concepts of whole language.

### The Reading Process

In order to improve students' reading proficiency, instructors need to understand the process of reading in English. The better teachers understand the reading process, the better teaching methods teachers will choose when teaching.

The curriculum contains both top-down and bottom-up reading activities. Top-down reading skills should be introduced and used in the Taiwanese classroom. This kind of skill involves lots of learning factors such as prior knowledge, background knowledge, guessing ability, and some imagination. Students in Taiwan need to have



this kind of training to stimulate their thinking.

Instructors and students in Taiwan use bottom-up reading skills when teaching and learning reading in English. The reason both top-down and bottom-up skills are provided in the unit is to give learners and instructors opportunities to compare which skill is better for them. Instructors and learners need to explore the benefits from the two reading techniques and take advantage of them in order to improve their teaching and learning in English reading.

### Text Comprehension

Because the textbook is most often the primary source of information at the high school level, teachers should need to become familiar with techniques for effective teaching. Three reading phases are involved in reading comprehension, which are the pre-reading phase, the while-reading phase, and the post-reading phase.

Every lesson contains a pre-reading activity section (Involving students interests, background, and prior knowledge) in which students are asked some questions about the reading materials. PReP (pre-reading plan), and DRA (directed reading activities) are techniques used in the pre-reading reading phase. They are contained in Lessons One, Four, and Six.

The curriculum does not emphasize the while-reading phase, because teachers in Taiwan already put too much time on this phase. Grammar time and while-reading time are still offered in Lessons Two, Four and Six.

Lessons Four and Five contains question-answering activity and after-reading discussion activities which are techniques used during the post-reading phase. Teachers

should try to stimulate students to expand their supplemental reading. In this curriculum, the computer is another tool to achieve this goal.

### Computer-Based Learning

The concepts of whole language and computer-based learning in reading are very new in the Taiwanese classroom. This curriculum serves as a beginning and an experiment. Learning English reading has been boring; using the computer as a supplemental tool may be a way to change the situation. In addition, computer knowledge is essential for every person. If instructors can combine computers and language learning, students can not only learn language more effectively, but also have efficient computer skills.

Because this is just on an experimental level, computer-based learning appears only in Lessons Two, and Six. But if students are interested in computer-based learning in reading, they can do more searches by using the computer in their home or in school. The purpose of this unit is to introduce the concept of CBI, stimulate their interest, and let students do more active learning by themselves. Students in Taiwan are too passive; instructors need to find a way to activate their motivation in learning.

### Cooperative Learning

The target level of the project is high school. Teen-age students care a lot about what their peers think about them, so cooperative learning may be a good innovation for teaching. Dentsch (1949) asserts that students in the cooperative groups often want to achieve in a given task because their groupmates want them to do so. When they are successful in the task, they have higher self-esteem, and high self-confidence is one

important factor of a successful learning.

There are lots of cooperative learning activities in the curriculum. Pair work, DRTA (directed reading thinking activities), CIRC (cooperative integrated reading and composition), basal-related activities (group working on reading a story), and integrated language arts and writing appear in various lessons. These are techniques of cooperative learning. According to Baloch (1998), children and adolescents learn through interaction with peers many things that they do not like to learn from adults. Through cooperative learning, students get much more than they do from teacher-centered teaching methods.

In summary, methods of teaching reading in English should be renewed in today's classroom. The instructor is a very important factor in successful learning, because students learn whatever instructors teach them. Therefore, teachers should always learn new techniques, identify difficulty factors in reading, and go to the next step to select a strategy to compensate for these factors. In this project, there are various new concepts provided for teachers. By incorporating the given model of the reading process into the curriculum, students can develop various kinds of skills and thus perform better in English language learning.

## CHAPTER FIVE: ASSESSMENT

### Purpose of Assessment

Testing is perhaps one of the most misunderstood areas of language teaching and learning. Students and teachers alike cringe when they hear the word “testing.” Students see tests as a threat to their competence, because they are afraid that they will not perform well on them. If Taiwanese students fail on a test, they assume it means they have learned nothing. Taiwanese students’ learning of English is evaluated English only by the score they get from tests. No matter how well the students learn, the score on the test is the only measure of how much they have learned in English. Therefore, reading comprehension seems to matter only insofar as it results in high test scores.

Students in Taiwanese classroom have lots of tests in every subject every day. This does not mean teachers like to construct tests, but they are required to do so. Most Taiwanese teachers consider tests as the only way to know if students have learned. Many instructors are also suspicious of standardized, professionally designed tests because they do not understand what these tests are really trying to measure.

✓ (The purpose of assessments should not be for grading students, but for evaluating students’ abilities in specific areas to find the weakness for further improvement.

states  
According to Schohamy (1985), testing should be seen as an opportunity for interaction between teacher and students, and the tests should be intended to help students improve their skills.) Cooter (1990) states that the purpose of reading assessment is to provide teachers with an appropriate starting place to begin instruction. (A good test can tell teachers a great deal about their students’ achievements and about the adequacy of the

course.)

Instructors have to remember that learning performance cannot be completely evaluated by an exam. Besides exams and quizzes, instructors can evaluate students' understanding by observation or the students' performance in some activities. Therefore, the main focus in this chapter is to introduce various assessments to help to improve students' learning.

### **Design of Reading Assessment**

The design for assessment in this curriculum contains exams, observations, self-evaluation, and homework. Homework is given as a part of each lesson, and each lesson includes an examination. Observation performed by instructors in the process of teaching, and students assess themselves when participating in every activity. Lessons Three, Four, and Five contain homework and except for Lesson Five, every lesson has at least one exam. Homework assignment are contained in homework sheets, and exams by a test sheets. There are different subjects in the test sheet, such as matching activities, cloze exercises, vocabulary items, and writing activities. The contents of a test sheet sometimes resemble the contents of focus sheets or work sheets. For example, Focus Sheet 1-4 introduces to students a short story about a prom dance. Matching this, Test Sheet 1-2 contains the same contents, asking students to continue the story. However, sometimes the contents of the test sheets need for students to integrate all the activities they have done in the lesson.

All exams in this curriculum are not difficult because the purpose of this curriculum is let students learn in the most natural environment instead of giving them too much

pressure. In order to enhance students' learning motivation, these assessments are suitable for both teachers and students to check the learning.

Besides exams, instructors can evaluate students' learning by observing students' performance in the activities. Some activities, however, are hard to put into test form. For example, cooperative learning or group work is hard to put in any form of test, but it is not difficult to observe. Therefore, teachers can use observation to assess students' learning in group work or cooperative learning. Observation provides teachers immediate feedback of students' understanding and learning progress.

Self-evaluation is another way for students to evaluate their own learning. From activities in work sheets, students can find out how well they have learned, and what they have not learned. In the group activities, students can evaluate their performance by comparing themselves with their peers.

Some students are easily unnerved and this may result in a bad performance in a test. Therefore, a test can't be the only way to evaluate students' learning. Assigning homework is another way for both instructors and students to be evaluated. Homework provides a natural assessment. Students can bring it home and finish it without any pressure or fears. Under these fearless circumstances, students can do their best and can really learn.

### **Application of Reading Assessment**

The concepts and design of the reading assessment are based on the reading model presented in Chapter Three. Teachers observe whether students have the reading skills which are necessary to deal with the course materials. This means that instructors

evaluate how well students learn from what they have taught. Therefore, if the curriculum is designed according to the reading model in Chapter Three, students should improve their comprehension in English reading.

In this curriculum, some tests are designed to be tested by integrating several English skills at one time. Brown (1996) calls these integrated tests. Integrative tests may require learners to connect different skills: reading, writing, speaking, and listening. Most activities on the work sheets and some assessments in this curriculum are integrative activities. For example, Test Sheet 1-2 has Cooperative Integrated Reading and Composition (CIRC) which requires students to write an essay after reading Focus Sheet 1-4. Homework Sheet 2-1 has a dressing room activity which connects speaking and writing.

There are some assessments which measure units of language. These are called discrete tests. Examples of these are the matching activities in Test Sheets 1-1, and 3-1; the vocabulary test in Test Sheets 1-2, and 2-1, and Test Sheet 6-1 with Cloze exercises. These are designed to evaluate different aspects of reading proficiency.

In this curriculum, writing activity appears in Test Sheets 1-2, 2-1, and 4-1; Homework Sheet 5-1, and some work sheets. Writing can be used to assess students' reading comprehension, knowledge in the specific content, and linguistics. Writing activities can really be used to evaluate students' learning. Most writing activities in this curriculum need to be achieved by integrating all the techniques taught in the specific lesson. For example, Homework Sheet 5-1 asks students to describe what are the people doing in the pictures. When writing the assignment, students need to use the dialogues

and vocabulary they have learned from focus sheets and work sheets. Writing activities can also stimulate students' critical thinking and imagination. For example, the writing activity in Test Sheet 4-1 asks students to write an essay describing a given picture.

This is called free-writing, in which students can write about whatever they think about.

The activity provides students the opportunity to develop their imagination. Taiwanese high school students have too much pressure from university entrance examination.

Teachers should give them a chance to use their imagination.

Some examinations make student afraid of learning. Teachers must remember that a test is just a way to find the weakness in students' learning. An appropriate assessment is one of the factors which affects successful learning. Therefore, instructors must design good assessments in order to create a complete curriculum.



## **APPENDIX**

### **UNIT ONE: GO TO THE PROM**

Lesson One: The Right Store

Lesson Two: Attire for the Prom

Lesson Three: Paying for & Exchanging Merchandise

Lesson Four: Making Invitation

Lesson Five: Going to a Salon & Buying Gifts

Lesson Six: Renting a Car for the Prom

## **Lesson One: The Right Store**

### **Objectives:**

1. To learn how to find the right store by using the directory/map in the mall
2. To learn how to ask where to find the desired merchandise
3. To read material about going to the “Prom”

### **Materials:**

Poster 1-1, Poster 1-2, Focus Sheet 1-1, Focus Sheet 1-2, Focus Sheet 1-3, Focus Sheet 1-4, Work Sheet 1-1, Work Sheet 1-2, Test Sheet 1-1, Test Sheet 1-2, Test Sheet 1-3, Supplementary Sheet 1-1 to 1-10

### **Involving students’ background, interests, and prior knowledge:**

Ask students the following questions:

1. Do you know what is a prom?
2. Do you know what is a “mall”?
3. Do you know the differences between “department store” and “mall”?
4. Have you ever seen either of them in the American movies?

### **Teaching with variety:**

Visual: Use Poster 1-1 to show students the map of a mall. Use Poster 1-2 to teach students the name of the stores in a mall. Use Supplementary Sheets 1-1 to 1-10 to make students learn some vocabularies by themselves.

### Task:

1. Pronunciation Practice: Read aloud the name of each store correctly by using Poster 1-2.
2. Teacher-Centered Time: Use Focus Sheet 1-1 and Poster 1-1 to form students into group and ask them to do the practice.
3. Cooperative Learning: Pair up students and use Work Sheet 1-1 and Focus Sheet 1-2 to allow students to practice conversation about asking where to shop. Use Work Sheet 1-2 and Poster 1-1 to allow students the chance to practice on finding the right stores.
4. PReP Technique: Pass out Focus Sheet 1-3; before reading, give students a chance to bring their prior knowledge about the prom and to do the brainstorming practice.

5. Top-Down Reading Skill: Ask students to read Focus Sheet 1-3 without explaining the vocabulary and grammar.
6. DRTA skill: After discussing Focus Sheet 1-3, ask students to do the following critical thinking: "What plans should be made if you are going to prepare for the prom?"

**Responding to diversity with a range of activities:**

Divide students into three groups and assign each group as either the Role-Play Team, Reading Team or Verbal/CIRC Team. Then have the groups work on different tasks. Have the Role-Play Team do the role play about how to find the right store in the mall and make conversation with a salesperson; the Reading Team practice top-down reading skills by using Focus Sheet 1-4; and the Verbal/CIRC Team write a composition about a shopping day by using the vocabulary listed on the Supplementary Sheets 1-1 to 1-10. Have each group show the rest of the class what they have done.

**Assessment:**

1. Use Test Sheet 1-1 to evaluate students' ability to find the right store in the mall.
2. Have students write down fifteen vocabulary words which they have learned in the lesson. Have students to write a short essay after reading Focus Sheet 1-4.
3. Assess students' reading comprehension with Test Sheet 1-3.

## **Lesson Two: Attire for the Prom**

### **Objectives:**

1. To learn how to communicate with the salesperson, and how to purchase desirable attire for prom
2. To learn the name of various kinds of clothes in English
3. To read materials about prom attire

### **Materials:**

Poster 2-1, Poster 2-2, Poster 2-3, Poster 2-4, Warm-up Sheet 2-1  
Focus Sheet 2-1, Focus Sheet 2-2, Focus Sheet 2-3, Work Sheet 2-1,  
Work Sheet 2-2, Work Sheet 2-3, Work Sheet 2-4, Home Work sheet 2-1,  
Test Sheet 2-1, Test Sheet 2-2

### **Involving students' background, interests, and prior knowledge:**

Ask students the following questions:

1. Can you name what you are wearing today from top to bottom?
2. Have students do the Warm-up Sheet 2-1.
3. What should you wear when going to a prom?
4. Do you know how to describe the style of the clothes which you'd like to purchase?

### **Teaching with variety:**

Visual: Use Poster 2-1 to 2-4 to teach students the names of different kinds of clothes in English.

### Task:

1. Bottom-Up Reading skill: Use Focus Sheet 2-1 to give students an example of how to communicate with the salesperson.
2. Cooperative Learning: Pair up the students and use Focus Sheet 2-2 to ask student to do more practice.
3. Grammar Practice: Use Work Sheet 2-1 to teach students some grammar and have them practice.
4. Speaking Activity: Use Work Sheet 2-2 to have students speak English in classroom.
5. Students-Controlled Time: Have students do the games on Work Sheet 2-3 and Work Sheet 2-4.

6. Basal-Related Activities: Make students into groups of four or five. Have them read Focus Sheet 2-3 and let them discuss the reading by themselves.
7. Post-reading (question-answering): Ask some questions about the reading in Focus Sheet 2-3 to help students organize information and give students an Internet address to extend the reading.

**Responding to diversity with a rang of activities:**

Arrange computer time and bring students to the computer lab. Ask students to search for prom attire through the computer. By means of the computer, students can even purchase their prom attire.

**Assessment:**

1. Have students take home Homework Sheet 2-1 and do it.
2. Use Test Sheet 2-1 to evaluate students' learning.
3. Have students create a conversation between a customer and a salesperson by using Test Sheet 2-2.

## **Lesson Three: Paying for & Exchanging Merchandise**

### **Objective:**

1. To learn to identify the U.S. currency
2. To learn the ways to pay
3. To learn to read a receipt and learn how to make exchange or to return something

### **Materials:**

Poster 3-1, Focus Sheet 3-1, Focus Sheet 3-2, Focus Sheet 3-3, Focus Sheet 3-4, Focus Sheet 3-5, Work Sheet 3-1, Work Sheet 3-2, Work Sheet 3-3, Homework Sheet 3-1, Test Sheet 3-1, Test Sheet 3-2

### **Involving students' background, interests, and prior knowledge:**

Ask students the following questions:

1. Can you identify the various denominations of U.S. currency?
2. Have you ever thought of using checks to pay when you shop in a supermarket?
3. Do you believe that we can return what we bought for refund or exchange?

### **Teaching with variety:**

Visual: Use Poster 3-1 to introduce U.S. currency to students.

### Task:

1. Teacher-Controlled Time: Use Focus Sheet 3-1 to make students be familiar with U.S. currency.
2. Cooperative Learning: Create groups of five students each. Pass out Focus Sheet 3-2, and Focus Sheet 3-3 for group learning. These two Focus Sheets are to teach students how to pay by checks and by credit card.
3. Reading & Writing Time: Use Focus Sheet 3-4 to teach students how to read a receipt.

4. Role-Play Learning: Pair up students and use Focus Sheet 3-5 to teach students how to exchange or return what they have bought.
5. Cooperative Learning: Use Work Sheet 3-1 to ask students to make conversation about a shopping day by reading the Denny's and Disney Store's receipt.
6. Integrated Language Arts and Writing: Pass out Work Sheet 3-2 for reading and writing practice.
7. Top-Down Reading Skills: Use Work Sheet 3-3 to do top-down reading practice.

**Responding to diversity with a rang of activities:**

Ask students to bring three receipts from their home and make students into groups of four. Have each group write down their own conversation which includes what they bought, how they paid, and why they wanted to exchange or returned it. Then ask each group to present their conversation by doing role-play in front of other groups.

**Assessment:**

1. Use the Homework Sheet 3-1 to have students do more practices.
2. Evaluate students' learning by using Test Sheets 3-1 and 3-2.

## Lesson Four: Making Invitations

### Objectives:

1. To learn how to invite someone on a date
2. To learn how to reject the invitation politely

### Material:

Video tape (There's Something About Mary), Focus Sheet 4-1, Focus Sheet 4-2, Focus Sheet 4-3, Work Sheet 4-1, Work Sheet 4-2, Work Sheet 4-3, Work Sheet 4-4, Homework Sheet 4-1, Test Sheet 4-1

### Involving students interests, background, and prior knowledge:

Ask students the following questions:

1. Do you know how to get someone to ask you to go out?
2. Do you know how to invite a date to see a movie?
3. Do you know how to decline an invitation if you don't want to go?

### Teaching with variety:

Visual: Teachers bring the video tape-There is Something About Mary (哈啦!瑪莉), and play the video tape in the classroom.

### Task:

1. Directed Reading Thinking Activity (DRTA): Use Focus Sheets 4-1 and 4-2 to teach students ten ways to get a boy ask a girl to the prom.
2. Grammar Time: Use Focus Sheet 4-3 to learn some grammar.
3. Role-Play Activity: Pair up students, pass out Work Sheet 4-1, and have students do the role-play activity.
4. Directed Reading Activity (DRA): Pass out Work Sheet 4-2, Work Sheet 4-3, and Work Sheet 4-4, and ask students to work on them.
5. Post-reading Discussion: Make students into groups of five and ask them to discuss the results of the quizzes on the Work Sheet 4-2, Work Sheet 4-3, and Work Sheet 4-4.



### **Responding to diversity with a rang of activities:**

Make students into groups of five, and discuss the movie “There is something about Mary.” Ask each group write down what they think about the movie, and present their ideas to other groups.

### **Assessment:**

1. Have students do Homework Sheet 4-1 at home and bring to classroom the next day for discussion.
2. Use Test Sheet 4-1 to ask students to write an essay.

## Lesson Five: Going to a Salon & Buying Gifts

### Objectives:

1. To learn how to describe the hairstyle you want
2. To learn what should boys and girls buy for their date when go to a prom

### Materials:

Poster5-1, Poster 5-2, Poster 5-3, Focus Sheet 5-1, Focus Sheet 5-2, Work Sheet 5-1, Work Sheet 5-2, Work Sheet 5-3, Work Sheet 5-4, Homework Sheet 5-1

### Involving students' interests, background, and prior knowledge:

Ask students the following questions;

1. Can you describe the hairstyle in English you want when you go to a salon?
2. Do you know the names of the items girls need when they put on make-up?

### Teaching with activity:

Visual: Use Poster 5-1 to teach students how to describe hair. Use Poster 5-2, and Poster 5-3 to teach students to identify flowers.

### Task:

1. Teacher-Controlled Time: Use Focus Sheets 5-1, and 5-2 to teach some sentences students might use when going to a barbershop or a beauty parlor.
2. Cooperative Learning: Have students do Work Sheet 5-1 in groups.
3. Individual Writing Time: Use Work Sheet 5-2 and Focus Sheet 5-1 to write an essay about what should a man do before going to a prom.
4. Individual Writing Time: Use Work Sheet 5-3 and Focus Sheet 5-2 to write an essay about what a lady should do before going to a party.
5. Top-Down Reading Skills: Use Work Sheet 5-4 to do top-down reading.

6. Post-Reading Discussion: After students' reading, make some discussions about the reading.

**Responding to diversity with a rang of activities:**

Make a whole-class-role-play. First, make students into groups such as the beauty salon team, the flower shop team, and the barbershop team. Ask each team to create their own conversation. Then one girl and one boy go to the beauty salon and barbershop to get their hair done. And then they go to the flower shop to buy the gifts for their prom night.

**Assessment:**

1. Ask students take Homework Sheet 5-1 home and write an essay.

## Lesson Six: Renting a Car for the Prom

### Objectives:

1. To learn how to rent a car
2. To learn how to buy car insurance
3. To learn how to communicate with a sales representative when renting a car

### Materials:

Poster 6-1, Focus Sheet 6-1, Focus Sheet 6-2, Focus Sheet 6-3, Focus Sheet 6-4, Focus Sheet 6-5, Work Sheet 6-1, Work Sheet 6-2, Work Sheet 6-3, Work Sheet 6-4, Work Sheet 6-5, Work Sheet 6-6, Test Sheet 6-1

### Involving students interests, background and prior knowledge:

Ask students the following questions:

1. Do you know the importance of car insurance?
2. Do you know how to choose good insurance?
3. Do you know how to communicate with the sales representative?

### Teaching with variety:

Visual: Use Poster 6-1 to teach the names of different cars.

### Task:

1. Teacher-Centered Time: Use Focus Sheet 6-1 to teach the dialogue students need when they go to rent a car.
2. Reading Time: Have students read Focus Sheet 6-1, Focus Sheet 6-2, Focus Sheet 6-3, and Focus Sheet 6-4. These focus sheets teach students some important information for choosing car insurance.
3. PreReading Plan (PReP): Form students into groups of five. Before teaching Focus Sheet 6-5, ask every group to discuss "What questions should be asked the car insurance agent?" After discussion, teach Focus Sheet 6-5.
4. Playing Games: Form students into groups of five and play the game on Work Sheet 6-1.

5. Pair-Work: Pair up students and ask them work on Work Sheet 6-2.
6. Role-Play Activity: Make students into groups and ask them to practice how to buy car insurance by using Work Sheet 6-3. Students have to make their own dialogue using Focus Sheets 6-1, 6-2, 6-3, and 6-4.
7. Computer Time: Arrange computer time, and bring students to the computer lab. Pass out Work Sheet 6-4, give students the address and ask them search for more information from the Internet.
8. Top-Down Reading: Ask students to read the Work Sheet 6-5 by themselves without checking words in a dictionary.

### **Responding to diversity with a range of activities:**

Form students into groups of five and have them read the story on Work Sheet 6-6. After reading, ask students to discuss the story. Ask a volunteer to retell the story in front of the class.

### **Assessment:**

1. Evaluate students with Test Sheet 6-1.

## **Focus Sheet 1-1**

### **Using a Mall Directory**

The purpose of this unit is to teach students how to find the desired store in the mall by using the map and directory posted in the mall. In addition, it will help the students become familiar with the stores in the mall. Do this practice with Poster 1-1.

#### General Instructions

1. When you first enter the mall, you need to look at the map and directory.
2. Look under the category containing the thing you want to purchase.
3. Find the store which sells the products.
4. Find the location code.
5. Try to locate the store on the map.
6. Go to the store.

#### Example

Description: For example, you would like to buy a dress at Banana Republic.

1. Because a dress belongs to the category of "Clothes," you would have to find the store, Banana Republic, under this category.
2. You would see that the location code for Banana Republic is C-2.
3. Then you have to look at the map and find the location C-2.
4. Finally, you should try to follow the map and find the store.

**Focus Sheet 1-2**  
**Asking Where to Buy?**

Read the following dialogue and practice in pairs by using Work Sheet 1-1.

1. Excuse me. I need to buy a newspaper. Where can I find one?

Hmmm. They sell newspapers at Better Grocery.

Where is that?

It's on Main Street at Second Avenue. Do you see the red sign?

Yes.

That's Better Grocery.

2. Hello. I want to buy a compact disc. Do you sell them?

No, we don't have them here at Central Drugstore.

Do you know where I can go to find CDs?

Try Mac's Music on High Street. They may have the one you want.

3. Excuse me. I need to buy a T-shirt. Where can I find one?

The Clothes Closet has lots of them.

Where is that store?

It's in the shopping mall downtown.

Thank you.

4. May I help you?

Yes, please. Where are men's shoes?

We carry a wide variety of men's shoes in the back of the store, next to men's sleepwear.

5. What can I do for you?

I'm looking for suits.

Women's or men's?

Women's, please.

You can find women's suits across from dresses.

6. Can I be of service?

Yes, thanks. I can't find mittens anywhere.

Oh, they're with women's accessories, next to the jewelry counter.

Thanks.

7. Er, miss?

Yes? How may I help you?

Could you tell me where sleepwear is located?

Certainly. It is next to women's shoes, near the stairs.

Thank you.

8. Uh...ma'am...Can you help me?

Of course. What can I do for you?

Tell me where I can find umbrellas.

Umbrellas are in men's sportswear.

Thanks a lot.

9. Excuse me. I'm going camping. I need a down vest.

Down vests and jackets are next to our camping equipment, in the far right corner of the store.

Thank you.



## **Focus Sheet 1-3**

### **Arranging for a Prom**

Read the paragraph and get some information about what to prepare before a prom.

#### **Location**

There are a variety of locations to be found to use for high school proms. The most common are hotels. But even these can vary widely in both the size of their ballrooms and the services offered. It would be wise for you to go and look at various locations in person so that you can see what they offer. Most hotels send out Prom Packets which list the size of the room, menu charges, and extras, but some facilities are much easier to work with than others, and you won't know this unless you check for yourself. Facilities that are more self-contained are much easier to maintain security, and some overestimate how many could comfortably fit into their ballrooms. Looking yourself will eliminate any surprises you might otherwise encounter. There are also other facilities which are built or used just for big events such as a prom, where there is no hotel involved. These sites are nice in that you don't have to fight with the issue of students trying to make reservations to stay there, and you are usually the only event in the facility; thus making security easy to maintain. Some questions you may want to ask yourself when looking at locations would be the following: Is it convenient for students? Does the facility decorate for you? What type of food services do they have? Do they provide some security personnel? Does their price include food, tax and tip? Do they provide rooms (one or two) for chaperones? Also, remember that if you want a prime date in May, you will have to book most facilities 16-18 months in advance. Believe it or not, the best places are usually gone more than twelve months before your event.

#### **Security**

There are many horror stories out there when it comes to security at proms. This is a crucial element to a successful prom. There are many approaches, but if you err, err on the side of caution, with too much security rather than not enough. There should be three parts to your security. You should hire security, such as a security company or off-duty police officers. These should be your most aggressive agents. You may want them to frisk all your students, or use a metal detector (your school should have some kind of a policy regarding this). They should also circulate throughout the dance, and patrol the bathrooms as well as the perimeter of the ballroom. They should constantly be checking the parking lots to see that no students are staying in cars instead of coming into the dance (once the students are in the dance, they should be required to stay until they want to leave the event). The facility in which you are holding the event should also have security, which will be the second part of your security. They should be patrolling the perimeter of the ballroom and the parking lots as well. It should be their job to keep others out of your dance as well as your students in. And the third element

of your security would be teachers and administrators. These people should stay inside the dance and mingle with the students to be sure that all is well. They should also check bathrooms occasionally, as well as watch the door. Most students will cooperate with instructions regarding security; and if they don't, one must call their parents, and send them home.

## **Decorations**

Decorations will vary widely, depending upon where you are having your prom. Some hotels and other facilities do all the decorating of tables, as well as providing a balloon arch for the dance floor. Other places will expect you to do all of the decorating. Many ballrooms are quite beautiful, and will need very little in the way of decorations. But your student committee will have ideas about this. They will be able to choose the color of the linens, and whatever other extras the facility may provide. Decorating can be very time consuming. So if you find a facility that is willing to decorate for you, it will be very helpful. But if you are having your dance at a facility that doesn't help, the students are usually very capable of doing the work themselves.

## **DJ Music**

The DJ can make or break a prom. You need to book a DJ about six months in advance. December is a good time to book for the following May. Always get a contract, and put in writing what you will be expecting from the DJ. Students are usually very good at choosing a DJ. Let the student committee do the legwork and get the DJ pool down to three or four before you start doing your checking. References are absolutely essential for a DJ that works a prom. It is the biggest dance of the year, and you don't want it to be ruined by a bad DJ. Some DJ's may not have the right music for your group, some might just display a lousy attitude, or some may not have enough equipment to play such a large room. Anyway, a DJ has the potential for ruining your dance, so be very choosy. The experiences other schools have had with a DJ are most relevant and so you will probably find those recommendations to be the most helpful. Call them and ask what their experience was with that particular DJ. If you get a favorable recommendation, you will then want to ask yourself some questions. Do the students want to choose the music? Do they want video screens? What about strobe lights? Or smoke? The students need to help you make these decisions, and what you decide will make a huge difference in the price. DJ's range in price from \$400 to \$1500 US dollars for a prom, so shop around. Make a careful, informed decision. You won't be sorry you spent the time researching this.

## **Court**

The Court is a relatively easy element of the prom, but it is one that the students care about a lot. All of the elections for the court should have taken place at school so that the necessary photographs, tiaras, and souvenirs can be purchased for them. Be sure

that you hold elections early enough that if someone is elected to the court who wasn't planning on going, there will be sufficient time for him/her to still to get a date.

## **Photographer**

The photographer you use for the prom will probably be the one that your school has a contract with for the school year. The single worst thing that can happen with the photographer is that your students would have to wait in line all night for pictures instead of enjoying the dance itself. Be sure that your studio sends enough photographer set-ups and backgrounds. There should be couple set ups and group set-ups. It seems that some studios try to send too few photographers. Be very alert, and don't let that happen to you. One thing that may be successful for you would be to let students come an hour early for photographs only, before the dance actually begins, so that they don't waste time during the dance. You may find that a lot of students come early to get the photographs out of the way. This will make the process easier for everyone. Remember that most photographers provide the invitations to the prom, and help subsidize souvenirs; they should give the school a percentage of the profits. The studio generates a huge amount of income from your event. They should be giving it back to you in some way.

## **Souvenirs**

Most proms have some kind of a small souvenir for students to take home. Some have glasses printed with the date and theme. Candles have become popular, as well as a photo memory book that includes all the photographs taken that evening by the photographers. It is important that the students like the souvenir. Your student committee should choose what they want as they probably know better than you would, what the rest of the class would like to take home.

## **Food**

There are basically three options for food at a prom; a sit-down dinner, buffet style, or finger foods. The facility you choose will usually have set menus from which you may choose. They will make minor changes for you if you like, but for the most part you choose from their banquet menus prepared specifically for high school proms. The most expensive option is usually a buffet, and a facility must be really good at food preparation to make a buffet palatable. Your student committee will usually have pretty strong opinions as to what they want, so let them choose, as long as they stay within the budget you set ahead of time. You will find that at most places the difference between the cost of a sit-down dinner and finger foods is negligible, so you might as well go with the sit-down dinner. An unlimited soda bar should be included in the price as well as some type of dessert. Don't be afraid to negotiate. You are the advocate for your school, and facilities expect you to ask lots of questions so that you get what you want.

### **Focus Sheet 1-4**

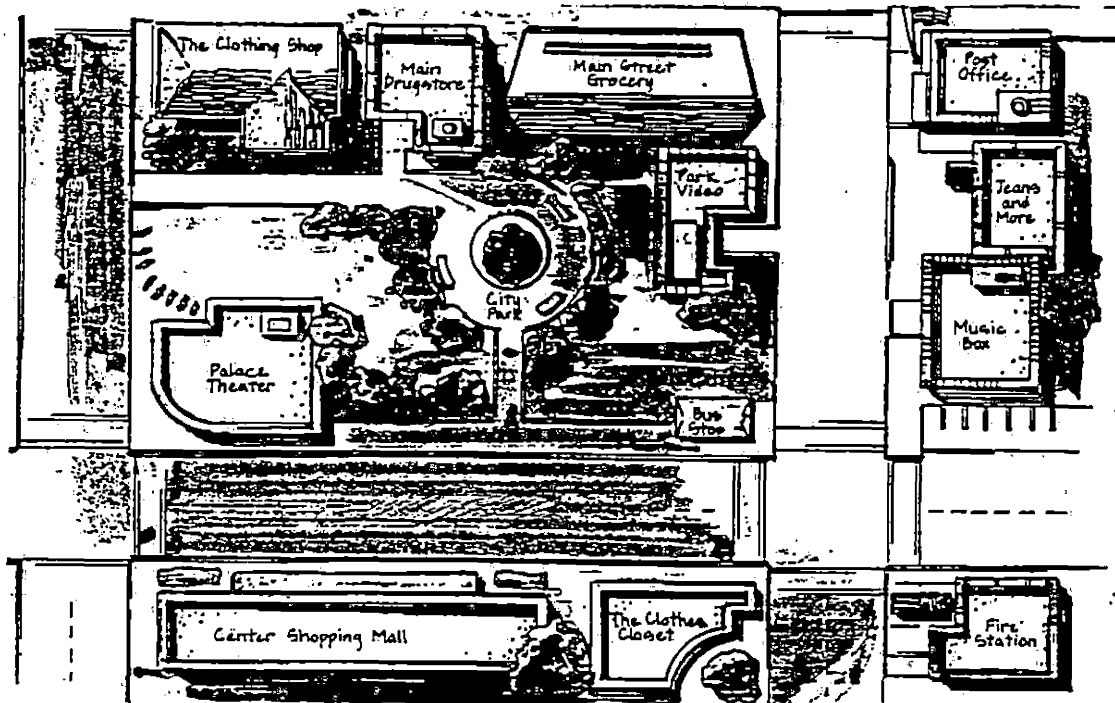
#### **Silent Dance**

Read this paragraph without checking any word in a dictionary; then discuss what do you think about this.

#### **Don't talk—dance**

"I was a little nervous," says Ryan Dunn, who braved attending a prom in Mexico when he was visiting his friend Raul, a former exchange student at Ryan's school. "I didn't know what to expect." That's because he didn't even meet his date, a friend of Raul's, until he arrived at the event. "It was okay," he says. "Except I couldn't talk to her, because I couldn't speak Spanish and she couldn't speak English." After dinner, a mariachi band started playing. Ryan and his date hit the dance floor, even though he didn't know the particular Mexican dance that the crowd was doing. "I looked like a fool, but everyone enjoyed it." Ryan and his date communicated the best they could. "We looked at each other and smiled and nodded. We ended up using a lot of body language." The last song played and suddenly it was all over. "We just said good night and I thanked her. She hopped in her parents' car and that was it!" Ryan insists he had a great time. "We managed to understand each other enough to have fun," he says. "I wouldn't have changed a thing."

Work Sheet 1-1  
Pair Work



Exercise: Read the map. Work with a partner to answer the question. Take turns.

1. What is the name of the music store?
2. Where is the bus stop?
3. Where can you go to buy toothpaste?
4. Where is the movie theater?
5. What is next to the music store?
6. Where can you go to but milk?

## Work Sheet 1-2

### Finding the Right Store

Exercise: Use Poster 1-1 for this exercise. Find a partner. Consider buying the following items: Telephone, jeans, Michael Jackson's newest album, tennis racket, TV, lamp, and jacket. Try to list all the stores in which you can buy these items and find out their location code. Then try to tell your partner how to reach the store from where you are in the map.

	<u>Stores</u>		<u>Location Code</u>
Telephone	_____	_____	_____
	_____	_____	_____
Jeans	_____	_____	_____
	_____	_____	_____
Michael Jackson's album	_____	_____	_____
	_____	_____	_____
Tennis racket	_____	_____	_____
	_____	_____	_____
TV	_____	_____	_____
	_____	_____	_____
Lamp	_____	_____	_____
	_____	_____	_____
Jacket	_____	_____	_____
	_____	_____	_____

**Test Sheet 1-1**  
**Matching Items**

Match the following items with the correct stores.

- |                         |                           |
|-------------------------|---------------------------|
| 1. _____ dress shirt    | a. stationery store       |
| 2. _____ night gown     | b. restaurant             |
| 3. _____ desk calendar  | c. men's clothing store   |
| 4. _____ Madonna's tape | d. toy store              |
| 5. _____ food           | e. women's clothing store |
| 6. _____ cold medicine  | f. music store            |
| 7. _____ teddy bear     | g. pharmacy               |
| 8. _____ walking shoes  | h. shoe store             |
| 9. _____ cosmetics      | i. department store       |
| 10. _____ pearls        | j. jewelry shop           |
| 11. _____ microphone    | k. electronics store      |

**Test Sheet 1-2**  
**Vocabulary and CIRC (Cooperative Integrated Reading & Composition)**

Write down fifteen new words you've learned in this lesson. After reading Focus Sheet 1-4, do some critical thinking; write down what will happen between Ryan and the Mexican girl.

Write down fifteen words.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

After that prom night, What does Ryan always think about that girl?

_____
_____
_____
_____
_____
_____
_____



### Test Sheet 1-3



These days it's very expensive to buy clothing for a family. My children want special name-brand sneakers. Jack, My teenager, wants designer jeans or special sports shirts. Even the baby's clothes cost a lot and only fit for a few months.

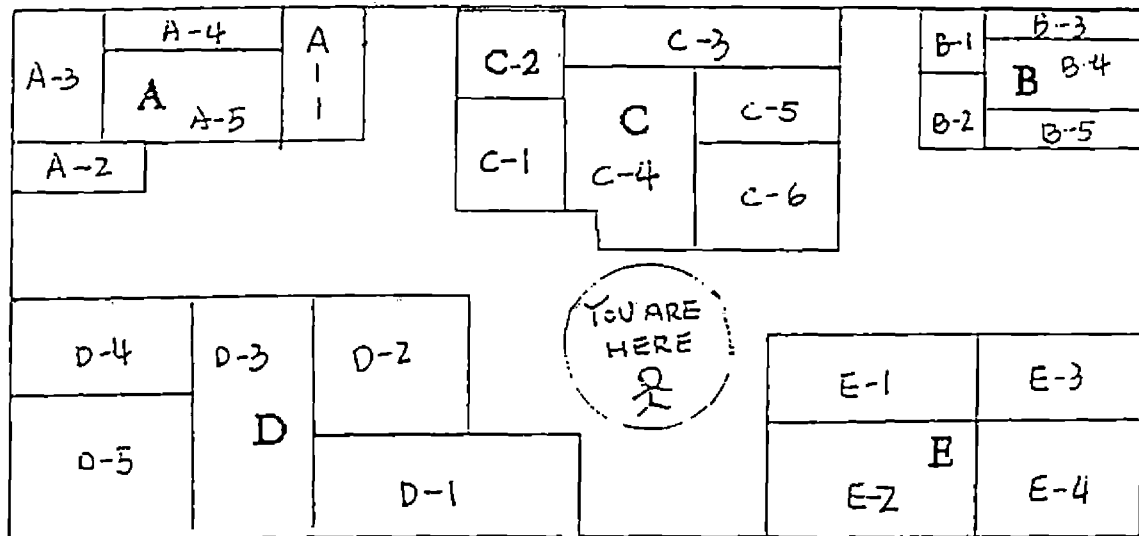
My husband, Jim, needs new shirts for work, and I have to buy work clothes too. Franny, my husband says, "sometimes I think we spend most of our money on clothes."

Yesterday a friend took me to the Third Street Thrift Shop. You can buy good clothes for less money there. The clothes are recycled. People give the store the clothes they can't use and the thrift shop workers clean and iron the clothing. Now, I have a nice wool coat and it only cost \$19.00. I can't wait to take my family!

▪ Circle the answer

- |   |     |    |
|---|-----|----|
| 1. Do Fran's children often ask for special clothes?    | Yes | No |
| 2. Does her husband need new sneakers?                  | Yes | No |
| 3. Does Fran's family spend a lot of money on clothes?  | Yes | No |
| 4. Is the Third Street Thrift shop an expensive store?  | Yes | No |
| 5. Did Fran buy a wool hat at the Thrift Shop?          | Yes | No |
| 6. Does she want to take her family to the Thrift Shop? | Yes | No |

Poster 1-1  
Map and Directory



San Bernardino Plaza

Clothes

J.C.Penny B-3  
Banana Republic C-2  
Levi's Jeans A-1  
Ann Taylor A-2  
Esprit D-3  
Gap E-1  
Guess B-2  
Miller's Outpost C-3  
Mervyn's E-2  
Old Navy B-1

Sporting Goods

Chicks B-4  
Big 5 C-5  
Nike D-1  
Michael Jordan's Shop E-1

Shoes

Nine West E-3  
Joyce's Shoes A-3

Electronics

Radio Shack C-1  
Circuit City D-5  
Best Buy E-4  
Office Max A-4

Music Stores

Tower Record A-5  
Wherehouse B-5  
Sam's Goodie C-6

# Poster 1-2



1. music store

2. jewelry store

3. candy store

4. bookstore

5. toy store

6. pet store

7. card store

8. optician

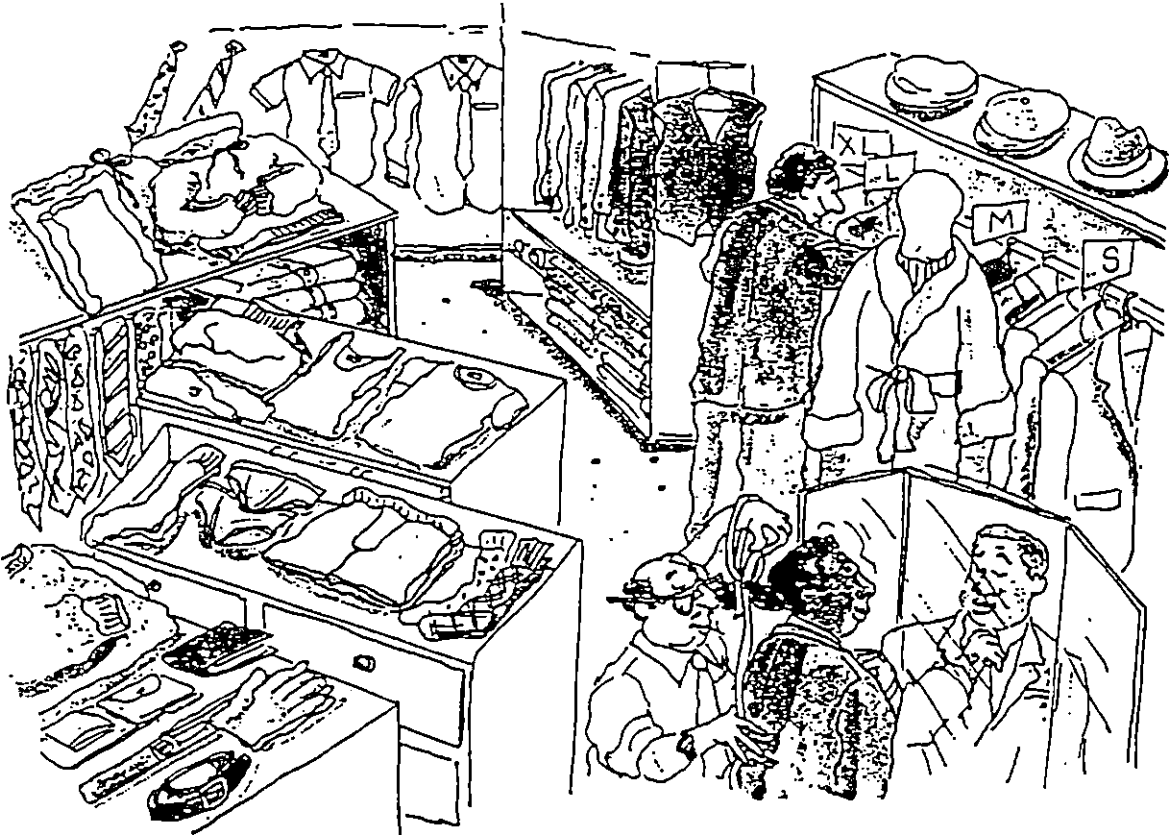
9. travel agency

10. shoe store

11. fountain

12. florist

Supplementary Sheet 1-1  
Men's Clothing Store



1. bathrobe
2. cap
3. dress shirt
4. sweat pants

5. turtleneck
6. undershirt
7. long sleeves
8. short sleeves

9. small
10. medium
11. large
12. extra large

Supplementary Sheet 1-2  
Women's Clothing Store



1. bra(ssiere)
2. headband
3. nightgown

4. robe
5. slacks
6. slip

7. tights

# Supplementary Sheet 1-3

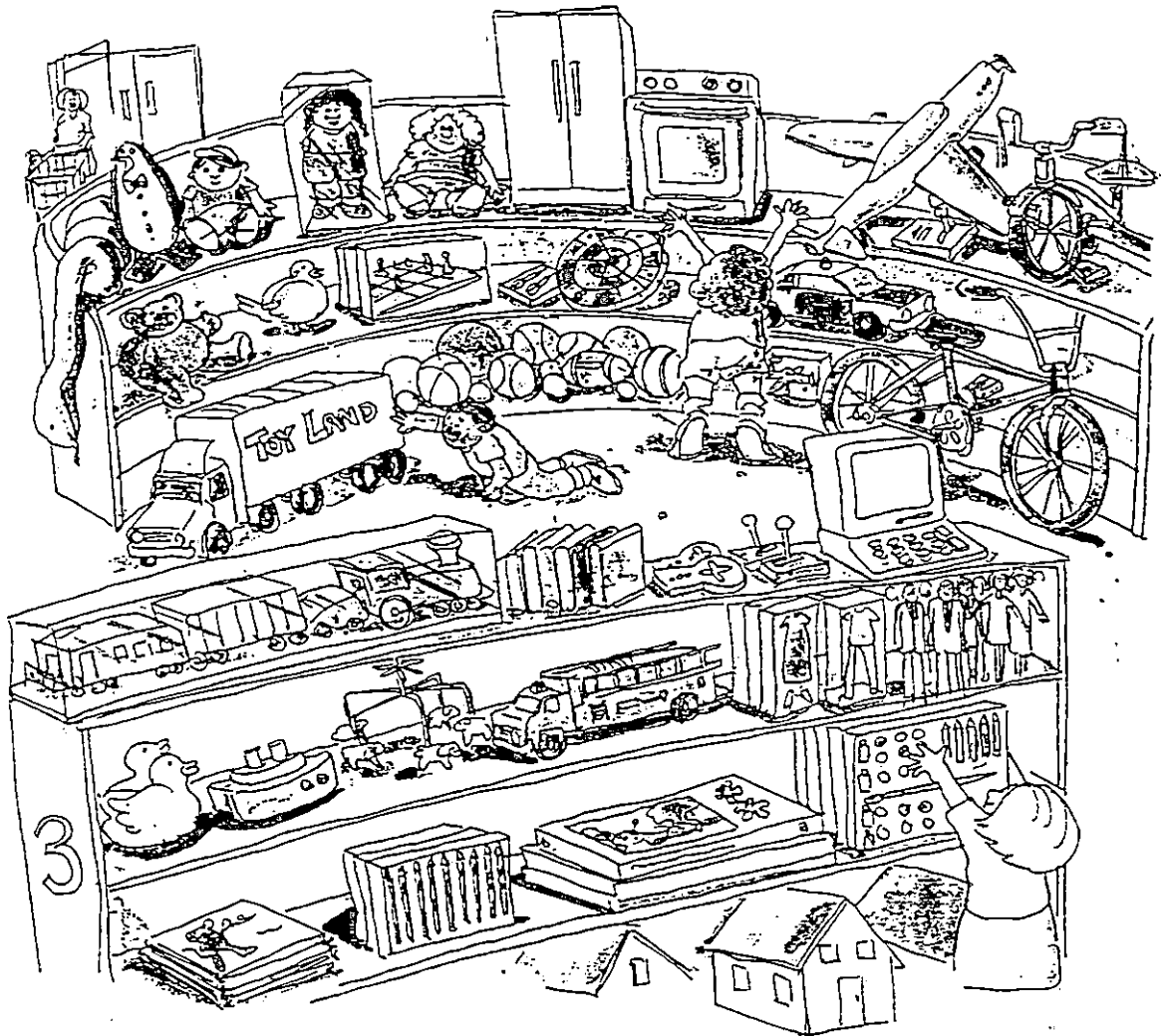
## Shoe Store



- |                  |                |
|------------------|----------------|
| 1. baby shoes    | 10. fit        |
| 2. flats         | 11. heel       |
| 3. loafers       | 12. length     |
| 4. moccasins     | 13. sole       |
| 5. rubber boots  | 14. width      |
| 6. walking shoes | 15. (N) narrow |
| 7. Western boots | 16. (W) medium |
| 8. winter boots  | 17. (W) wide   |
| 9. work boots    |                |

## Supplementary Sheet 1-4

### Toy Store

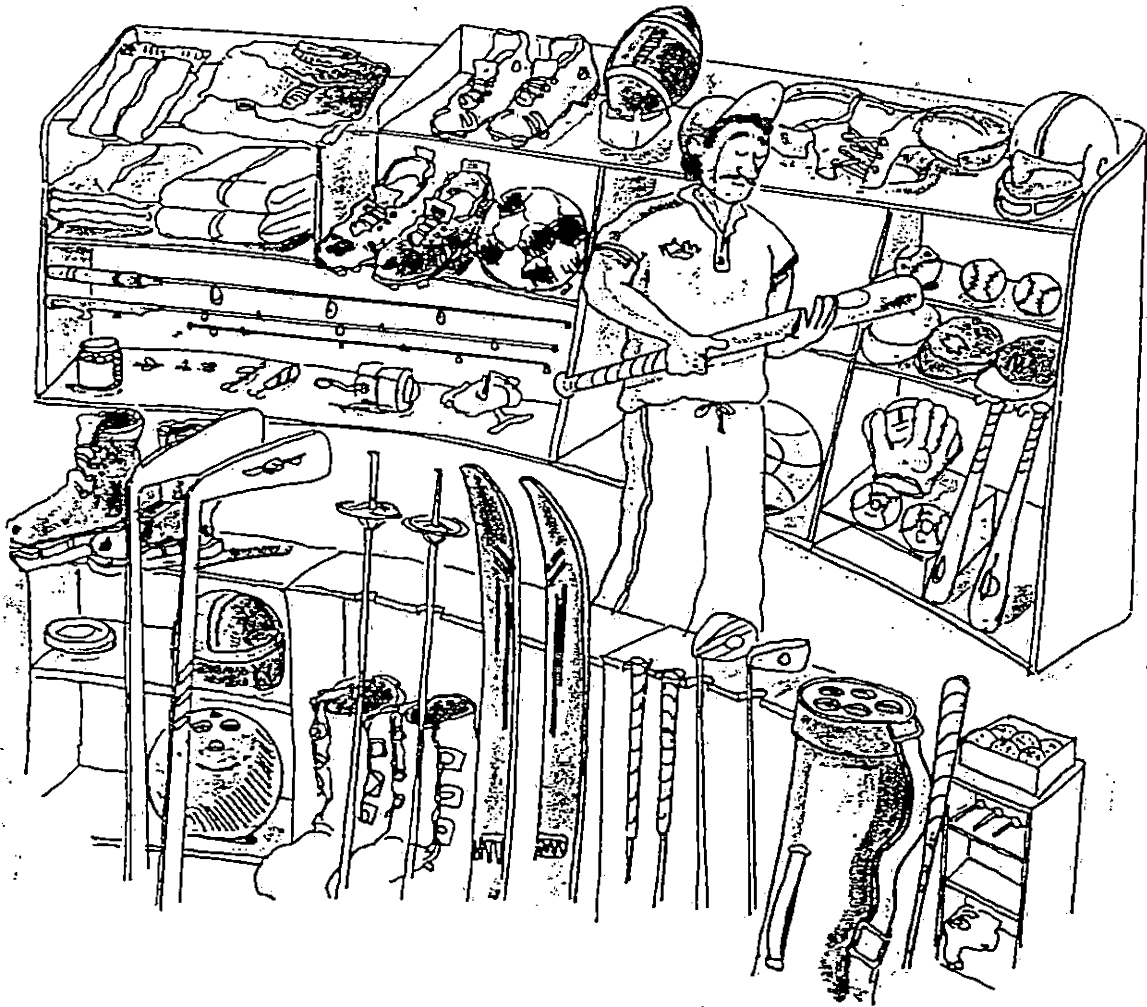


1. bicycle
2. board game
3. car
4. computer game
5. doll

6. electric train
7. fire engine
8. mobile
9. model airplane
10. paint set

11. rubber ball
12. stuffed animal
13. teddy bear
14. toy kitchen
15. tricycle
16. truck

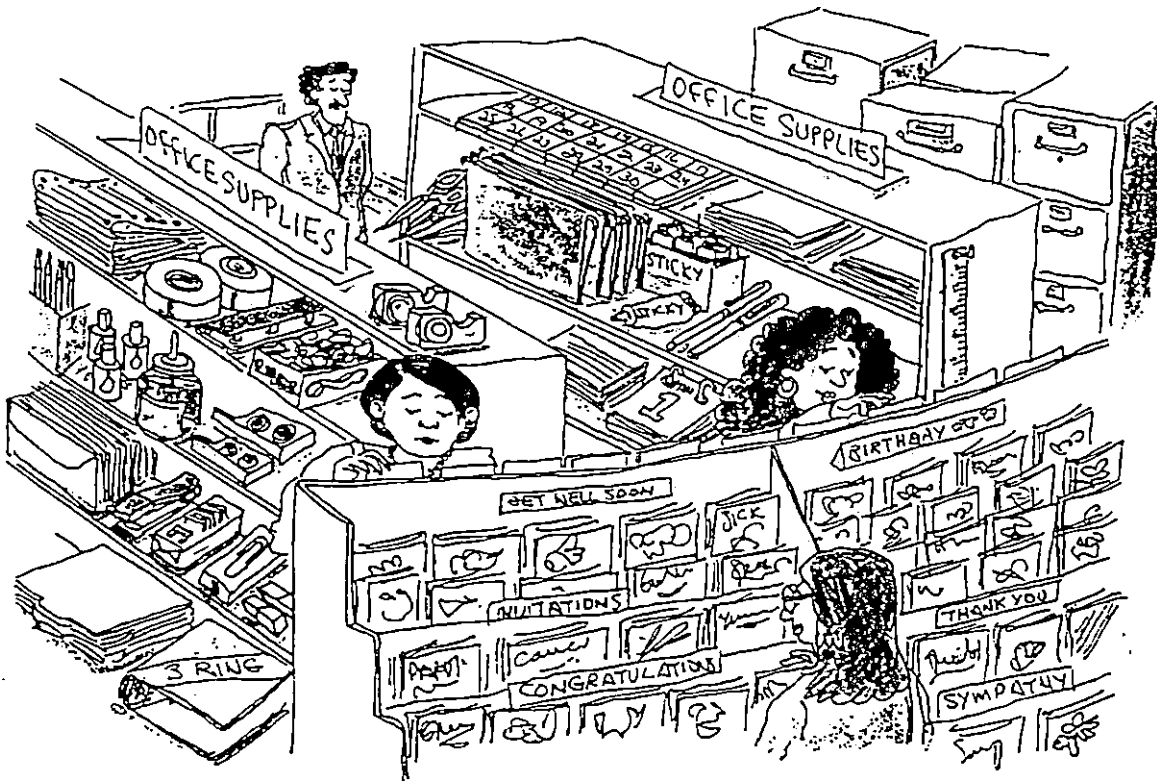
Supplementary Sheet 1-5  
Sports Store



- |                   |                  |                  |
|-------------------|------------------|------------------|
| 1. baseball       | 9. fly           | 17. pads         |
| 2. bateball bat   | 10. football     | 18. skates       |
| 3. baseball glove | 11. golf ball    | 19. ski boots    |
| 4. basket ball    | 12. golf club    | 20. skis         |
| 5. bowling ball   | 13. golf tee     | 21. ski poles    |
| 6. cleats         | 14. helmet       | 22. soccer ball  |
| 7. fishing reel   | 15. hockey puck  | 23. soccer shoes |
| 8. fishing rod    | 16. hockey stick | 24. sweatsuit    |



Supplementary Sheet 1-6  
Office Supply Store



- |                     |                   |                       |
|---------------------|-------------------|-----------------------|
| 1. card             | 7. manila         | 13. staples           |
| 2. computer paper   | 8. masking tape   | 14. tape              |
| 3. correction fluid | 9. paper clip     | 15. typing paper      |
| 4. desk calendar    | 10. rubber band   | 16. typewriter ribbon |
| 5. envelope         | 11. rubber cement |                       |
| 6. file cabinet     | 12. stapler       |                       |

## Supplementary Sheet 1-7

### Pharmacy



- |                  |              |                 |
|------------------|--------------|-----------------|
| 1. antacid       | 6. diapers   | 11. mouthwash   |
| 2. chapstick     | 7. film      | 12. nail polish |
| 3. cold medicine | 8. lipstick  | 13. sunscreen   |
| 4. cosmetics     | 9. lotion    | 14. tissues     |
| 5. cough syrup   | 10. medicine | 15. vitamins    |

Supplementary Sheet 1-8  
Jewelry Shop

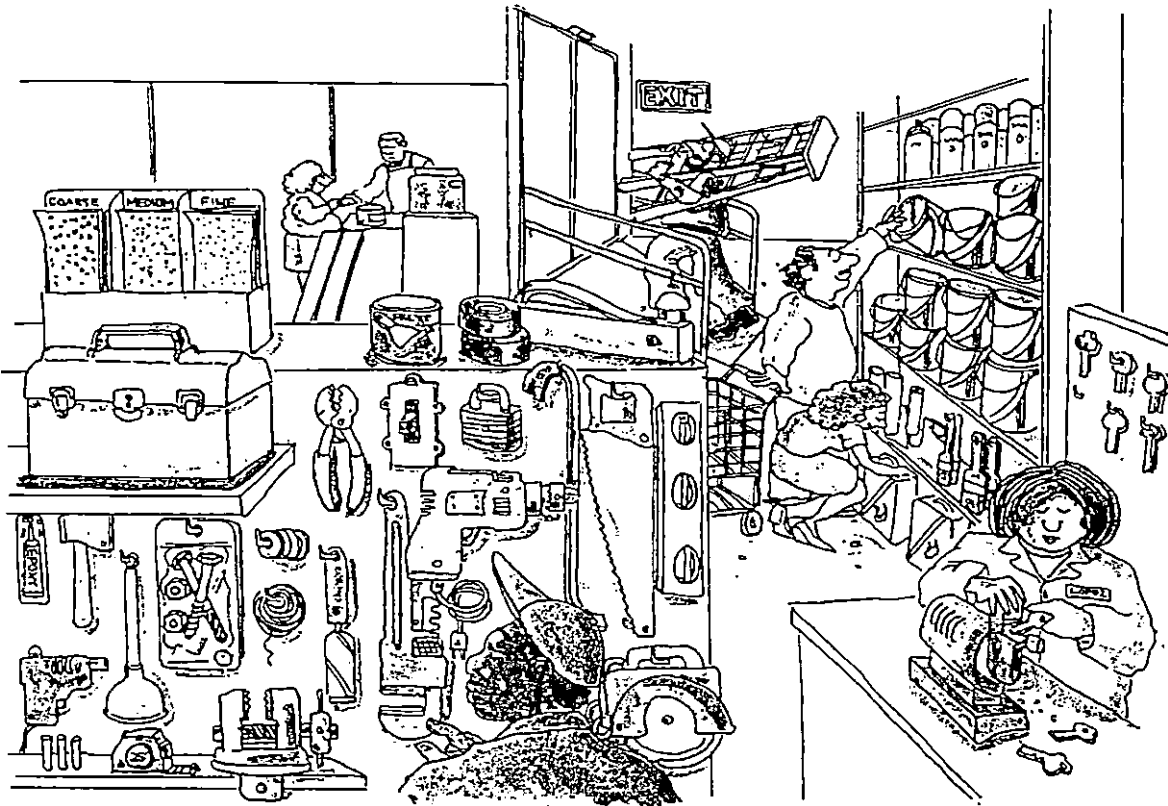


1. bracelet
2. chain
3. diamond
4. emerald
5. engagement ring

6. jade
7. necklace
8. pearl
9. pin
10. ring

11. ruby
12. turquoise
13. wedding ring

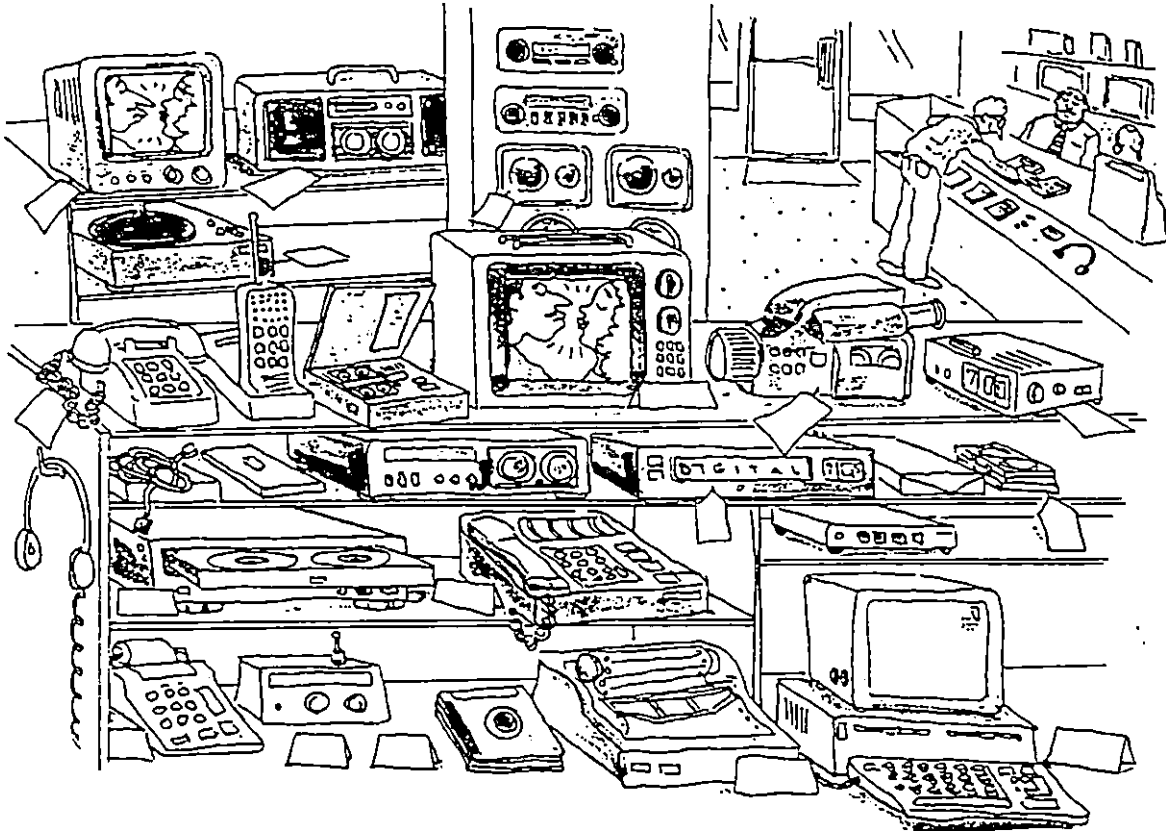
# Supplementary Sheet 1-9 Hardware Store



- |                    |                |                  |
|--------------------|----------------|------------------|
| 1. bolts           | 11. level      | 21. stepladder   |
| 2. chisel          | 12. lock       | 22. switch       |
| 3. crowbar         | 13. nuts       | 23. tape measure |
| 4. electric drill  | 14. paint      | 24. tool         |
| 5. electrical tape | 15. paintbrush | 25. tool box     |
| 6. glue            | 16. paint can  | 26. turpentine   |
| 7. glue gun        | 17. plane      | 27. vise         |
| 8. handsaw         | 18. pliers     | 28. washer       |
| 9. hatchet         | 19. power saw  | 29. wire         |
| 10. key            | 20. sandpaper  | 30. wrench       |

## Supplementary Sheet 1-10

### Electronics Store



- |                      |                         |
|----------------------|-------------------------|
| 1. adding machine    | 10. CD ( compact disc ) |
| 2. answering machine | 11. color television    |
| 3. audio cassettes   | 12. computer keyboard   |
| 4. black & white TV  | 13. cordless phone      |
| 5. boombox           | 14. fax machine         |
| 6. calculator        | 15. floppy disk         |
| 7. camcorder         | 16. headphones          |
| 8. car radio         | 17. modem               |
| 9. cassette recorder | 18. modular telephone   |

NEW FROM  
**LE BLANC FASHIONS**

Le Blanc Fashions introduces its new line of fashions. This year, the new look is unusual color combinations. Wild colors. All different colors. Every color, all at once.

Here, for example, our model is wearing a red hat, a yellow scarf, a blue sweater, a brown belt, an orange skirt, and green high heels. How's that for wild colors?

Our other model is wearing a red cap, a blue tie, a yellow scarf, a khaki coat, and gray shoes. Wild and crazy colors — the look of the future!



high heels

Mentel, 1997, p. 77

## **Focus Sheet 2-1**

### **A Shopping Day**

Jessica and Monica go shopping together because they are going to attend a friend's wedding next week.

Jessica: Monica, we have to buy some new clothes for Vickie's wedding next week.

But I have no idea what should we buy.

Monica: Me neither. But that's OK, we can ask the salesperson over there.

Excuse me, ma'am, can you help us? We want to find some formal clothes for a friend's wedding.

Salesperson: Sure, I think you need to look at evening gowns in the women's clothes on the second floor. Let me take you there. My name is Linda.

Lynda: Here we are. You can take a look at and choose what you like. I will give you the size you need. We have fitting room there, so you can try them on.

Jessica: Thank you!

After twenty minutes, both Monica and Jessica choose their desired dress. They ask Lynda to give them the right size.

Monica: I need size five with this style.

Jessica: I need size seven with the color black.

Lynda: Wait just a minute, please.

Lynda: Here you are. Do you need a fitting room?

Monica: Yes, please.

Lynda: How does the dress fit?

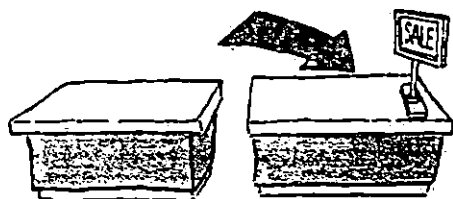
Monica: It fits me well. I'll take it.

Jessica: I don't like this one. I'll look for another style.

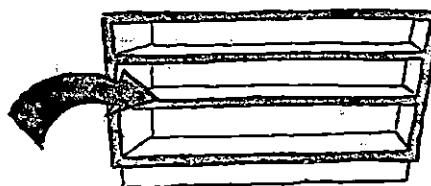
## Focus Sheet 2-2 Practice Conversations

Read the following dialogue. Form groups of two and do more practice.

*Joseph is shopping for clothes.*



... which table?      ... the table on the right, with the sale sign.



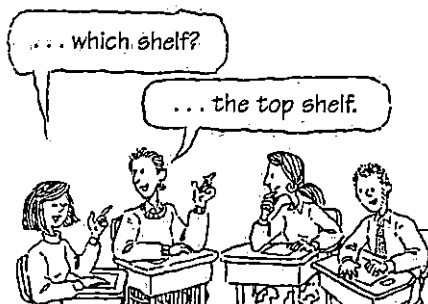
... which shelf?  
... the middle shelf.



*Listen and put your pictures in the correct places on your worksheet.*

GROUP WORK

Practice asking questions like these. Use your worksheet.



Mentel, 1997, p. 74



Read the following dialogue. Form groups of two and do more practice.

*Mike is at a new job in an office.*



He's wearing a red T-shirt and jeans.



She's wearing a pink-striped blouse and khaki pants.

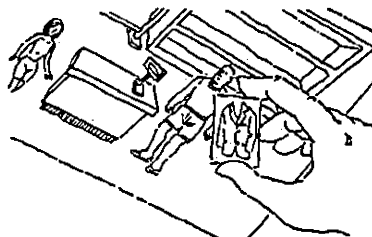
*Listen*



*Listen and put your pictures in the correct places on your worksheet.*

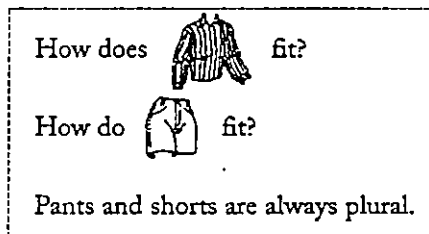
**GROUP  
WORK**

Practice questions and answers like these. Use your worksheet.



Read the following dialogue. Form groups of two and do more practice.

## Debbie and Joseph are trying on clothes.



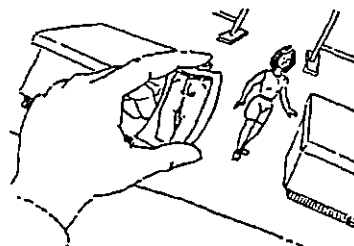
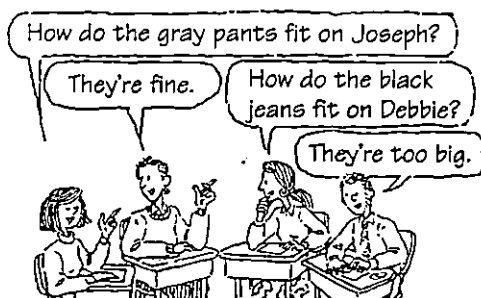
Listen



Listen and put your pictures in the correct places on your worksheet.

GROUP  
WORK

Practice questions and answers like these. Use your worksheet.



## **Focus Sheet 2-3**

### **Prom Dresses and Tuxedos**

Form students into groups of four or five. Have them read and discuss this essay.

#### **Dresses**

The style of evening gowns varies tremendously from year to year, and from school to school. Some years everyone will be wearing cocktail-length dresses, and in other years long dresses will be the range. For many years black was the best color, while lately pastels and metallics have made a comeback. If you aren't sure what you want, look in magazines and in stores starting in about February. Give yourself a lot of time to decide what type of dress you want.

Your first option for getting a dress would be going to a dressmaker. You would need to describe what you want, and the two of you can plan the timing, fabric, and fitting schedule for making your prom gown. Be warned however, that a dressmaker can be very expensive, and the dress you have imagined may not be what you end up with.

The safer way to get a dress for the evening would be by shopping around. There are many stores that sell evening gowns. Some even specialize in them. Try on every dress that you think might work for you. Dresses usually look very different on you than they do on the hanger. If you don't try it on, you may eliminate a dress on the rack that looks great on you—so take your time.

#### **Tuxedos**

Most guys wear tuxedos to their proms, which according to Emily Post is considered semi-formal attire. But if you have a nice dark-colored suit, you might be able to wear that, depending on your particular dance. The school or social mores where you live may require a tux for the evening. But in California, people are much more unconventional and casual—so check out your options. If you rent a tuxedo (which can include shoes) for the evening, the going rate is \$50-\$100 depending upon what extras you might want. The fancier the tuxedo, the more expensive the price will be.

Cited From: wysiwyg://20/http://www.prom-night.com/pntfguys.htm

## Work Sheet 2-1 Grammar and Writing

Learn the grammar which appeared in the Focus Sheet 2-2 and do some practice.

### QUESTIONS AND ANSWERS WITH **HOW**

How	do	the pants the shorts	fit?	It	fits	fine. well. OK.	It's	too big. too small.
	does	the T-shirt the shirt the jacket						
				They	fit		They're	

### QUESTIONS AND ANSWERS WITH **WHICH**

Which	table rack shelf man woman person	?	The top one. The big one. The one under the clock. The one wearing the blue hat. The tall one. The one near the stairs.

### • EXERCISE •

Circle **do** or **does**. Then answer the question. Use your worksheet.

1. How do/does the khaki pants fit on Joseph?

\_\_\_\_\_

2. How do/does the red T-shirt fit on Debbie?

\_\_\_\_\_

3. How do/does the blue jeans fit on Debbie?

\_\_\_\_\_

4. How do/does the brown jacket fit on Debbie?

\_\_\_\_\_

5. How do/does the purple T-shirt fit on Joseph?

\_\_\_\_\_

**Work Sheet 2-2**  
**Speaking and Writing**

1. Walk around the room. Ask and answer this question: "What size \_\_\_\_\_ do you wear?"
2. Write a different name on each line, and write the size under the name.

1. sneakers                      Name \_\_\_\_\_

Size \_\_\_\_\_

2. jeans                              Name \_\_\_\_\_

Size \_\_\_\_\_

3. T-shirt                              Name \_\_\_\_\_

Size \_\_\_\_\_

4. blouse                              Name \_\_\_\_\_

Size \_\_\_\_\_

5. socks                              Name \_\_\_\_\_

Size \_\_\_\_\_

6. shirt                              Name \_\_\_\_\_

Size \_\_\_\_\_

7. dress                              Name \_\_\_\_\_

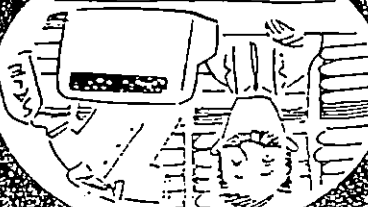
Size \_\_\_\_\_

8. jacket                              Name \_\_\_\_\_

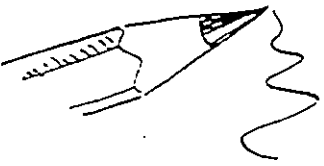
Size \_\_\_\_\_

## Work Sheet 3-2


### Playing Games




Where is he?



Draw one accessory you have today.



The laundromat is closed. Lose one turn.



What do you wear at the beach?

Put your marker on the START space.

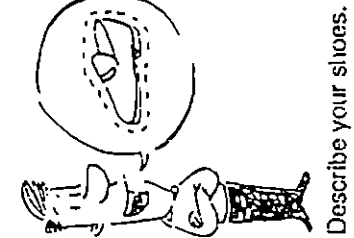
Take turns flipping a coin.

Heads — move 2 spaces

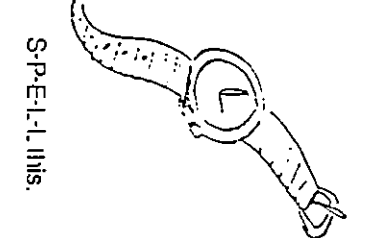
Tails — move 1 space

Follow the directions or answer the question on the space.

Play until everyone reaches FINISH.



Describe your shoes.



S-P-E-L-L this.

Put your marker on the START space.

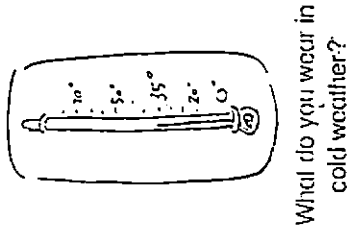
Take turns flipping a coin.

Heads — move 2 spaces

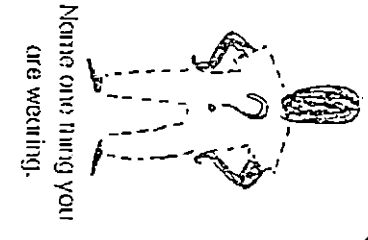
Tails — move 1 space

Follow the directions or answer the question on the space.

Play until everyone reaches FINISH.



What do you wear in cold weather?



Name one thing you are wearing.

Put your marker on the START space.

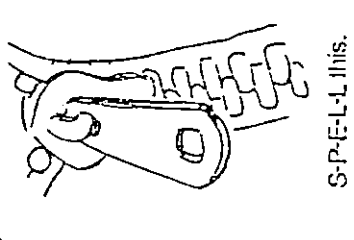
Take turns flipping a coin.

Heads — move 2 spaces

Tails — move 1 space


Follow the directions or answer the question on the space.

Play until everyone reaches FINISH.




S-P-E-L-L this.

**START**

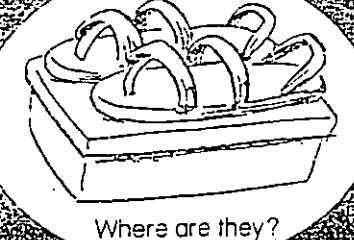


Say your first name and your shoe size.

**FINISH**



Where do you wash your clothes?



Where are they?

Silberstien, 1994, p. 48

## **Work Sheet 2-4**

### **Clothes Game**

#### **Instructions:**

1. Divide the class into two groups.
2. Line up the group.
3. Have the person at one end of the line step up, so that the two persons from opposite teams will face each other.
4. The teacher will serve as the host of the game.
5. On the teacher's count of three, the contestants simultaneously point to one part of their clothes.
6. The person from the opposite team must yell out the English name of the clothes.
7. The contestant who has the correct answer is the winner and is asked to step out of the line.
8. The round continues until one team has no more members. The team therefore is declared the winner of the game.

## Homework Sheet 2-1

### Dressing Room

Look at the picture, and describe the dressing room.



■ Copy the description.

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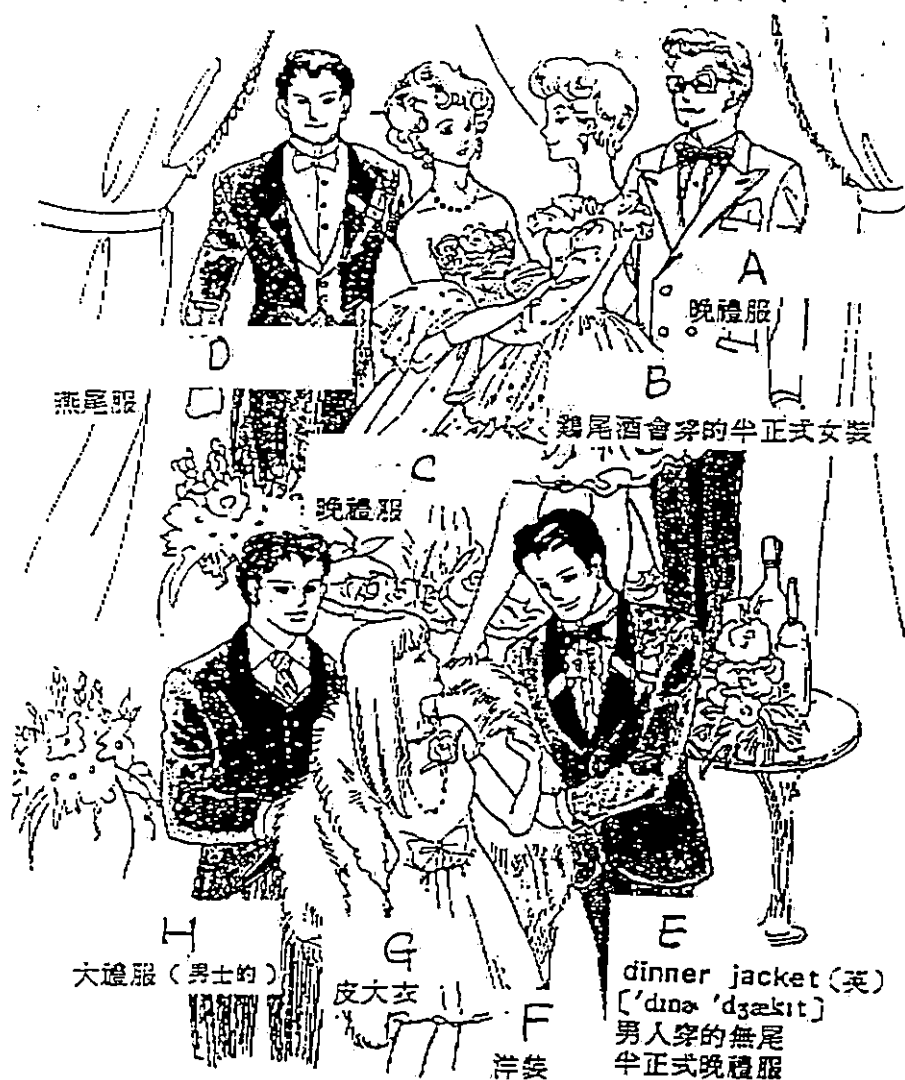
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# Test Sheet 2-1

Name the clothes shown in the following picture. Write the correct name in the blanks.



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

H. \_\_\_\_\_

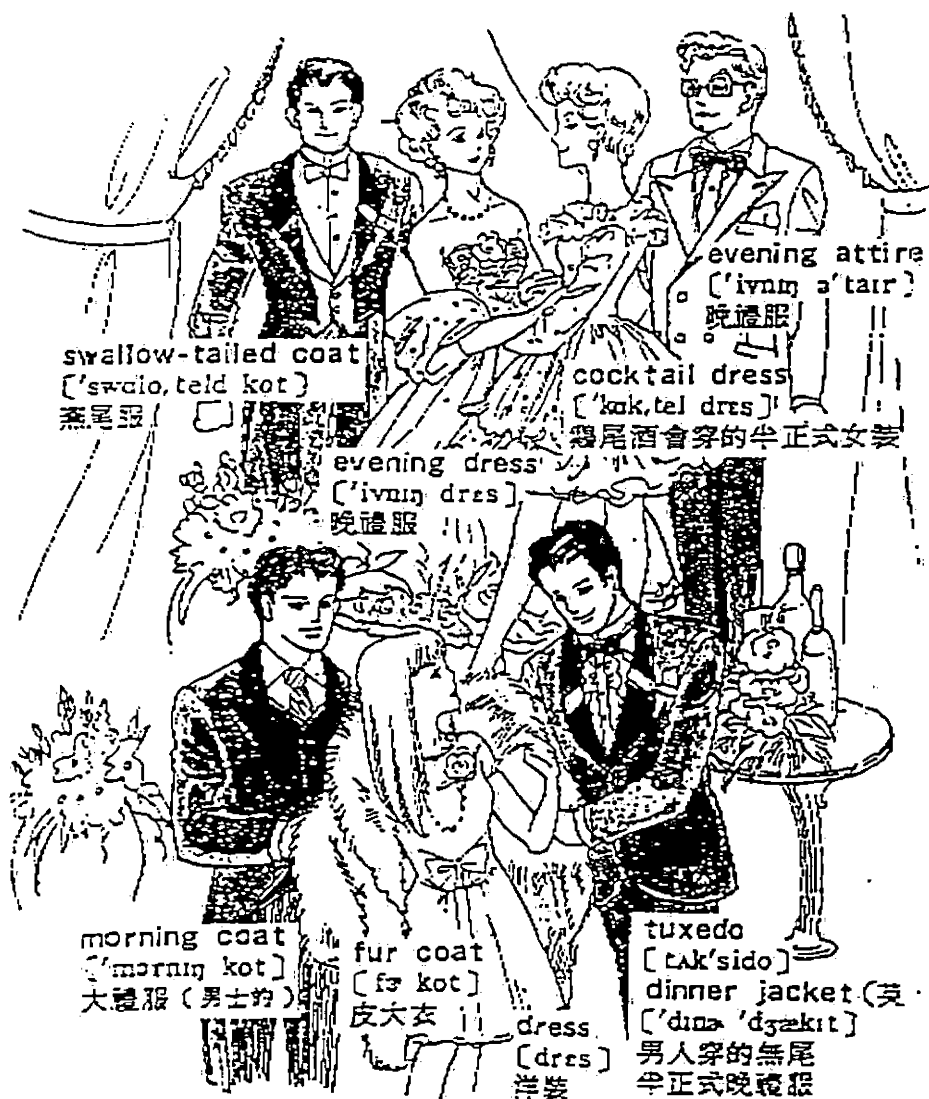
## Test Sheet 2-2

Read the following instructions and write down the conversation.

You and your friend, Tommy, are going to buy jeans, a jeans jacket, sun glasses, a vest for camping, shoes, a bracelet for Tommy's mother, and a tuxedo for the high school prom. Please write down the dialogue that you use when you buy these things. First, you will want to ask where to buy, the size, and the color. Talk to the salesperson if you need to try them on. Try to design conversation between you and the salesperson.

[illegible]

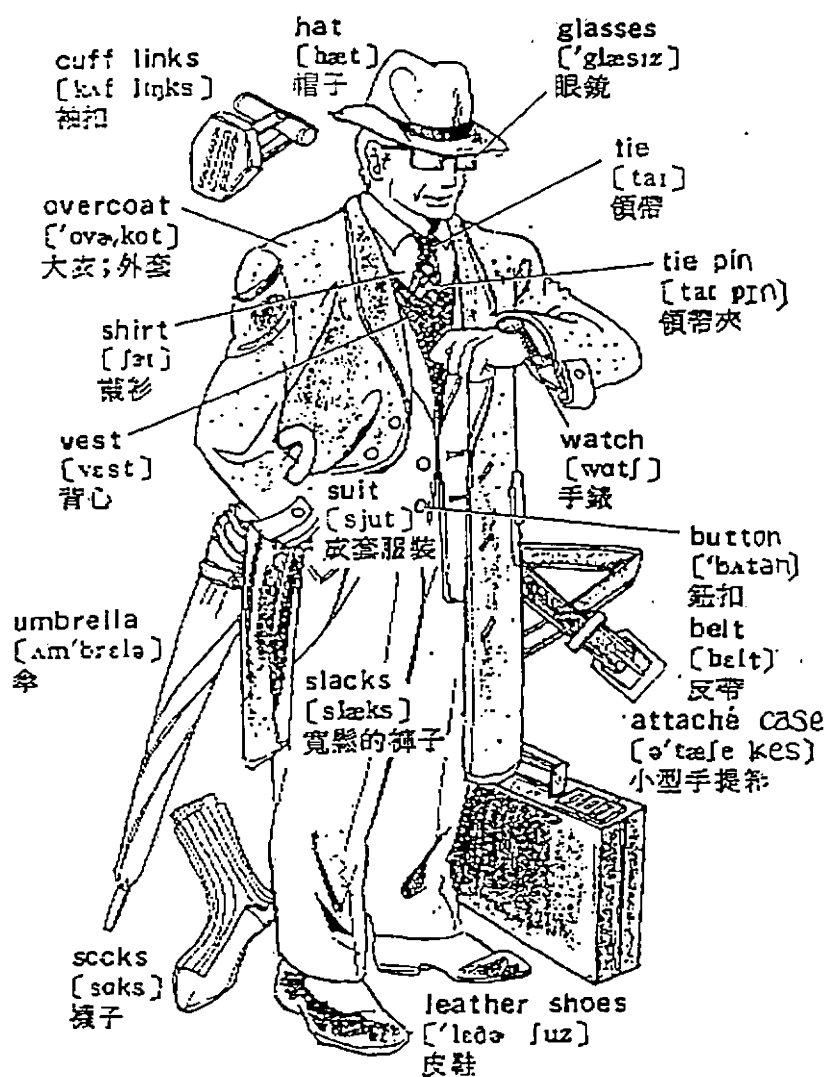
Poster 2-1  
Formal Dress



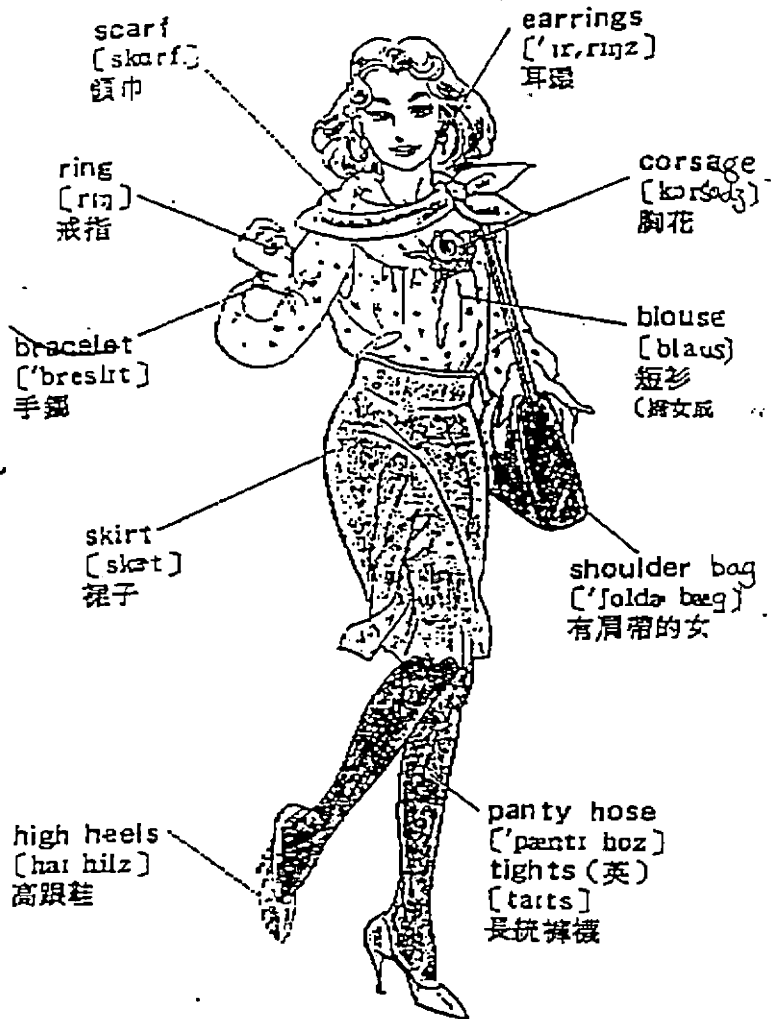
Poster 2-2  
Informal Dress



Poster 2-3  
Men's Clothes



Poster 2-4  
Women's Clothes



# Focus Sheet 3-1

## Pair Practice

Pair students and have them practice using the examples below.



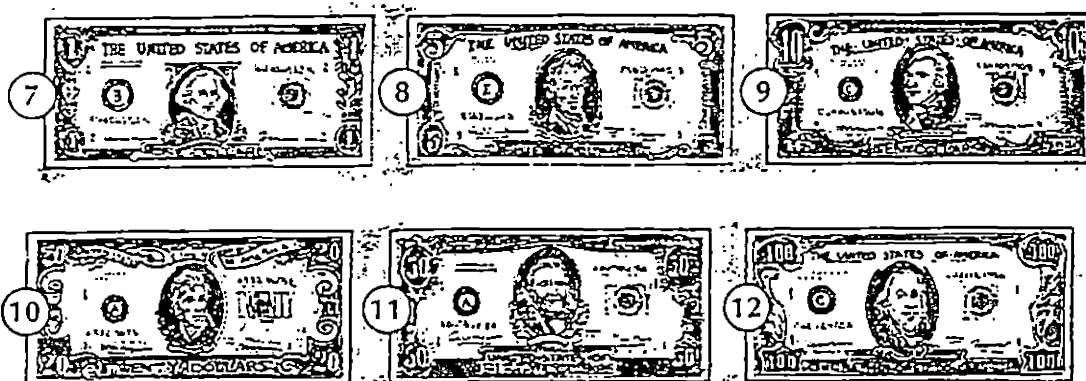
Name	Value	Written as:
1. penny	one cent	1¢ \$ .01
2. nickel	five cents	5¢ \$ .05
3. dime	ten cents	10¢ \$ .10
4. quarter	twenty-five cents	25¢ \$ .25
5. half-dollar	fifty cents	50¢ \$ .50
6. silver dollar	one dollar	\$1.00



- A. How much is a penny worth?  
B. A penny is worth one cent.

- A. Soda costs seventy-five cents.  
Do you have enough change?  
B. Yes. I have a/two/three \_\_\_\_\_(s) and ...

Pair students and have them practice using the examples below.



Name	We sometimes say:	Value
7. (one-)dollar bill	a one	one dollar
8. five-dollar bill	a five	five dollars
9. ten-dollar bill	a ten	ten dollars
10. twenty-dollar bill	a twenty	twenty dollars
11. fifty-dollar bill	a fifty	fifty dollars
12. (one-)hundred dollar bill	a hundred	one hundred dollars



- A. I need to go to the supermarket.  
Do you have any cash?
- B. Let me see. I have a twenty-dollar bill
- A. Twenty dollars is enough. Thanks.
- A. Can you change a five-dollar bill/a five?
- B. Yes. I've got *five* one-dollar bills/*five* ones.

Molinsky & Bliss, 1994, p. 32



# **Focus Sheet 3-2** **To Pay by Check**

The following is a conversation between a customer and a clerk about paying by check.

A: Good morning. Is this all yours?

B: Yes.

A: The total is fifty-five and seventy-six cents.

B: Can I pay by checks?

A: Of course.

The customer writes the check as the following.

B: What should I put on the title?

A: Just put "Happy Land." Is all the information listed here correct?

B: Yes.

A: Can I have your phone number and your driver's license?

The clerk writes down the telephone number and the number of the ID.

A: Here you are. Have a nice day!

B: Thanks, bye.

Write the name you want to pay to

Write date here

B7778676

WEN LIN CHIEN  
457 MANOEUVILLE DR.  
WALNUT, CA 91789

01-07-01

16-3514/3220  
93232557690

DATE Feb. 20. 99

355

626-964-1799

PAY TO THE ORDER OF Happy Land \$ 55.76

fifty-five and 76/100 only DOLLARS

\* Put how much you pay

Wen-Lin Chien

MEMO \_\_\_\_\_

1:322086142:938326576901199 0355

Write your signature

Write same amount of money in letter

**Focus Sheet 3-3  
To Pay by Credit Card**

Teach students to pay by credit card.

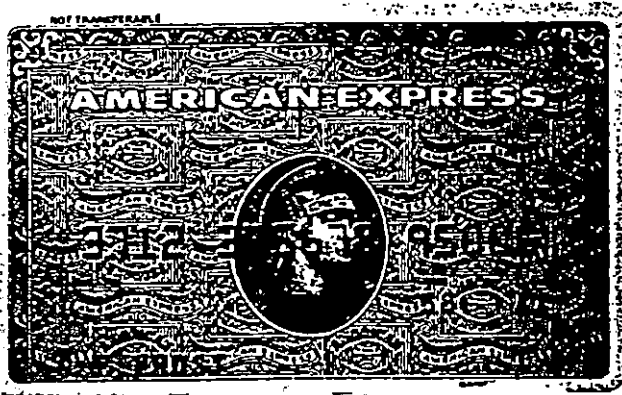
A: The total is one hundred four dollars and eighty-five cents.

B: I will pay by credit card.

A: Sure.

B: Here is my card.

A: Please sign here.



**Sea World** 

500 SEA WORLD DRIVE  
SAN DIEGO, CA 92109  
TELEPHONE (619) 222-6363

SEA WORLD OF CALIFORNIA  
SAN DIEGO CA  
Merchant # 530249945

CHIEF  
CHIEF/WEN-LIN

12/99  
02/13/99 10:25 am R12 Egg132  
T 70 300347 M00024 A920131

PARK ADMISSIONS \$ 104.85

TOTAL \$ 104.85

*x Wen-Lin Chien*  
Guest Signature

Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown herein and agrees to perform the obligations set forth in the Cardholder's agreement with the issuer.

GUEST COPY

**Focus Sheet 3-4**  
**Reading the Receipt**

Read the receipt and circle these words.

cash   change   large   size   total   tax   XL

Dixon's Department Store		
24 Grand Street		
New Amsterdam, New York		
123567	3 SHIRTS SIZE 17 AT 9.99	29.97
543210	3 PAIRS OF SOCKS, LARGE	7.00
987654	2 PAIRS XL WORK PANTS AT 29.99	58.98
789012	4 MEN'S BRIEF UNDERWEAR L	16.00
<hr/>		
SUBTOTAL----->		111.95
TAX----->		8.85
TOTAL----->		120.80
CASH		125.00
CHANGE----->		4.20

Write the missing information.

1. The customer bought 3 shirts that were size 17.
2. The customer wears size \_\_\_\_\_ pants.
3. One pair of work pants costs \_\_\_\_\_.
4. The tax on the bill is \_\_\_\_\_.
5. The total is \_\_\_\_\_.
6. The customer paid with \_\_\_\_\_ and got \_\_\_\_\_ change.

**Focus Sheet 3-5**  
**Get Exchange or Refund**

The following presents the dialogue when a customer wants to exchange or refund something she/he bought.

A: Good morning.

B: Good morning. I would like to exchange the pants for the jeans. I do not like the color of the pants.

A: Sure, let me help you. Do you have your original receipt?

B: Yes.

A: The difference is twenty dollars and fifty-seven cents.

**J. CREW**

J. CREW  
3 COLORADO BLVD.  
PASADENA, CA 91105  
626 568-2739

D  
N  
C  
E  
E  
R

RETURN 1401 1 00007 94470  
EXCHANGE 0521 04/17/98 07:00 PM

RECEIPT? yes/no  
RETURN MER

STORE/TERM/TRANS #: 0504/00002/30680  
DATE MM/DD/YY : 04/16/98

1	014054001064	
	TENCEL EASY PANT	-39.00
	08.25%	-3.22
	TOTAL	-\$42.22

NEW MERCHANDISE		
1	014081201020 LINEN JEAN	58.00
	TOTAL	\$58.00
	08.25%	4.79
	TOTAL	\$20.57
	MC/VIS/DIS	20.57

ACCOUNT NUMBER

EXPIRATION DATE 12/99  
AUTHORIZATION NUMBER 307968

The following is a sample dialogue when a customer wants to exchange or refund something she/he bought.

A: Good morning.

B: Good morning. I would like to return this watch.

A: Is there anything wrong with it?

B: No. I bought this as a birthday gift, but my friend does not like it very much. This is the original receipt.

A: OK. The forty-eight dollars and forty-nine cents will go back to your account.

A: Thank you very much!

WARNER BROS.  
BREA MALL  
1065 BREA MALL WAY  
(714) 990-3600

RETURN 22116 1 00005 38777  
0048 11/28/98 04:46 PM

ORIGINAL ASSOCIATE # 13936  
RETURN  
1 417010270000  
MOODY MARVIN WATCH -45.00  
QTY 1  
7.75% TAX -3.49  
TOTAL -\$48.49

DUE CUSTOMER  
VISA/MC 48.49  
ACCOUNT NUMBER  
EXPIRATION DATE 12/99  
0481040571

CUSTOMER NAME : Wen-lin Chien  
ADDRESS : 457 Manserville Dr  
CITY/STATE : Walnut, Ca  
ZIP : 91789  
PHONE NUMBER : 6269621799

# Work Sheet 3-1 Reading Receipt

Make students into groups of four. Have them read the two receipts from Denny's and the Disney Store and make conversations about a shopping day. They will create the dialogue by completing the following sentences:

1. Today, I went to shopping with Tom.....
2. We went to the Disney Store and I bought.....
3. It cost me.....
4. We went to Denny's after shopping at.....
5. We ordered.....

## THE DISNEY STORE

Brea Mall (714) 990-2264  
http://www.disneystore.com

16 CASH-1 5401 0449 402

SIMBA'S PRIDE RESI 18.00  
410066832680  
SMPLY PH CUP/SAUCE 12.00  
416028797752

SUBTOTAL 30.00  
CA 7.75% SALES TAX 2.33  
TOTAL 32.33

VISA :  
EXPIRATION DATE : 12/99 SWIPED  
AUTHORIZATION # : 661359  
VISA/MC \$32.33

\*\*\*\*\*  
CARDHOLDER ACKNOWLEDGES RECEIPT OF  
GOODS AND/OR SERVICES IN THE AMOUNT  
OF THE TOTAL SHOWN HEREON AND AGREES  
TO PERFORM THE OBLIGATIONS SET FORTH  
IN CARDHOLDER'S AGREEMENT WITH THE  
ISSUER.

\*\*\*\*\*  
WEN-LIN CHIEN

*Wen-Lin Chien*

GUEST'S SIGNATURE

THANK YOU FOR BEING OUR GUEST  
Happy Holidays

11/25/98 17:20

# Denny's

DENNY'S #1330

385 S. MOUNTAIN RD.  
UPLAND CA, 91786

Table # 013

ORD# 0043 PTY#02

Name : MARY

1 SIRLOIN STEAK 5.99  
1 FARMER OMELET 3.99  
1 MOZZ STICKS 4.49  
1 RASPBERRY TEA 1.49  
1 ICED TEA 1.35

17.31

SUB 1.34

TAX  
TOTAL 18.65

TIP 2.00

TOTAL 20.65

19:24 01 10/30/97

## Work Sheet 3-2

### Filling Out Receipts

Distribute Focus Sheet 5.5 Explain that you are going to tell some stories about store purchases and that the students will fill out the receipts on Focus Sheet 5.5 to match the stories.

--Tito and his father went shopping for a new lamp and a new bed. Both items were on sale. They bought a lamp that cost \$125.00 and a bed that cost \$239.00. The sales tax was \$21.84.

On the first receipt, instruct the students to write the names and prices of both items and add to find the subtotal. Then they enter the tax and add it to the subtotal to find the total cost of the purchase.

Continue presenting stories for which the students write receipts. After the receipt for each story is done, encourage the students to read the completed receipt, including the total, and to tell where the purchase was made.

--Lan needed to buy a new hammer. The regular price was \$10.00. But the sale price was \$7.00. She also bought some nails, which cost \$3.00, 4 shelves for \$15.00, and a can of paint for \$3.50. The tax on these items was \$1.71.

--Julia's mother purchased a new desk.

The regular price was \$300.00, but the sale price was \$275.00. In the same store, she bought a clock for \$8.75 and a pair of candles for \$5.99. The tax on these items was \$17.38.

--Mr. Pan bought light bulbs for \$3.00, a shovel for \$12.00, a rake for \$5.00, and some trash bags for \$2.75. The tax on these items was \$1.37.

**Focus Sheet 5.5**

Name \_\_\_\_\_

1	Receipt	Price
	Item	
	Subtotal	
	Tax	
	Total	

2	Receipt	Price
	Item	
	Subtotal	
	Tax	
	Total	

3	Receipt	Price
	Item	
	Subtotal	
	Tax	
	Total	

4	Receipt	Price
	Item	
	Subtotal	
	Tax	
	Total	

17

### **Work Sheet 3-3**

#### **Top-down Reading**

#### **How much will the evening cost?**

The cost of Prom Night can vary greatly from around \$150 to as much as \$1500. But you don't have to spend a fortune to have a good time if you plan ahead and make intelligent choices. Just be sure that when you decide to spend money on a particular item the money spent is worth it to you. It is your money and your night; choose wisely. The following is a list of items that will probably be part of your evening's expenses.

#### **Ticket**

This will vary from school to school. Some schools still have their proms in their school gymnasiums, and in these cases, the cost of the ticket could be as low as \$20 per couple. But most high schools have their Junior-Senior Prom off-campus at a hotel, country club, or other ballroom facility. In a few of these cases, the ticket will cost \$40-\$50 per couple, but most prom tickets now cost between \$90-\$150 per couple. In these cases, dinner is included in the dance price, as the entire evening can be spent with your friends at the prom itself. If the ticket is for your prom in the \$90-\$150 range, you and your date may want to consider splitting the cost of the ticket. Most students do. It is just too expensive for one person to pay for the whole thing.

#### **Dinner**

If your dance does not provide dinner, or if you just want to go somewhere to eat before you go to the prom anyway, there are many choices as to where you can eat. It is often fun if you go in groups of two to four couples. If your group is bigger than that,



you may have difficulty finding seating in the restaurant of your choice. Be sure that you make a reservation at the restaurant ahead of time. You may want to tell the restaurant at the time you are making your reservations that you are going to your prom after eating, and will need to be served in a timely fashion. Restaurants are usually cooperative if you tell them your needs. In fact, many will try to help you make it a special night. Expense here can also vary dramatically. Often each person pays for his or her own dinner, but again that will depend on your situation. Just remember that Prom Night is expensive, and most students try to split the costs as evenly as possible. Dinner could run anywhere from \$10-\$20 per person.

### **Photographs**

There will be a photographer at the prom ready to take posed couple and group shots. These picture packages can often run you a lot of money, so get a price list from your Activities Office at school before that evening so that you will know how much money you will need to have for this. Most photographers will take check with proper ID or credit cards, so if you have either of these options available to you, it would be safer for you than carrying a lot of cash. You could spend anywhere from \$35--\$150 on pictures. Your parents and relatives may want copies, so calculate those needs into your picture order. These photographs will probably be a keepsake for years to come.

You may also consider taking informal shots of yourself and friends throughout the evening with your own camera. These photos may turn out to be your favorite remembrances from your prom night.

Wysiwyg://20/http://www.prom-night.com/pntf.htm

**Homework Sheet 3-1**  
**Family Purchases**

Name \_\_\_\_\_

Find three receipts for family purchases. Record the information for each receipt.

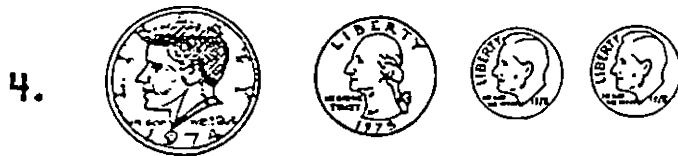
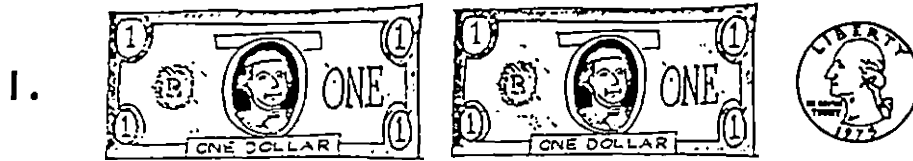


	Receipt 1	Receipt 2	Receipt 3
What was purchased?	_____	_____	_____
Date of purchase	_____	_____	_____
Subtotal	\$ _____	\$ _____	\$ _____
Sales tax	_____	_____	_____
Total	\$ _____	\$ _____	\$ _____

Use the information you recorded to answer the following questions.

1. Which purchase was the most expensive? \_\_\_\_\_
2. What is the total amount for all three receipts? \_\_\_\_\_
3. Which purchase was the most important to you? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Test Sheet 3-1



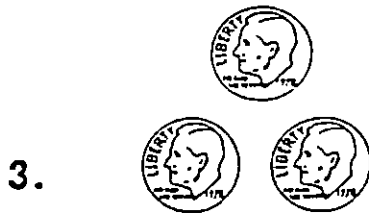
# Test Sheet 3-2



5¢



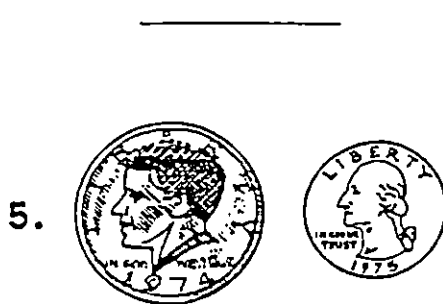
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Poster 3-1 U.S. Currency

#### Coins



1. \$0.01 = 1c  
a penny 1 cent

2. \$0.05 = 5c  
a nickel 5 cents

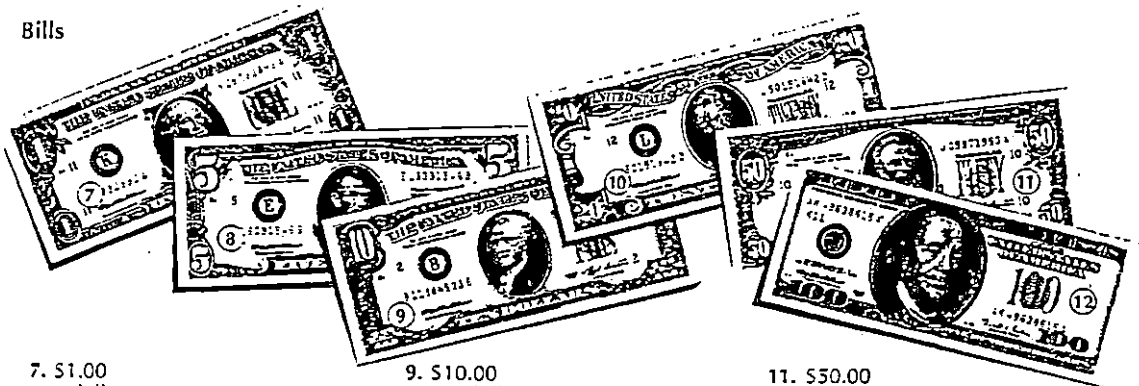
3. \$0.10 = 10c  
a dime/10 cents

4. \$0.25 = 25c  
a quarter/25 cents

5. \$0.50 = 50c  
a half dollar

6. \$1.00  
a silver dollar

#### Bills



7. \$1.00  
a dollar

8. \$5.00  
five dollars

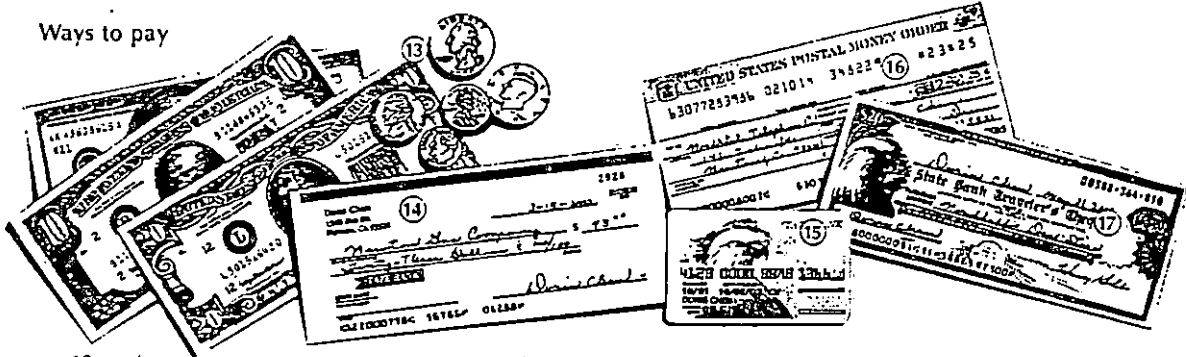
9. \$10.00  
ten dollars

10. \$20.00  
twenty dollars

11. \$50.00  
fifty dollars

12. \$100.00  
one hundred dollars

#### Ways to pay



13. cash

14. personal check

15. credit card

16. money order

17. traveler's check

## **Focus Sheet 4-1**

### **Let Him Know You Want to Go**

Many people are too shy to ask for a date. The best way is to wait for another's invitation. But what if you really want to date him. The following are ten ways to get him ask you to the prom/date. This is useful to both boys and girls. Girls can use these ten ways to let a boy know they want to go out with him. Boys will understand the implicit hints from girls and invite that special girl for a date.

- 1. Go for eye contact.** The "eyeball lock" is the simplest and most common way to get a guy's attention. When you see your "crush" between classes, make a point to meet his eyes. Look at him directly and lock into his gaze. Give him a big smile as you begin to pass each other. Try this a few times and catch his reaction. Chances are, giving him the eye will make him aware you are interested in him and get him talking to you.
- 2. Get a little closer during hang time.** Is the guy you like part of your circle of friends? If he is, give him some extra attention when you go on group outings. Remember, he's probably used to seeing you around, so he might not sense your shift in interest from "gal pal" to possible date material. You don't have to go overboard, but try to sit next to him more often at lunch and when you go to the movies. Be careful when you involve your friends and ask them to tell him to ask you to prom! If it does not work out, be easy on your friends (do not blame them). Remember: this is your deal, and you do not want to create awkwardness within your group.
- 3. Put yourself in his path-often.** Perhaps your prom hopeful has an opposite schedule or totally different friends and you do not see him often. In this case, you will have

where he goes for lunch. Then, show up at his games with some friends or walk by him at lunch. Give him that eye contact and smile. You can not expect him to come to you if you don't see each other that often, and since you're the one who's interested, you have to make the first moves.

**4. Ask him about his prom plans.** If you know he hasn't asked someone yet, don't ask the obvious. Just bring up you friends' plans and ask him where he's going to rent his tux, or if he is going to go in a limo. Once you get him talking about his plans, he will probably realize he doesn't have a date and that's what you're hinting at!

**5. Tell him your prom plans.** If you don't feel comfortable asking him about his plans, talk about what you'd like to do on prom night-if you were going. Try to be subtle as you describe something you'd both enjoy and make it sound wonderful. Maybe it will occur to him that you'd be a lot of fun and a great prom mate.

**Focus Sheet 4-2**  
**Let Him Know You Want to Go**

**6. Do something out of the ordinary.** You don't have to spend a lot of cash, but you can buy a little thoughtful present such as his favorite soda or candy bar. Or buy him a book or magazine you think he'd like. When he says, "Thanks, but why'd you get it for me?" say, "Because I thought you might like it." Then, if he doesn't get the hint, advance to number seven.

**7. Drop some major hints.** Your guy might be way shy (and need extra nudges) or totally "out to lunch" when it comes to picking up a girl's "ask-me" moves. Try dropping some in-your-face hints. It might take some courage on your part, but, hey, it's worth a risk. After all, if you really want to go to the prom, you've got to be willing to work it little!

**8. Suggest going in a group.** Going to prom in a group can be a ton of fun. Maybe your guy's really shy and would feel more comfortable in that kind of situation. Say, "I'm thing about going to prom with a group of our friends. Would you like to come?" Could be he'll say, "Sure," but he'll most likely suggest that you go together as a couple.

**9. Write him a note.** Make it short, sweet and to the point. Tell him you think the two of you get along great and would have a lot of fun together at prom. Try to avoid using the old "check here for yes, check here for no" method. And it might be better to deliver it yourself instead of giving it to a friend to give to him. This way, you can make sure it gets to him.

**10. Just ask him.** Hey, there's truth to that saying, "No guts, no glory." Wait until he's alone (make sure there won't be a chance for interruption), take a deep breath, walk



up to him and say, **“Will you go to prom with me?”** Or something along those lines. It doesn’t have to be a huge, complicated deal. Just pop the prom question. It’s that simple.

Prom Magazine, Spring, 1999

### Focus Sheet 4-3

#### Grammar Time

The following is a dialogue between Jenny and Tommy. Tommy wants to go to see a movie with Jenny. But Jenny has a math test tomorrow....

Tommy: Hi, Jenny. How are you?

Jenny: Pretty good.

Tommy: Do you have time tonight? I'd like to invite you to go to see "There is Something About Mary." I heard that the movie is very funny.

Jenny: I'd love to go with you, but I have a math quiz tomorrow. I am afraid that I can't go tonight. How about this Sunday?

Tommy: That will be great.

#### Grammar

**I would like to invite you to + V.....**

see a movie. I heard the movie is very interesting.
Disney Land tomorrow. I heard that "Tomorrow Land" is fun.
have a cup of coffee. I heard that the coffee there is very great.
go to my birthday party next Monday.
climb a mountain this weekend.

**I'd love/like to go, but.....**

I have to work tonight.
I have a test tomorrow.
I have another appointment with my friend.
My parents don't let me go out on weekdays.
I have a very bad cold.

### Work Sheet 4-1 Role-Play Activity

Group students into threes. Ask them read the following dialogue between Fred and Betty, and make their own conversation using role-play.

Fred: Every time I catch sight of Linda, I hold my breath. She is so beautiful.

Betty: There is a party next week. Why don't you invite her?

Fred: I'm eager to, but I don't have much confidence.

Betty: It doesn't matter. Would you mind my inviting her in behalf of you?

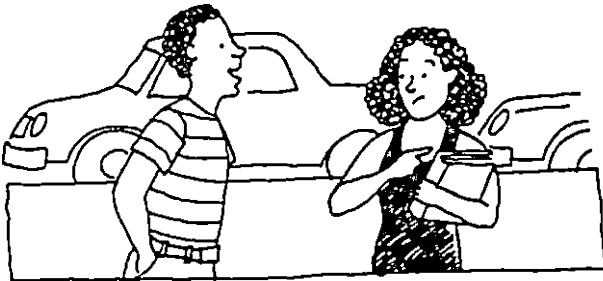
Fred: That would be great! Thank you very much.

Betty: You're welcome.

Betty: Hi, Linda.

Linda: Hi, Betty.

Betty: I just talked with Fred, and he said that.....



## Work Sheet 4-2

### Who's Your Perfect Prom Prince?

Do a little interesting quiz.

There's more to consider than meets the eye when choosing a date for prom, so take this three-part quiz now (not after you say yes!) to ensure a perfect match.

#### Part I

##### The prom personality

1. when you are at a school dance, you tend to be
  - a. fun and outgoing.
  - b. way, way outgoing.
  - c. a little shy.
2. When you get on the dance floor, you:
  - a. put on a scene by bustin' the moves.
  - b. dance or not at all.
  - c. dance with your buds and have a great time.
3. The guys who are attracted to you are usually:
  - a. sometimes shy, sometimes a little wild.
  - b. quiet.
  - c. popular and outgoing.
4. Your prom style will most likely be:
  - a. a bit conservative.
  - b. an outrageous something that screams, "me"!
  - c. stylish and hip.
5. When you go to a dance solo, you:
  - a. hang out with your friends by the wall.
  - b. dance with your buds and eventually ask your crush for a dance.
  - c. grab the first cute guy you see and drag him onto the dance floor.

Prom Magazine, Spring, 1999

**Work Sheet 4-2**  
**Answers to the Quiz**

**Scoring**

- |        |     |     |        |     |     |
|--------|-----|-----|--------|-----|-----|
| 1. a-2 | b-3 | c-1 | 4. a-1 | b-3 | c-2 |
| 2. a-3 | b-1 | c-2 | 5. a-1 | b-2 | c-3 |
| 3. a-2 | b-1 | c-3 |        |     |     |

**Avoid shy guys (5-8 points)**

You are a bit shy, so try going for someone who's a little more outgoing than you.

"You don't want to go with a guy who's just as shy because you'll both end up sitting there being wallflowers and that'll be the worst!" says hypnotherapist and matchmaker Joan Irvine. "But you also don't want to go too far outside your comfort zone." So avoid guys who might overshadow you and instead look for a guy who's going to help you get onto that dance floor or start talking to other people.

**Go with any type (9-12 points)**

Your personality is well-balanced, and you'd get along with most guys. "You're extroverted enough that you can hold your own with an outgoing date and introverted enough to go with the shy guy and make him feel comfortable," says Irvine. Just make sure you have something in common with the guy. Nothing's worse than going to prom and not connecting with your date. Even worse, you could end up being left in the background as he hangs with his buds.

**Stick with your type (13-15 points)**

You've got your own thing going on and you need to go to prom with a guy who's totally comfortable with that. Most likely, it will be a guy who's just as outgoing as you. You can try a shy guy, but make sure he is not supershy: "You will most likely end up carrying the whole evening," warns Irvine. "You should never go for someone totally opposite." If you do go with a less-outgoing type, says Irvine, be sure to include him in your conversations and to make sure he is not feeling left out.

Prom Magazine, Spring, 1999

**Work Sheet 4-3**  
**The Money Issue**

**Part II**

**True or False?**

**T    F**

- ◇ ◇ 1. You have always dreamed of making a grand prom entrance by stepping out of a sleek stretch limo.
- ◇ ◇ 2. You plan to buy your perfect prom dress (no matter what the cost) and go to a beauty salon for the deluxe hair/nails/face treatment.
- ◇ ◇ 3. If your date pulls your corsage out of its box and it's mainly carnations with a couple of red roses, you will be way bummed.
- ◇ ◇ 4. A prom is all about having fun, and you can't have fun unless you spend a lot of dough.
- ◇ ◇ 5. When your date shows up, he'd better be wearing the most stylish tux.

Prom Magazine, Spring, 1999

### Work Sheet 4-3 Answers to the Quiz

90210-style or bust (mostly true answers)

You're going all out, and it's not going to be cheap. Remember that while you are spending a lot of money on a dress and pretty-up services, your date's got his expenses too. So who's going to pay for the limo or the prom tickets? Are you willing to share the cost? Make sure you work these things out beforehand, says Irvine, and that your date's not going to resent you later on after he realizes he's broke. And if it's a choice between a sweet guy who's a good dancer and a dull guy who's got a lotta cash, you better think hard. "You have to take a look and say, "What's most important?" and "What am I willing to trade off?" says Irvine.

Penniless prom (mostly false answers)

An expensive evening isn't that important to you. You and your date know you can find a great dress or tux on sale or at a rental, discount or secondhand store. You might even go the Do It Yourself (DIY) route for your date's boutonniere (check out a book on how to make your own beautiful creation). But if you do have a secret desire for a little bit of prom grandeur, there are ways to make some extra cash. You and your date can get temporary afterschool jobs or ask for your parents' help, says Irvine. "Just be realistic with what you want and what you can afford," she says. "And make sure both you and your date feel the same way."

Prom Magazine, Spring, 1999

**Work Sheet 4-4**  
**The Important Details**

**Part III**

1. Your prom-hopeful's friends are:
  - a. fun and outgoing.
  - b. not your type.
2. He thinks your friends are:
  - a. fun to hang with.
  - b. not his type.
3. Most likely, you both:
  - a. will agree on either going in a group or coming as a couple.
  - b. will disagree on the group/couple issue.
- 4 When it comes to dancing:
  - a. you'll both want to do some fancy footwork.
  - b. one of you will want to dance and the other won't.
5. You think your date might pressure you into doing something you don't want to do (like drinking).
  - a. false
  - b. true

Perfect match (mostly As)

It looks like you'll get along just fine with this guy. You both like the same things and you're bound to have a great time. But don't let your match-made-in-heaven mind-set create new problems: "You don't want to be thinking that nothing can go wrong," says Irvine. "You might set up the evening as the greatest, most wonderful thing and then it turns out you had unrealistic expectations and you have a miserable time." You've got the foundation for a great evening; now just let the evening unfold by itself.



### Wrong match (mostly Bs)

Watch out! You might not be that compatible when it comes down to the very important details. You don't like each other's friends (his ex wants to sit at your table?!) or he's into doing things you're not. "You must know the person's reputation," says Irvine. "Do you want to go out with somebody who's going to be drinking?" If you ignore these differences and convince yourself to go with this guy anyway ("Oh, I'm sure he'll be on his best prom behavior!"), you could be setting yourself up for a huge fail. "You want to make the most of the prom and you want to have your expectations set correctly," says Irvin. "Don't miss out because you haven't planned or figured out your differences."

## Homework Sheet 4-1

### Would You Make a Perfect Prom Date?

So you think you've got what it takes to be a primo prom partner? It might surprise you to know that the way you act around your pals day-to-day says a lot about how you'll behave in special-event mode. Here, find out your great-date potential.

1. You go out for chow with your friends, and they start talking about a subject you're so into. You:
  - a. Want to sound off, but don't say a word. Yikes, you think. What if you come off as a know-it-off or stumble over your words?
  - b. jump into the conversation and listen to your friends' opinions.
  - c. talk the entire time and don't let anyone else get a word in. Hey--you know more about the subject anyway.
2. You're hanging at your locker with your friends and notice the new girl, who happens to be killer cute, having problems with her locker combo. You:
  - a. offer to help and introduce yourself.
  - b. pray your crush doesn't fall in love with her.
  - c. snicker and tell your friends she's all looks and no brains.
3. When you think about the winter formal you just went to, you:
  - a. absolutely cringe. Your date's moves were so outdated you left early.
  - b. cry. You couldn't get up the nerve to dance with your date when he asked you to dance to a slow song.
  - c. smile. You had a great time dancing the night away, even though your new platform heels were giving you major blisters on one foot and your date kept stepping on the other.
4. When a guy like opens a door for you, you:
  - a. blush and wonder why he's being so nice.
  - b. say, "Hell-o? It's the '90s! and grab the door, insisting he go first.
  - c. say thanks and walk through.
5. You meet your friends at the park, and they decide to rent in-line skates even though they're klutzes on wheels. You:
  - a. skate about 10 feet ahead of them. They're skating slowly and talking about beyond-boring stuff, and you want to get a good cardio workout.

- b. decide to go home. You fell once and trashed your knee and you don't want to go through that embarrassment and pain again.
  - c. skate side by side and help your buds up when one falls.
6. Your friend trips on a branch as you're walking to the cafeteria together. You:
- a. help her up and ask her if she's ok.
  - b. call her a klutz and laugh at her.
  - c. turn red with embarrassment and look around to see if anyone noticed.
7. If your friends could describe you in three words (c'mon, be honest), they'd most likely say:
- a. smart, nice, and confident.
  - b. bossy, dramatic, and boastful.
  - c. quiet, boring, and a worrywart.
8. You go catch a flick with a guy you've been crushin' on for a while. When you go for fries and shakes afterward, you:
- a. talk up the movie even though he hated it and you liked it. You want to persuade him to see it your way.
  - b. become mortified. What if you say something stupid? What if he doesn't agree with your view?
  - c. check out the cute waiter who seems to be looking at you.
9. You were so psyched for your pep-rally routine. But when the big moment arrive, you and your pals were out of step and your classmates were less than impressed. You:
- a. get angry and blame your partners. It was all their fault things didn't go as planned.
  - b. make the most of the situation. Hey, you figure, it was just a pep rally after all.
  - c. feel like you could just die and wonder why you always have such bad luck.
10. You and your friend are trying on prom dresses. You both walk out in your first choices. She says you look pretty in your find and you say:
- a. "Oh, I don't look that great. It would look so much better on you."
  - b. "Thanks, I like it, too. Wow, you look great in yours!"
  - c. "Oh, its OK. I think I'll try this on next. It'll probably look great with my eyes, don't you think? Or maybe I should try on this one, or maybe yours would look best on me. Can you take it off so I can try it on?"

### Scoring

1. a-1	b-2	c-3	6. a-2	b-3	c-1
2. a-2	b-1	c-3	7. a-3	b-3	c-1
3. a-3	b-1	c-2	8. a-2	b-1	c-3
4. a-1	b-3	c-2	9. a-3	b-2	c-1
5. a-3	b-1	c-2	10. a-1	b-2	c-3

### Prom-date doormat (10-16 points)

You're afraid to let yourself shine and if you don't watch it, you could end up being, well, a prom wallflower. You tend to go along with what other people say instead of expressing your own ideas. "This girl's body language and facial expressions give a clear message that says, 'I'm not wonderful-there's nothing special about me,'" says Sharyn Hillyer, M.F.T., a Los Angeles-based relationship therapist. "At prom she might hold back and not interact with a group of people, or not dance because she's not comfortable with herself." You'll probably be withdrawn or very clingy, desperate or possessive. These things are definitely not in the recipe for a fun evening. If you want to give your self-esteem a boost in time for prom, "try a little sweet self-talk," says Hillyer, "by telling yourself that you're pretty and smart, that you have a nice personality and any guy would be lucky to be with you." Take little steps every day, and you'll make your grand entrance as a more confident Cinderella!

### Prom-date-diva (16-22 points)

Your self-esteem is strong-and it shows! Your friends enjoy hanging with you and have respect because you're confident. "In conversations this girl is assertive and stands up for herself without putting other people down," says Hillyer. "At prom she won't be hungry or desperate for compliments or be looking for someone to build her up. She'll also honor herself in that she won't do anything she feels is wrong."

### Prom-date disaster (23-30 points)

You're the flip side of the wallflower, but you've still got low self-esteem. "This girl compensates for her insecurity by bragging, putting other people down and making herself the center of attention," says Hillyer. "At the prom she'll probably bore her date by pointing out other's flaws to make herself look better. She might flirt with other guys. She'll also probably boss her date around and expect him to cater to her." OK,

so maybe you'll be lucky and your date will politely pretend not to notice you're barging around the ballroom like a tank. But why not prepare for prom by practicing being a softer, more kick-back version of yourself?"

Test Sheet 4-1  
Write an Essay

Look at the picture. Write down what do you think they might talk about.



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Focus Sheet 5-1  
Barber Shop

The following are some phrases students can use when going to a barber shop.

- |                                 |  |
|---------------------------------|--|
| ✧ Where is the good barbershop? | ✧ No, you don't have to.                                 |
| ⇒ 什麼地方有好的理髮店?                   | ⇒ 不要。  |
| ✧ Please give me a hair cut.    | ✧ Hair cut or just shave?                                |
| ⇒ 給我理一理髮。                       | ⇒ 理髮還是修面?  |
| ✧ Please give me a shave.       | ✧ Both, and manicure too.                                |
| ⇒ 給我修一修面。                       | ⇒ 都要, 還要修指甲。   |
| ✧ Don't cut it too short.       | ✧ Use the scissors.                                      |
| ⇒ 不要剪得太短。                       | ⇒ 用剪刀剪。  |
| ✧ Where do you part your hair?  | ✧ Is this too tight?                                     |
| ⇒ 你的頭髮要在那裏分開?                   | ⇒ 太緊嗎?   |
| ✧ In the middle.                | ✧ No, just fine. Don't cut the top too much.             |
| ⇒ 在中間。                          | ⇒ 正好, 不要剪得太高了。   |
| ✧ Part in the middle.           | ✧ Cut off more at the side.                              |
| ⇒ 在中間分開。                        | ⇒ 邊上剪短一點。  |
| ✧ More to the side.             | ✧ Cut off more at the back.                              |
| ⇒ 靠邊分。                          | ⇒ 後面剪短一點。  |
| ✧ Part in the left (right).     | ✧ Don't cut at the top.                                  |
| ⇒ 在左邊 (右邊) 分開。                  | ⇒ 不要剪得過高。  |
| ✧ Do I take off my tie?         | ✧ Here is a mirror.                                      |
| ⇒ 要不要把領帶拿掉?                     | ⇒ 看看還滿意嗎?  |
| ✧ No, not necessarily.          | ✧ Just lean back, please.                                |
| ⇒ 不必要。                          | ⇒ 請向後靠一下。  |
|                                 | ✧ My beard are coarse.                                   |
|                                 | ⇒ 我的鬍子太粗。  |
|                                 | ✧ Yes, I noticed that steaming with hot towel will help. |

基本會話, 1994, p. 27

The following are some conversations students can use when going to a barbershop.

✦ Yes, madam, please, into the drier here, and let me know when it gets hot.

⇒好的，太太，請將頭放在烘髮機裡，熱了告訴我。

✦ Getting pretty hot now.

⇒現在很熱了。

✦ That's good. I'll cut off the power.

⇒好的。我馬上關掉電源。

✦ Two-three minutes more and your hair will get completed dried.

⇒再兩三分鐘你的頭髮會完全吹乾。

✦ In front of the mirror once more, and I'll comb you.

⇒再坐在鏡前，我替你梳頭。

✦ Is that all right?

⇒這樣好了嗎？

✦ That's just fine. Beautifully done.

⇒好極了。做得很漂亮。

✦ Thank you. Now how much do I owe you altogether?

⇒謝謝。一共多少錢？

✦ They come to five hundred N.T. dollars.

⇒一共五百元新台幣。

✦ Thank you very much. Please come again.

⇒多謝，請再光臨。

✦ Please give my hair a good brushing.

⇒請把我的頭髮刷一刷。

✦ I just want to have my hair set.

⇒我只要做頭髮。

基本會話, 1994, p. 27



## Focus Sheet 5-2

### Beauty Salon

The following are some conversations students can use when going to a beauty salon.

✦ Please dye tips of the hair in front and back into brunette, making it fade naturally.

⇨請把我前後的髮稍染成淺黑，讓它看起來像是自然褪色。

✦ I'd like to have pin curls only.

⇨我只要用夾子把頭髮捲曲。

✦ Would you like to have the hair tapered a little at the back?

⇨你要不要把後面的頭髮打薄？

✦ Give a clipping to the sides, but not too much.

⇨把兩邊的髮修剪一下，但不要太多。

✦ Would you have the hair singed?

⇨要不要把頭髮燙一下？

✦ Do you care for lotion sprayed?

⇨要不要噴髮乳？

✦ That's nicely set.

⇨做得很好。

✦ Please clean the back of the neck.

⇨請把頸後弄乾淨。

✦ Let me steam your face with a steamed towel and give you massage.

⇨我用熱毛巾給你敷面，然後再按摩一下。

✦ Give me an egg pucker.

⇨用蛋白敷面。

✦ I'd like to have my toe nails manicured.

⇨我要把腳趾甲修一下。

The following are some conversations students can use when going to a beauty salon.

✧ I'd like to go to a beauty parlor, is there any one near by ?

⇒我想到美容院，這附近有嗎？

✧ Yes, there is a good beauty parlor, taxi will take you there.

⇒有一家很好的美容院，計程車會帶你去。

✧ How do you do? Perm your hair ?

⇒你好，要燙髮嗎？

✧ Yes, and manicure too.

⇒也要修指甲。

✧ Do you want to shampoo ?

⇒你要洗髮嗎？

✧ I washed only last night. Please cut the back and short.

⇒我昨晚剛洗，請把後面剪短一點。

✧ What style, please ?

⇒那種髮型？

✧ Well, same as I had before.

⇒和我從前一樣。

✧ Have you got any fashion book I can see ?

⇒你們有什麼髮型的書借給我看看好嗎？

✧ Well, this style, cut the back rather short and the wave in the front coming out.

⇒就這種髮型，後面剪短些，前額燙成波浪狀。

**Work Sheet 5-1**  
**Make a story & Role Play**

Work in groups of three or four. Tell the story of each person in the florist shop by using Poster 5-2. Everyone in the group should contribute at least two sentences. Read your story to the class.

1. Who are the people?
2. What are their names?
3. What occasions are they buying flowers for?
4. What are they going to do when they leave the shop?

**Partner Role Play**

Partner's name \_\_\_\_\_

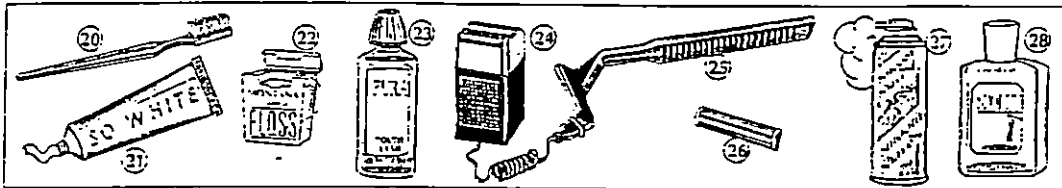
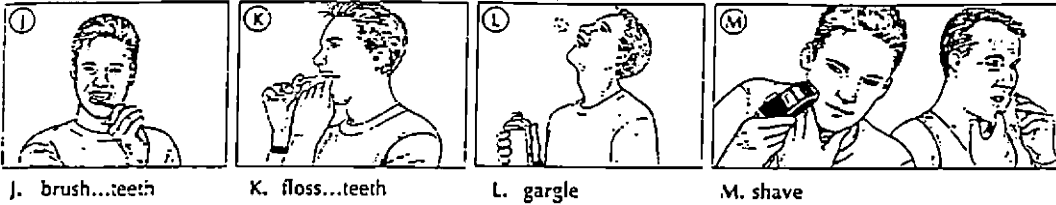
With your partner, choose one situation. Write a role play by using Poster 5-3.

Present your conversation to the class.

1. You are buying flowers for your 19-year-old girlfriend's birthday. What do you buy?  
How much do you want to spend? What will you write on the card?
2. Your friend is in the hospital. You want to buy some flowers or a plant to bring when you visit. How much do you want to spend? What do you want to buy?  
What will you write on the card?
3. It is the last day of class. You are buying a plant for your teacher. How much money did you collect? What will you buy? Will you have the florist put a ribbon around the plant? What color? What will you write on the card?

## Work Sheet 5-2 Before the Prom

Write an essay. Bill is going to his high school prom tonight. Write down what will he do before going to the prom. First, he will go to a barbershop to get his hair done, and then he will brush his teeth..... Write down what will Bill say when describing the hair style he wants and what he will do after brushing his teeth. Use the words in the following pictures.



20. toothbrush

21. toothpaste

22. dental floss

23. mouthwash

24. electric shaver

25. razor

26. razor blade

27. shaving cream

28. aftershave

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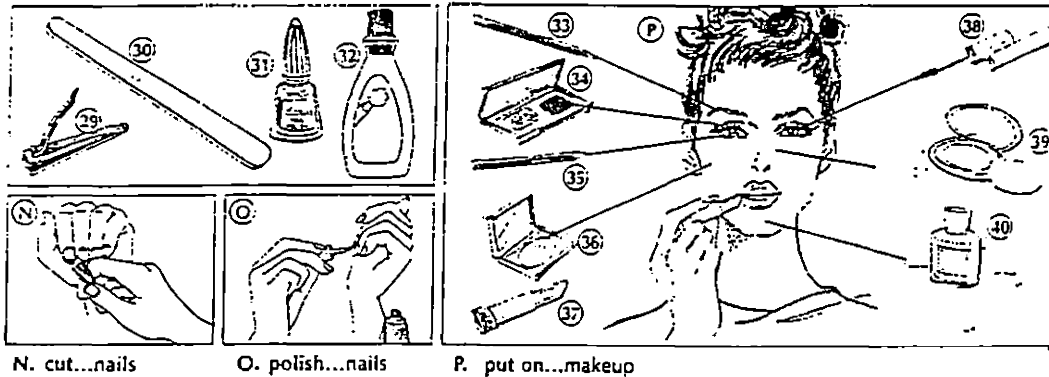
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## Work Sheet 5-3

### Make Up

Write an essay. Brenda is going to a birthday party tonight. She has to go to the beauty parlor and put on make-up. Write down what she might say in the beauty parlor and use the word in the following pictures to write an essay.



29. nail clipper

30. emery board

31. nail polish

32. nail polish remover

33. eyebrow pencil

34. eye shadow

35. eyeliner

36. blush/rouge

37. lipstick

38. mascara

39. face powder

40. foundation

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## **Work Sheet 5-4**

### **Reading Activity**

#### Nail

If you want your fingernails to look especially nice, you can have extensions put on, get a French manicure, or just have a professional manicure done. Again, depending upon where you live and what you have done to your nails, the cost will probably be \$10-\$50.

#### Make-up

Some girls like to have a professional do their make-up for the prom. You can go to a salon that offers this service. Get an appointment and be sure that you communicate what you want to look like. Don't be afraid to tell them to do it again if they mess up some part of your look. You are paying them and you should be happy with the result. Most make-up artists charge \$15-\$40. You could also go to a make-up counter in a department store. If you make arrangements in advance, they will often apply your make up free of charge if you buy some of their products. It may not be cheaper, but you will have make up to take home with you to use for the next six months.

#### Boutonniere

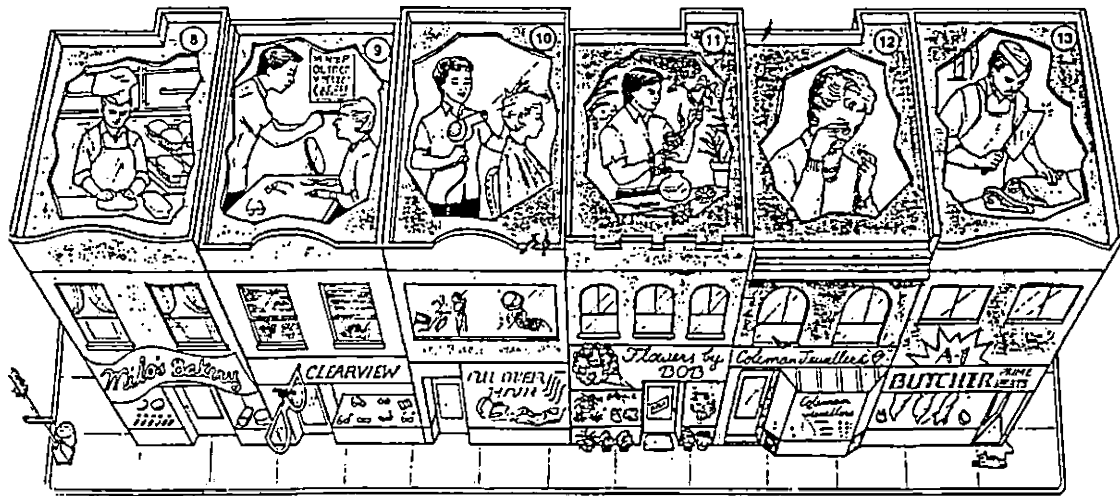
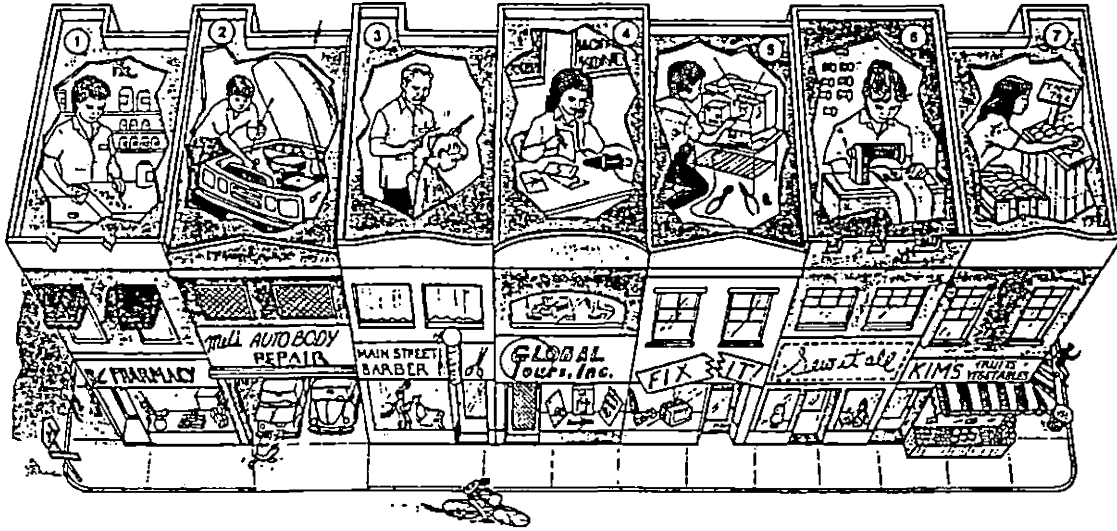
Customarily girls buy a boutonniere for their dates. Usually it is a pin-on carnation or rose with baby's breath to be worn traditionally on the night lapel. You may want to order this at the same time your date orders your corsage. Some florists will make a slightly cheaper package deal if you order the two items together. A boutonniere will cost \$5-\$10.

#### Corsage

It is customary for the boy to buy a corsage for his date. It can be a pin-on type, or one she can wear around her wrist. Some even buy a modified nosegay that a girl can carry in her hand. It is a good idea to know what color dress your date is wearing so that the corsage you choose doesn't clash. Some couples like to go together and choose the flowers. Again, how much you spend on this item varies greatly and what you want determines the cost. Most people spend \$25-\$50 on a corsage. But I have seen as much as \$150 spent. Be wise in making your choice.

# Homework Sheet 5-1 Writing an Essay

According to the picture, write an essay to describe what are the people doing in number 3, 10 and 11.



# Poster 5-1 Describing Hair



- |                         |                  |                |                        |
|-------------------------|------------------|----------------|------------------------|
| 1. short hair           | 8. bangs         | 15. black hair | 22. comb               |
| 2. shoulder-length hair | 9. straight hair | 16. blond hair | A. cut hair            |
| 3. long hair            | 10. wavy hair    | 17. brown hair | B. perm hair           |
| 4. part                 | 11. curly hair   | 18. brush      | C. set hair            |
| 5. mustache             | 12. bald         | 19. scissors   | D. color hair/dye hair |
| 6. beard                | 13. gray hair    | 20. blow dryer |                        |
| 7. sideburns            | 14. red hair     | 21. rollers    |                        |

Parnwell, 1988, p. 23

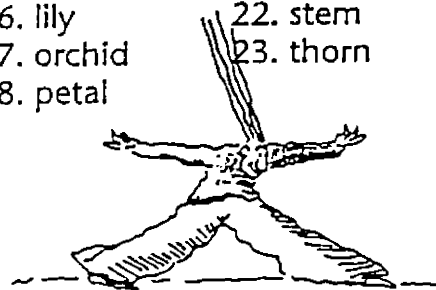


## Poster 5-2

### Florist



- |              |                        |              |                  |
|--------------|------------------------|--------------|------------------|
| 1. bouquet   | 7. daisy               | 13. gladiola | 19. philodendron |
| 2. bud       | 8. fern                | 14. iris     | 20. pot          |
| 3. carnation | 9. florist             | 15. leaf     | 21. ribbon       |
| 4. corsage   | 10. floral arrangement | 16. lily     | 22. stem         |
| 5. crocus    | 11. gardenia           | 17. orchid   | 23. thorn        |
| 6. daffodil  | 12. geranium           | 18. petal    |                  |



# Poster 5-3

## Flowers



1. Tulip a. stem

2. Pansy

3. Lily

4. (chrysanthemum)

5. daisy

6. marigold

7. Petunia

8. Daffodil a. bulb

9. Crocus

10. Hyacinth

11. Iris

12. Orchid

13. Zinnia

14. Gardenia

15. Poinsettia

16. Violet

17. Buttercup

18. Rose

19. sunflower

20. sugarcane.

21. rice

22. wheat

23. oats

24. corn

Parnwell, 1988, p. 60

**Focus Sheet 6-1**  
**Renting a Car**

**租用汽車**

詢問那裏有汽車出租處

A: 我想租部車, 如何能租到呢?

B: 這裡有幾個租車公司的電話號碼.

這附近有租車公司嗎?

最近的租車公司在哪兒?

詢問那裏有汽車出租處

A: I want to rent a car. How do I go about it?

B: Here are some telephone number of rent-a-car companies.

Is there a rent-a-car company around here?

Where is the nearest rent-a-car company?

**想租汽車時**

B: 午安, 有什麼我可以幫忙的嗎?

A: 是的, 我想租部車.

B: 你要租多久?

A: 三天.

我要租車, 租一星期.

B: Good afternoon. May I help you?

A: Yes, I'd like to rent a car.

B: How long will you need it?

A: Three days.

I want to rent a car for a week.

**說出想租何種車**

B: 你要什麼型的車子?

A: 小型汽車.

我比較喜歡旅行車.

我想要那部省燃料的車.

如果可以, 我要有自動變速裝置.

我要人工操作的.

你有臺灣車嗎?

你有什麼種類的車?

B: What kind of model do you have in mind?

A: A compact car.

I'd prefer a station wagon.

I'd like one that goes good gas mileage.

If possible, with automatic transmission.

I prefer the manual.

Do you have Taiwan cars?

What kind of cars do you have?

Focus Sheet 6-1  
Renting a Car

在加油站加油時

B: 有什麼我可以幫忙的嗎?

A: 請你加滿它。

B: 高級汽油或普通汽油?

A: 請加普通汽油。

請加五加崙汽油。

請加十塊錢。

每加崙多少錢?

在加油站加油時

B: May I help you?

A: Fill it up, please.

B: Premium or regular?

A: Regular, please.

Five gallons of gas, please.

Ten dollars, please.

How much is it per gallon?

在加油站中需要有人檢查油料等時

B: 我需要檢查水香和油箱嗎?

A: 是的, 請看一下。

請檢查油箱。

請加一品脫機油。

我想換機油。

左後輪胎壓不足。

我車子洩了氣。

請檢查一下煞車。

你能調整煞車嗎?

請替電瓶充電。

請檢查一下冷卻器。

請洗一下車。

請清洗檔風玻璃。

在加油站中需要有人檢查油料等時

B: Shall I check the water and oil?

A: Yes, please.

Please check the oil.

Put in a point of oil, please.

I'd like to have the oil changed.

The left rear tire is low.

I've got a flat.

Please check the brakes.

Could you adjust the brakes?

Charge the battery, please.

Please check the radiator.

Please wash the car.

Please clean the windshield.

還車時

A: 我想退還車子。

B: 好的, 先生, 可以看你的契約書嗎?

B: 你有買汽油嗎? 先生。

A: 有的, 這是收據, 美金 28 元。

還車時

A: I want to return this car.

B: Yes, sir. Could I see your contract?

B: Did you buy any gasoline, sir?

A: Yes, I did. This is the receipt. It was \$28.

## Focus Sheet 6-1

### Renting a Car

詢問費用, 保險等

A: 租金多少?

B: 達多速 280Z 型每天 20 美元, 一哩 10 分錢, 如果你在途中買汽油請將收據留下, 我們將從你的錢中扣除。

A: 你們行車距離有加錢嗎?

B: 不, 我們車全部是同一價格。  
包括保險嗎?

包括汽油的成本嗎?

若我超過租借期限, 要付多少錢?

什麼是交車費?

我想買保險?

你需要保險嗎?

倘若故障或是發生意外, 我該怎麼辦?

詢問速度限制和到目的地之距離

這裡的行車速度是多少?

我可以在此停車嗎?

車停在這裡, 停一會兒可以嗎?

巴爾的摩距離這裡有幾哩?

到波士頓要花多少時間?

這附近有加油站嗎?

最近的加油站離這兒多遠?

詢問費用, 保險等

A: How much is the rate?

B: Datsun 280Z is \$20 a day and 10 cents a mile. If you buy gasoline on the way, please keep the receipt. We will deduct amount from your bill.

A: Do you charge mileage?

B: No. Our cars are all flat rate.  
Is insurance covered?

Is the cost of gasoline included?

How much will be if I go over the rental branches?

What's the drop-off charge?

I'd like to buy insurance.

Do you need a deposit?

What should I do in case of a breakdown or an accident?

詢問速度限制和到目的地之距離

What's the speed limit here?

Can I park here?

Is it all right to park here just for a second?

How many miles is Baltimore from here?

How long does it take to Boston?

Is there a gasoline station nearby?

How far is the nearest gas station?

**Focus Sheet 6-2**  
**Automobile Insurance in Your State: Two Things to Know**

**1. Are you in a no-fault state?**

In states with no-fault auto insurance, victims of auto accidents are covered by their own insurers, regardless of who was at fault in an accident. Victims can sue the other party under certain circumstances; the limitations vary among no-fault states. No-fault insurance laws vary widely, so you should check with your insurance commissioner's office or an insurance agent for requirements in your state. If part of your coverage is based on no-fault laws, find out if it covers you when you drive in other states.

**2. What is your state's insurance-pricing policy?**

Each state has its own insurance-pricing policy: (1) *noncompetitive pricing* requires all insurance companies in the state to charge the same price for the coverage offered; (2) *prior approval pricing* means that prices must be approved by an insurance commission; prices will generally vary only slightly; and (3) *competitive pricing* allows companies to charge whatever the market will bear.

Call your state insurance commissioner's office for answers to these questions and ask what other insurance information is available to consumers. All state insurance commissioners are located in the state capitals, and most have toll-free telephone numbers listed in local telephone directories under "state government."

Better Business Bureau. 1997; <http://www.bbb.org/library/autoins.html>

### Focus Sheet 6-3

#### Seven Steps to Choosing Coverage

Needs for coverage vary widely among drivers? Learn as much as you can about your particular needs before shopping for insurance.

#### **1. Know your basic financial responsibility as a driver.**

Not all states require you to have automobile insurance, but all states do require you to prove that you can pay specified amounts if you cause bodily injury or property damage while driving. Your proof would be insurance or large amounts of cash or other security. Without one of these, you may lose your driver's license and registration. You may be required to pay an uninsured motorists' fee when you purchase your license plates or tags. A driver rejected by insurance companies may apply for a policy through his/her state's insurance plan for assigned risk drivers.

#### **2. Review the 6 basic types of coverage.**

- a. *Bodily Injury Liability.* Pays your legal defense costs and claims against you if your car injures or kills someone. Covers family members living with you and others driving with your permission.
- b. *Property Damage Liability.* Pays your legal defense costs and claims against you if your car damages another's property. Does not cover your property, including your auto.
- c. *Medial Payments.* Pays medical expenses resulting from an accident for you and others riding in your car. Also pays for you or your family members injured while riding in another's car or while walking.
- d. *Collision.* Pays for repairs of damage to your car caused by a collision with another vehicle or any other object, regardless of who was responsible.
- e. *Comprehensive Physical Damage.* Pays for damages to your car resulting from theft, fire, hail, vandalism, or a variety of other causes.
- f. *Uninsured or Underinsured Motorist.* Pays for costs related to injuries or property damage to you or your family members and guests in your car caused by an uninsured, underinsured, or hit-and-run driver.

**3. Always carry bodily injury and property damage liability insurance.**

Carry uninsured motorist coverage at limits you feel the other driver should have.

Generally, you should select a limit equal to that which you purchase to cover injuries you might cause to others.

**4. Identify unclear areas in coverage choices.**

Do you need medical payments coverage if you have health insurance? Not necessarily.

On the other hand, it is inexpensive and can simplify certain situations. Medical payments coverage pays emergency medical expenses and other costs for anyone hurt while in, on, or around your vehicle, such as a neighbor's child who slams his fingers in the car door.

Does collision insurance cost more than your car is worth? If so, do you need it anyway as a sort of enforced savings assuring you of having some money if the car you depend on is damaged or destroyed?

**5. List the elements of your personal profile.**

This includes items like age, marital status, and driving record that may affect your coverage requirements and costs.

**6. Know yourself.**

What degree of coverage do you personally require for mental comfort—minimal, maximal, or something in between?

**7. Know the common ways of reducing costs on policies.**



**Focus Sheet 6-4**  
**Ten Ways to Save Money**

1. Do not buy collision insurance if its cost is out of proportion to the market value of your car.
2. To reduce the cost of premiums, choose higher deductibles.
3. Consider buying coverage for services such as towing, replacement cars, and battery recharging from specialized providers, rather than from your insurance company.
4. Consider not purchasing medical payment coverage if you and your regular passengers are covered by health insurance. The “no-fault” laws in some states may provide for benefits similar to medical payment coverage.
5. Insure all of your cars with the same company or purchase your automobile insurance and homeowner’s policy or other insurance policies from the same company. Multi-policy discounts are common. Ask about long-term policy holder discounts.
6. Ask about discounts for airbags, automatic seatbelts, anti-lock brakes, and other safety features.
7. Ask if the company offers discounts for specified models of cars.
8. Look for lifestyle-related discounts such as those for non-smokers, non-drinkers, good students, or children at school away from home.
9. Ask about discounts for good driving records, completed courses in drivers education and defensive driving, or driving patterns (such as car-pooling) that reduce mileage.
10. Look for discounts related to age and status such as those for mature (over 50) drivers, retirees, female drivers ages 30 to 64 who are the sole drivers in their households, or married men under 30.

Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>


**Focus Sheet 6-5**  
**Ten Questions to Ask Your Agent**

1. Under what conditions can the cost of my insurance be increased or the policy is cancelled?
2. How do I contact the company to make my claim? Will I be speaking to an agent in my area or to a central office?
3. What is the average length of time before a claim adjuster contacts the insured once a claim is reported? How soon can one expect all parties to be paid? Do you know how your company compares with others for promptness in claims handling?
4. What are the requirements with respect to qualified repair shops and pre-inspections? Is there a good choice of shops within a reasonable distance of my home?
5. If pre-inspections are required, how quickly can they be done?
6. Exactly what information does the company require when an accident occurs? May I have a copy of the company's accident form to keep on hand?
7. Exactly what expenses are covered as part of the policy? What about expenses incurred as the result of an accident such as child care costs, lost wages, or rental car costs?
8. What discounts might I qualify for in the categories of lifestyle, multiple policies, car model and safety features? May I have a list of the discounts that the company offers in my state?
9. What are the deductibles on my policy? How would choosing higher/lower deductibles affect the cost of premiums?
10. Does the collision coverage have a clause allowing me to reject a claim settlement I feel is unsatisfactory?

Better Business Bureau, 1997; <http://www.bbb.org/library/autoins.html>


# Work Sheet 6-1

## A Game




**START**

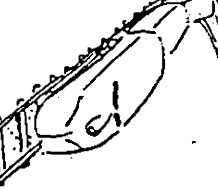
Say how you come to school.




What's this?



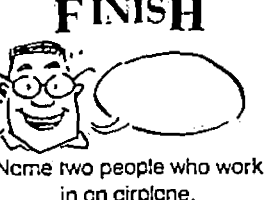
Where is the car going?



S-P-E-L-L this.



Name three kinds of transportation.




**FINISH**

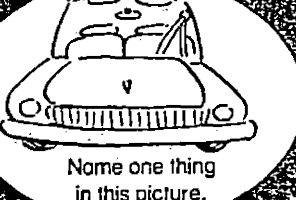
Name two people who work in an airplane.

Put your marker on the **START** space.

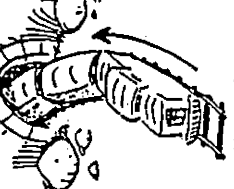
- Take turns flipping a coin.  
Heads — move 2 spaces  
Tails — move 1 space
- Follow the directions or answer the question on the space.
- Play until everyone reaches **FINISH**.




Wave good-bye.



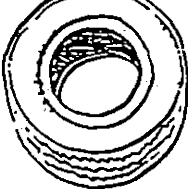
Name one thing in this picture.




Where is the train going?



Shake hands.



S-P-E-L-L this.

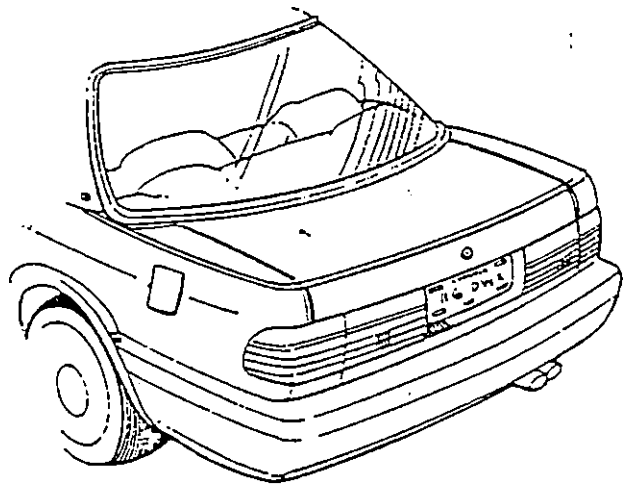
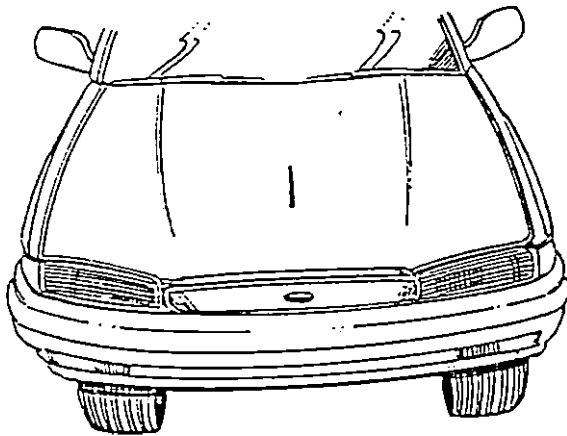


Uh oh. You have a flat tire. Lose one turn.

**Work Sheet 6-2**  
**Pair Work**

When you go to rent a car you need to fill in a contract. Form pairs and do this practice.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_  
Telephone (office): \_\_\_\_\_  
(home): \_\_\_\_\_  
Driver license number: \_\_\_\_\_  
Type of the car: \_\_\_\_\_ Year: \_\_\_\_\_  
Mileage: \_\_\_\_\_  
Gasoline: Full \_\_\_\_\_  
Empty \_\_\_\_\_



Signature \_\_\_\_\_  
Date \_\_\_\_\_

### Work Sheet 6-3

#### Role Play for Car Insurance

Form students into groups and ask them to create their own dialogue using information from Focus Sheet 6-1, Focus Sheet 6-2, Focus Sheet 6-3, and Focus Sheet 6-4.

Renting a car.

A: Hello, may I help you?

B: I want to rent a car.

A: What kind of car are you looking for?

B: \_\_\_\_\_.

A: Let me show you.

Asking car insurance.

A: Hello, May I help you?

B: I am looking for auto insurance.

A: What kind of car do you have?

B: \_\_\_\_\_.

A: What year?

B: \_\_\_\_\_.

A: How old are you?

B: \_\_\_\_\_.

A: How long have you had a driver's license?

B: \_\_\_\_\_.

A: Have you ever had a ticket?

B: \_\_\_\_\_. I would like to have full coverage.

A: Sure.

B: How do I contact the company to make my claim? (Ask as many questions as possible).

**Work Sheet 6-4**  
**Request Auto Insurance Form**

**Request Auto Insurance**

Do you currently own your own home\*

▼

Current insurance carrier\*

(If you do not have a current insurance carrier type in NONE)

How Long\*

yrs

Policy Expiration Date

**Driver Information**

	Driver1*	Driver2	Driver3
Name*	<input type="text"/>	<input type="text"/>	<input type="text"/>
License	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sex*	<input type="text" value="Select"/> ▼	<input type="text" value="Select"/> ▼	<input type="text" value="Select"/> ▼
Date of Birth* (i.e. 9/12/60)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tickets in last 5 years*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accidents in last 5 years*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Years Licensed*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Daily Commute	<input type="text"/> mi	<input type="text"/> mi	<input type="text"/> mi

**Ticket, Accident, and other Information:**

**Please give a detailed description of any tickets.**

(i.e. The date of the ticket, speed limit & how fast you were going)

**Please give a detailed description of any accidents.**

(i.e. The date of the accident, Was anyone injured? Were you at fault? Was any money paid out?)

Also provide information about fourth driver and/or vehicle here

Auto-By-Tel, 1998; <http://www.aig.com/abt/quotes/quoteca.htm>

## Vehicle Information

	Vehicle1*	Vehicle2	Vehicle3
Year* (i.e. 1998)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Make* (i.e. Chevrolet)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Model/Trim (i.e. Cavalier LS Convertible)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Body Style (i.e. 2-door)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cylinders	Select <input type="text"/>	Select <input type="text"/>	Select <input type="text"/>
Passive Restraints*	Select <input type="text"/>	Select <input type="text"/>	Select <input type="text"/>
Anti-Theft Device*	Select <input type="text"/>	Select <input type="text"/>	Select <input type="text"/>
Used for Business	Select <input type="text"/>	Select <input type="text"/>	Select <input type="text"/>
Total Annual Miles	<input type="text"/>	<input type="text"/>	<input type="text"/>
VIN#	<input type="text"/>	<input type="text"/>	<input type="text"/>
Limit of Liability	\$ Select <input type="text"/>	\$ Select <input type="text"/>	\$ Select <input type="text"/>
Limit of Property Damage	\$ Select <input type="text"/>	\$ Select <input type="text"/>	\$ Select <input type="text"/>
Comprehensive Deductible	\$ Select <input type="text"/>	\$ Selected <input type="text"/>	\$ Select <input type="text"/>
Collision Deductible	\$ Select <input type="text"/>	\$ Select <input type="text"/>	\$ Select <input type="text"/>

It may take as long as 30 seconds to process your request.  
You will only need to press the FINISH button ONCE.

your request or  the form.

Auto-By-Tel, 1998; <http://www.aig.com/abt/quotes/quoteca.htm>

## Work Sheet 6-5

### What are Some Ideas to Make the Evening More Fun?

#### Go in Groups

Most students find the prom a lot more fun if they go in a group. Couples can share a car, and several cars can go together and arrive at the dance at the same time. This way you can sit together at the same table and enjoy each other's company all evening. Remember that the earlier you arrive, the better your chances will be of finding an empty table where you can all sit.

#### Pre-dance Party

You may want to get together at one person's house to take pictures and have hors d'oeuvres. This gives everyone an opportunity to get a good start on the evening. It will also give some parents a chance to make a fuss over all of you. They will probably be having as much fun watching as you are.

#### Enjoy the party

Sometimes students don't spend much time at the dance, but just show up for pictures and leave. There are the ones that really miss out on the fun. This may be the last time you will be seeing a lot of the people you have spent the last four years of high school with. It may be the biggest party you will ever attend where you know so many people in attendance. Enjoy it, dance, have a great time! You'll remember it when you look back years later, and it will be a good memory.

#### Afterdance party/ Breakfast

You can plan to have an afterdance party and breakfast at someone's house. Sometimes it is a bit anti-climactic to just go home after the prom, so plan to go to someone's house. You can play games, watch videos, and eat breakfast. Again, a group of friends will make this a fun option after the dance.

#### Keep your parents informed

It is important to let your parents know what you are going to do on Prom Night. In fact, they will often like to be involved in the shopping, planning, and arrangements you will be making as you prepare for your prom. Remember, this may be the first time that a generation of parents have a real frame of reference when their children are attending a high school prom. They probably either went to their own prom when they were in high school, or remember people talking about it after the fact. Either way, they will be living vicariously through you a bit as you are preparing. They may even have more fun than you in helping with all of the arrangements. So humor them. If they want to help choose a dress, corsage, or help to plan a pre-dance party, let them. They may even embarrass you a little going overboard with pictures, inviting friends over to see how "cute" you look, or some other weird thing that only a parent could do!

Or if you have parents that just seem to worry about everything you do, you can help with this problem as well. The fact that they worry about you has a lot less to do with



their trusting you than it does with trusting everyone else out there on the highway at 2:00 a.m. In order to ease your parents' minds, you may want to call them as your evening progresses. They might be relieved to get a call from you when you arrive at the dance, or when you are ready to come home. They worry because they love you and care about what happens to you. So be sure to call if you are going to be late! If your parents get angry with you on Prom Night it could ruin all of the fun you have planned—so keep them informed. Most parents are reasonable if they know what you have in mind.

### Be prepared

There are a few things you should think about when going to a high school prom:

1. Take a little extra money for any emergencies you might encounter.
2. Take a camera along to take pictures of each other (The chaperones will be more than willing to help with this job).
3. Take care of your belongings. Don't leave valuables on the table or in bathrooms. Even if you think you know everyone at the dance, it would be very sad to lose a camera or your money just because you were careless and left it sitting around unattended).
4. If you have a cellular phone, take it with you in case of an emergency. You could call your parents or the police if you really needed to if you got stuck on the highway.

## Work Sheet 6-6

### The Tower

Six pals, a prom and a trip to the woods. A little short story.

Toasted Marshmallows. Hours of reminiscing about good times and guessing what would happen after graduation. Excitement was in the air as six friends huddled around a blazing campfire at three a.m. This year, the students government had organized the Silver Spring High post-prom celebration at Tomahawk Lake Park with a sunrise and Sean and Jenna had been close friends since freshman year.

Dana, always spunky and fun, was the organizer of this mountain retreat. Her boyfriend Steve (the high school's quarterback) loved her energy. They were a great team, voted Couple Most Likely To Get Married. Lindsey and Devin were a less conventional couple. Lindsey loved her work at the wildlife preservation center, but Devin-a total rebel-was all about his motorcycle. Despite their differences, Lindsey and Devin were close-proof that opposites do attract. The last two of the group, Jenna and Sean, sat apart. They weren't a couple-they had paired off for the prom so the whole group could be together.

Steve broke into the reverie. "We'd better head up to the tower, or we'll miss the party." They looked toward the tower in the distance. "How do we get there?" Lindsey asked. Sean spoke up, "Three ways. Row across the lake to a path. Or, choose from two hiking routes. One's flat but long; the other trail is steeper, but faster. You've got to be courageous to tackle that one." Sean grinned, clearly up for a challenge, "I feel like rowing!" Lindsey announced, turning to Devin. He looked worried. "What, the biker dude can't handle a boat?" Steve teased. Devin followed Lindsey to the lake. He couldn't let the guys know he was afraid of the water-it would destroy his tough-guy image. As he settled into the rowboat, he prayed there would be no mishaps.

Dana and Steve horsed around, taking a dip in the lake before heading for the long, flat trail. On the way there, Steve wanted to stop for a rest on a bench they passed. Before long, he was snoozing and a few minutes later, so was Dana.

"That leaves us to hike, I guess," Jenna said. She was in no mood to climb a mountain and risk getting dirty. Sean was a nature lover, restricted by his tux. He'd changed into shorts and hiking boots as soon as he could. Jenna, on the other hand, was so in love with her dress that she refused to take off-hiking or not. Dana had insisted she wear different shoes for this, so her flowing gown was paired with clunky hiking boots.

Not one to rough it, Jenna doused herself with insect repellent and complained about the mud the whole time. On the steep trail, the mood was far from tranquil. "I thought you said this was the short way," Jenna snapped, as her dress snagged on a branch. Sean was having such a hard time. He'd stopped several times to rest, gasping for air. Jenna couldn't help but notice Sean's not-too-shabby physique as he hunched over, trying to catch his breath. She wondered what it would be like to be in the arms of someone so strong. He stood, brushing his hair out of his blue eyes, and for the first time, she saw how cute he really was. "We're almost there," he said sharply, hiding his embarrassment for being in less than top shape. Then, softly, he added, "Are you okay? You're doing great." He was impressed with the way she handled herself on the terrain, fearlessly approaching inclines. Draped in orange iridescent chiffon and surrounded by the green forest, he thought she looked like a fairy-tale heroine.

Suddenly, they hit a steep, rocky incline. "How do we get up there?" Sean wondered. The tower was beyond a sheer cliff. They were close, but this was a major obstacle. Jenna took a deep breath and scrambled up the slick stone. When she reached the top, she sighed with relief and looked down at Sean, who was bracing himself on the rock. He frowned, "I don't think I can do it." "Yes you can if I can do it, so can you!" Jenna urged. Staring at each other, it was like they were seeing each other for the first time. Sean saw a feisty girl that he was suddenly totally into. Jenna saw a gorgeous guy who also "got" the coolness of nature, which she was beginning to "get" herself. Knowing he needed help, she reached for him. Without hesitating, Sean extended his arm and grasped her hand. His foot slipped as she helped him up, but he made it. At the top, Sean pulled Jenna toward him and kissed her. The tranquility of the woods engulfed them as they headed arm in arm for the tower.

### Test Sheet 6-1

Complete the following dialogues.

bill, model, deposit, contract, insurance

rent, rental period, gasoline, drop off

a compact car, rate

A: Good afternoon. May I help you?

B: Yes, I'd like to \_\_\_\_\_ a car.

A: What kind of \_\_\_\_\_ do you have in mind?

B: \_\_\_\_\_.

A: Sure.

B: How much is the \_\_\_\_\_?

A: the rate is \$20 a day and 10 cents a mile.

If you buy \_\_\_\_\_ on the way, please keep the \_\_\_\_\_.

We will deduct the amount from your \_\_\_\_\_.

B: How much will it be if I go over the \_\_\_\_\_?

A: \$10 per day.

B: I'd like to buy \_\_\_\_\_.

A: Sure.

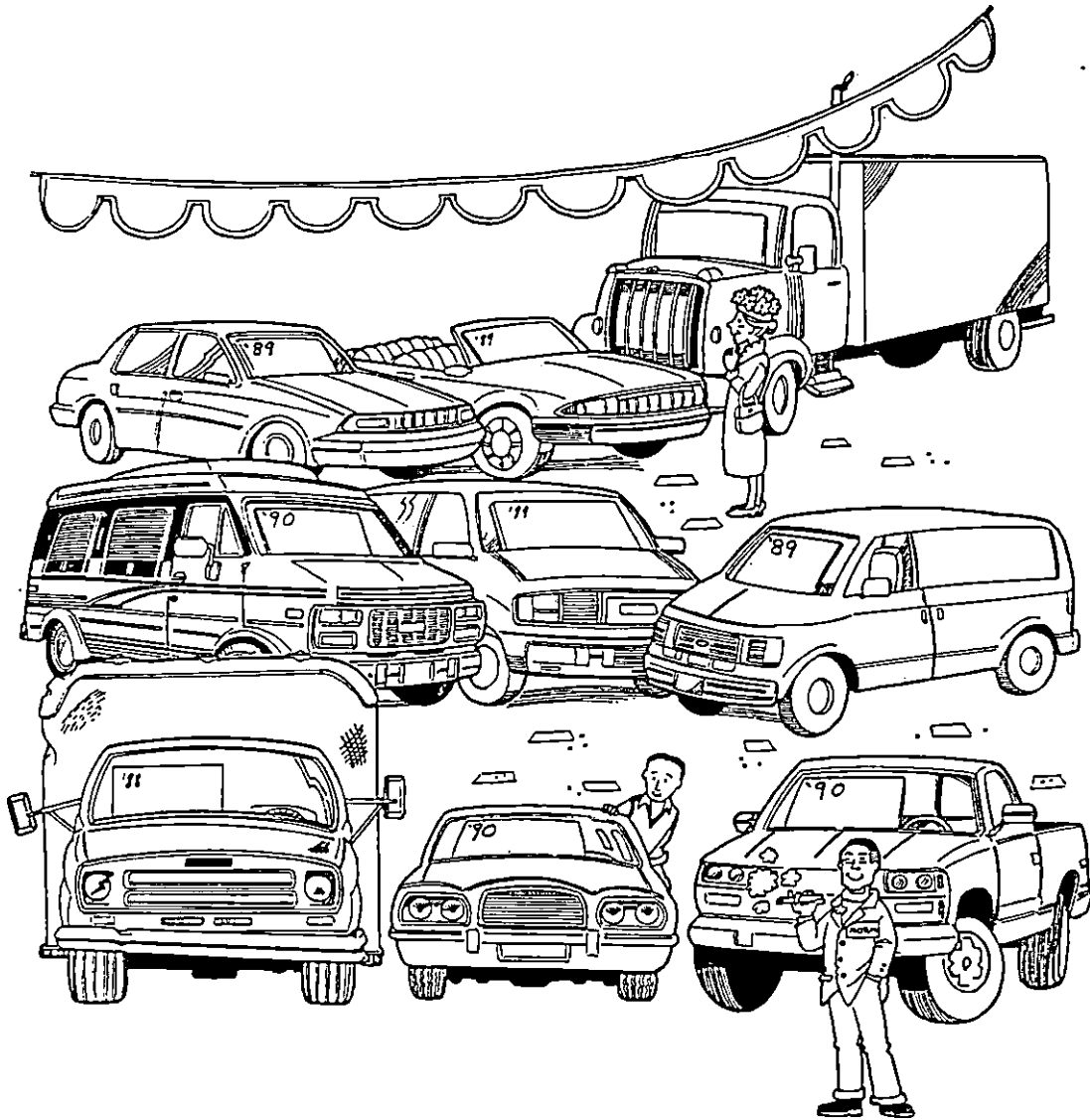
B: Do you need a \_\_\_\_\_?

A: No, we just need to copy your ID.

B: Can I \_\_\_\_\_ the car \_\_\_\_\_ at any of your branches?

A: Yes, any one of them. Please sign this \_\_\_\_\_.

Poster 6-1



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