

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Theme</b>	<b>: Talking about Past Events</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Class</b>	<b>: Speaking 1 (2<sup>nd</sup> Semester)</b>
<b>Time allocation</b>	<b>: 1 x 100 minutes</b>

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### A. COMPETENCE

#### 1. Basic competences:

- Students understand the utterances in the role play.
- Students comprehend how to talk about past events.
- Students carry out transactional conversation involving expressing and responding to past events.

#### 2. Achievement indicators:

- Students are able to answer teacher's comprehension questions after watching a role play entitled "Ex-girlfriend".
- Students are able to answer teacher's questions orally relating to their past events.
- Students are able to use formal or informal conversation in expressing and responding to past events.

### B. LEARNING MATERIALS

1. A script of role play.
2. A presentation containing expressions to talk about past events.

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques:

- Role play

## 2. Activities

### a. Pre-Instructional

1. Greet the students.
2. Ask the students a triggering question:
  - Have you ever told a story to your friends about your childhood?
  - Have you ever listened to a story from your friends about what they did last time?

### b. Whilst-Instructional Activities

1. Ask some students to perform a role play entitled “Ex-girlfriend”, while others pay attention to watch others’ acting and listen to their conversation being performed.
2. Discuss with the students about the role play which have been performed that tells about past events.
3. Explain (using projector) kinds of expression to tell about past events: asking about remembering, saying about remembering, and saying about forgetting.
4. Discuss with the students the explanation which has been presented.
5. Ask the students to perform a role play in pairs. Give the format of role play and explain the situations and the roles. They should use the available expressions which have been presented.
6. Let the students write down their conversation based on the situation given. Ask them to memorize it since they aren’t allowed to bring notes in their performance.
7. Walk from one pair to another pair to listen to their conversation, prompt ideas, and help them in language difficulties.
8. Ask the students to perform their role play in front of the class.

### c. Post-Instructional Activities

1. Review today’s lesson.
2. Ask the students about their feeling after having this class.
  - How do you feel about today’s class?
  - What have you learned from today’s lesson?
  - Is there anything that you haven’t understood from it?

#### **D. MEDIA**

1. A projector to view the presentation.

#### **E. REFERENCES**

Naterop, B.Jean and Rod Revell. 1993. Telephoning in English. Cambridge:  
Cambridge University Press

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Theme</b>	<b>: Talking about Past Events</b>
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<b>Class</b>	<b>: Speaking 1 (2<sup>nd</sup> Semester)</b>
<b>Time allocation</b>	<b>: 1 x 100 minutes</b>

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### A. COMPETENCE

#### 1. Basic competences:

- Students understand the utterances in the role play.
- Students comprehend how to talk about past events.
- Students carry out transactional conversation involving expressing and responding to past events.

#### 2. Achievement indicators:

- Students are able to answer teacher's comprehension questions after watching a role play entitled "Unforgettable Experience".
- Students are able to answer teacher's questions orally relating to their past events.
- Students are able to use formal or informal conversation in expressing and responding to past events.

### B. LEARNING MATERIALS

1. A script of role play.
2. A presentation containing expressions to talk about past events.

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques:

- Role play

## 2. Activities

### a. Pre-Instructional

1. Greet the students.
2. Ask the students a triggering question:
  - Have you ever told a story to your friends about your experience?

### b. Whilst-Instructional Activities

1. Ask some students to perform a role play entitled “Unforgettable Experience”, while others pay attention to watch others’ acting and listen to their conversation being performed.
2. Discuss with the students about the role play which have been performed that tells about past events.
3. Explain (using projector) kinds of expression to tell about past events: asking about other people’s experiences, talking about experiences, encouraging people to imagine, and beginning answers from imagination
4. Discuss with the students the explanation which has been presented.
5. Ask the students to perform a role play in pairs. Give the format of role play and explain the situations and the roles. They should use the available expressions which have been presented.
6. Let the students write down their conversation based on the situation given. Ask them to memorize it since they aren’t allowed to bring notes in their performance.
7. Walk from one pair to another pair to listen to their conversation, prompt ideas, and help them in language difficulties.
8. Ask the students to perform their role play in front of the class.

### c. Post-Instructional Activities

3. Review today’s lesson.
4. Ask the students about their feeling after having this class.
  - How do you feel about today’s class?
  - What have you learned from today’s lesson?
  - Is there anything that you haven’t understood from it?

## **E. MEDIA**

1. A projector to view the presentation.

## **E. REFERENCES**

Naterop, B.Jean and Rod Revell. 1993. Telephoning in English. Cambridge:  
Cambridge University Press

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Theme</b>	<b>: Talking about Past Events (I)</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Class</b>	<b>: Speaking 1 (2<sup>nd</sup> Semester)</b>
<b>Time allocation</b>	<b>: 1 x 100 minutes</b>

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### A. COMPETENCE

#### 1. Basic competences:

- Students understand the utterances in the short video.
- Students comprehend how to talk about past events.
- Students carry out transactional conversation involving expressing and responding to past events.

#### 2. Achievement indicators:

- Students are able to answer teacher's comprehension questions after watching a short video from the film entitled "Great Expectations".
- Students are able to answer teacher's questions orally relating to their past events.
- Students are able to use formal or informal conversation in expressing and responding to past events.

### B. LEARNING MATERIALS

1. A short video from the film entitled "Great Expectations".
2. A short video entitled "What do you remember most?"

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Techniques:

- Pair work
- Short dialogue

#### 2. Activities

a. Pre-Instructional

1. Greet the students.
2. Ask the students a triggering question:
  - Have you ever told a story to your friends about your childhood?
  - Have you ever listened to a story from your friends about what they did last time?

b. Whilst-Instructional Activities

1. Tell the synopsis of the film entitled “Great Expectations”
2. Ask the students to watch the video from the film entitled “Great Expectations”.
3. Discuss with the students about the video that tells about past events.
4. Explain (using projector) kinds of expression to tell about past events: asking about remembering, saying about remembering, and saying about forgetting.
5. Ask the students to watch the video entitled “What Do You Remember Most?” which is related to the expressions in asking about remembering, saying that they remember, and saying that they have forgotten. Distribute the transcript from the video so that the students may understand deeper the expressions which are used.
6. Ask the students to work in pairs to make a conversation with the topic entitled “Childhood” using kinds of expression to tell about past events: asking about remembering, saying about remembering, and saying about forgetting.
7. Walk from one pair to another pair to listen to their conversation. Correct them if they make mistakes.
8. Ask the students to perform their conversations individually about their childhood in front of the class. He/she has to use expressions in saying about remembering or forgetting, while the rest have to ask using expressions in asking about remembering.

c. Post-Instructional Activities

5. Review today’s lesson.
6. Ask the students about their feeling after having this class.

- How do you feel about today's class?
- What have you learned from today's lesson?

**F. MEDIA**

1. A player to view the video.
2. A projector to view the presentation.

**E. REFERENCES**

Naterop, B.Jean and Rod Revell. 1993. Telephoning in English. Cambridge:  
Cambridge University Press

## STUDENT'S WORKSHEET

### *What Do You Remember Most?*

Immigrants to the United States from four continents talk about their lives.

Reporter: Hello. My name is Nancy Kim and I'm from Korea, but now I live in the United States. Today there are almost two million Koreans living in the U.S. and Canada. In fact, there are a lot of immigrants from all over the world here. More than twenty million people living in the United States and Canada were born in a foreign country. Today we're going to meet a few of them. Let's start with Shiru Katagiri. Shiru, where are you from originally?

Shiru: I was born in Japan.

Reporter: Why did you move here?

Shiru: Well, I had . . . um . . . [a] long desire to come to America from the time that I was very little, because I had a great-uncle [that] lived in Chicago. He used to send us a gift at Christmastime and Easter, including Life and Look magazines and chocolate.

Reporter: How long have you been here in the United States?

Shiru: It was 1966, the first time I came to Chicago.

Reporter: How old were you when you came?

Shiru: Twenty-six.

Reporter: Did you have a job in Japan?

Shiru: Yes. I had a job at the bank, which is, which [was] considered to be very guaranteed lifetime employment.

Reporter: What do you do now?

Shiru: I started my own company in 1980. Since then, I have my own business.

Reporter: What do you miss most about Japan?

Shiru: People, friends, and good food, and I guess mountains . . . big mountains.

\* \* \*

Reporter: What's your name?

Carmen: My name is Carmen Zarelda Guzman.

Reporter: Where are you originally from?

Carmen: Originally, I'm from Panama City, Panama. And I lived there for about thirteen years before I came to the United States.

Reporter: Why did you come to the United States?

Carmen: I had a sister that lived here, and she had a family. And she wanted to bring us here, mainly for an opportunity.

Reporter: How old were you when you came?

Carmen: I was thirteen years old.

Reporter: What do you remember most about Panama?

Carmen: Christmas. I guess because I was a child when I left Panama, and Christmas, for me, it was a special time because as our family, we did not have a lot of money for my mom to buy presents for us.

Reporter: Did you learn something special in Panama?

Carmen: My mom was a type of woman that wanted her children to learn a skill, and she put me into dancing. Every day we went to classes. My mom was always there.

Reporter: Do you still dance?

Carmen: Yes, I still dance. I'm in a group of about ten people. They are all from Panama. And we get together and we practice because we dance every year at the Festival of Nations.

\* \* \*

Reporter: Adan Casas is also from a Spanish-speaking country. Let's meet with him. Adan, where were you born?

Adan: I was born in Mexico in the state of Morelos; the city is Cuernavaca.

Reporter: How long have you been here?

Adan: I have been here since 1982.

Reporter: So what do you remember about Mexico?

Adan: Well, I remember I used to go to the evening classes. And it was kind of fun since I lived in a rural area. And we used to gather in groups with the students and play soccer.

Reporter: What do you like to do now?

Adan: I like to watch television, read, and play soccer.

Reporter: Do you play soccer for a team?

Adan: Yes, I do. We played soccer this past winter, and we won first place.

Reporter: What do you miss most about Mexico?

Adan: Well, I miss going to the rivers, to the hills. . . and the food.

\* \* \*

Reporter: Next, we're going to meet with Rocky Ralebipi, who is originally from Africa.

Rocky, where were you born?

Rocky: I was born in South Africa, in a place called Mawilla Rain.

Reporter: What language did you speak?

Rocky: Actually, I am Zulu. But because we lived in a Sutu-speaking area and I went to a Sutu-speaking school, I spoke Sutu and my family spoke Sutu.

Reporter: Why did you move here?

Rocky: I came here as a Fulbright scholar. And when I applied for the Fulbright scholarship, I really did not care which country I was going to. I just wanted to get out of South Africa at the time and I wanted to see the world, so I applied to universities in Britain and in the United States.

Reporter: Did you have a job in South Africa?

Rocky: My first real job, my first professional job, was after I graduated from college. I went to library school and I graduated from library school, so I was a librarian for the first year. And the second year, I also taught in the library school. So that was the beginning of my career.

Reporter: What do you remember about South Africa?

Rocky: The first thing that comes to mind is my family. I remember my cousins visiting. I remember the Christmases. I remember the dolls that

we used to make. I remember all of my dolls were homemade, so I remember the process of, you know, creating that little nation.

\* \* \*

Reporter: Our final guest is from Europe. What is your name?

Cecilia: My name is Cecilia Rosenberg.

Reporter: And where are you from?

Cecilia: I come from Sweden. I was born in Stockholm, the capital of Sweden.

Reporter: What did you use to do in Sweden?

Cecilia: I liked horses very much. So I used to ride, and I used to pretend I was a cowboy and bring the cows in . . . and work in the stable and with the cows, milking them.

Reporter: What do you miss most about Stockholm?

Cecilia: This may be looking back, but everything is within walking distance. And it's beautiful. It's water everywhere. It's nature. Parks everywhere. It's beautiful architecture.

Reporter: When did you move here?

Cecilia: That was 1978.

Reporter: How many people came with you to the United States?

Cecilia: Only my husband and our two children.

Reporter: And how does your family like it here?

Cecilia: My children like it very much. They feel it's home to them. My husband always feels he's left something very important behind . . . traditions.

\* \* \*

Reporter: Maybe you're wondering about me. What I remember most about Korea was the wonderful food. My favorite was a kind of spicy, barbecued beef called bulgogi. Lucky for me, I can enjoy Korean food right here in the United States. This is Nancy Kim reporting. Mmm . . . I can almost taste that bulgogi now!

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Theme</b>	<b>: Talking about Past Events (II)</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Class</b>	<b>: Speaking 1 (2<sup>nd</sup> Semester)</b>
<b>Time allocation</b>	<b>: 1 x 100 minutes</b>

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### A. COMPETENCE

#### 1. Basic competences:

- Students understand the utterances in the short video.
- Students comprehend how to talk about past events.
- Students carry out transactional conversation involving expressing and responding to past events.

#### 2. Achievement indicators:

- Students are able to answer teacher's comprehension questions after watching a short video from the film entitled "Titanic".
- Students are able to answer teacher's questions orally relating to their past events.
- Students are able to use formal or informal conversation in expressing and responding to past events.

### B. LEARNING MATERIALS

1. A short video from the film entitled "Titanic".
2. A short video entitled "How was Your Trip?"
3. A short video entitled "What would have happened?"

### C. TEACHING AND LEARNING ACTIVITIES

#### 1. Technique:

- Pair work
- Short dialogue

#### 2. Activities

a. Pre-Instructional

1. Greet the students.
2. Ask the students a triggering question:
  - Have you ever told a story to your friends about your experience?

b. Whilst-Instructional Activities

1. Ask the students to watch the video entitled ‘Titanic’.
2. Discuss with the students about the video that tells about experiences in the past.
3. Explain (using projector) kinds of expression to tell about past events: asking about other people’s experiences, talking about experiences, encouraging people to imagine, and beginning answers from imagination.
4. Ask the students to watch the video entitled “How was Your Trip?” which is related to the expressions to describe last experiences. Distribute the transcript from the video so that the students may understand deeper those expressions.
5. Ask the students to watch the video entitled “What Would Have Happened?” which is related to the expressions to imagine what would have happened if the situations had been different. Distribute the transcript from the video so that the students may understand deeper those expressions.
6. Ask the students to work in pairs to make a conversation with the topic “Leadership Training”. They have to use kinds of expression, as described in the explanation and in the example from video, in their short dialogues.
7. Walk from one pair to another pair to listen to their conversation. Correct them if they make mistakes.
8. Ask some pairs to perform their dialogue in front of the class.

c. Post-Instructional Activities

7. Review today’s lesson.
8. Ask the students about their feeling after having this class.
  - How do you feel about today’s class?
  - What have you learned from today’s lesson?

**G. MEDIA**

1. A player to view the video.
2. A projector to view the presentation.

### **E. ASSESSMENT**

For homework, teacher asks the students to record in a cassette. They should make a conversation with their friends about past events. They can use one of the valuable situations in the textbook. The minimum time of the conversation is five minutes. The cassette should be submitted the next meeting.

### **F. REFERENCES**

Naterop, B.Jean and Rod Revell. 1993. Telephoning in English. Cambridge: Cambridge University Press

## STUDENT'S WORKSHEET

### *I. How Was Your Trip?*

Phyllis tells Yoko about her trip to San Francisco.

Yoko: Hi, Phyllis.

Phyllis: Hi, Yoko. How have you been?

Yoko: Oh, fine. How about you?

Phyllis: Great! Just great!

Yoko: So how was your trip to San Francisco?

Phyllis: Fantastic! We really enjoyed it.

Yoko: Well, that doesn't surprise me. I love to visit San Francisco. Uh, so, your husband went with you?

Phyllis: Yes. I worked on Friday, and Bill had business to do in the city too.

Yoko: Oh, that's nice. So what did you do over the weekend?

Phyllis: We went sightseeing together all day Saturday and Sunday morning.

Yoko: Oh, really? Tell me about it.

Phyllis: Well, we did a lot of interesting things. Naturally, we started Saturday morning with a ride on a cable car.

Yoko: Naturally. . . . And then?

Phyllis: Then we went straight to Ghirardelli Square to do some shopping.

Yoko: Isn't it wonderful? I went there the last time I was in San Francisco.

Phyllis: Oh, it sure is. We were there for a couple of hours.

Yoko: Did you buy anything?

Phyllis: Just some postcards and chocolate. We didn't want to have too much to carry.

Yoko: What did you do after that?

Phyllis: We had lunch at a crab stand at Fisherman's Wharf.

Yoko: Did you visit Alcatraz Island?

Phyllis: No, we didn't have time.

Yoko: Oh, . . . what did you do then?

Phyllis: We took a cab to Golden Gate Park.

Yoko: Great! Did you see the Japanese Tea Garden?

Phyllis: Oh, yes, it was really beautiful. . . . But to tell the truth, the thing we liked the best was Chinatown.

Yoko: Oh, really?

Phyllis: Yes. We went there on Sunday morning.

Yoko: What did you like about Chinatown?

Phyllis: Well, . . . all the people, . . . and the buildings, the shops, and restaurants . . . even the way the streets look. It was just a fascinating place. We walked for hours.

Yoko: I know what you mean. It sounds like you really had fun.

Phyllis: Oh, we had a great time! So how about you? What did you do over the weekend?

Yoko: Oh, nothing much. Well, here we are again.

Phyllis: Oh, back to the real world!

## ***II. What Would Have Happened?***

People talk about what they would do in embarrassing situations with guests.

Reporter: In the United States and Canada, as in many other countries, people like to invite guests to their homes. Sooner or later, almost everyone has a story to tell about a problem with a guest. We're going to look at several difficult situations involving guests. Then we're going to talk to some people to find out what they would do in these situations. Let's take a look at our first example.

Guest 1: I was invited to a party, and I arrived a half hour early. I thought it would take me longer to get there. Well, the host came to the door wearing old clothes and holding a vacuum cleaner. I could hear a shower running in the background, and on top of that, not a single guest was there.

Reporter: What should the guest have done?

\* \* \*

Reporter: Let's find out what some of the people we talked with would have done.

Man 1: I would have pretended to have an errand to run in the neighborhood, like going to the drugstore or going to the grocery store. And then I would have told the host I'd come back later.

Woman 1: If I were the guest, I would have apologized and then offered to help with things like setting the table and vacuuming.

Reporter: You wouldn't have left?

Woman 1: No, I don't think so.

Reporter: What would you have done?

Woman 2: Well, I guess I would have apologized and left quickly and told her I'd be back later.

Reporter: Well, what would you have done if you were the host?

Woman 2: I'm not sure. I guess I would have asked the guest if he could come back a little later.

Man 1: I would have invited him in anyway and told him to make himself at home. Then I would have finished my chores and changed clothes.

Woman 1: Oh, I think I would have asked him to help with something in the kitchen, or maybe he could finish the vacuuming.

Reporter: What would you have done?

\* \* \*

Reporter: Now let's take a look at another situation.

Host 1: I invited my boss to dinner the other night. She was having a great time and wouldn't leave. By midnight, my husband and I were so exhausted. Finally, my husband fell asleep at the table. My boss was very embarrassed when she realized it was so late. I just never know what to do when a guest won't go home.

Reporter: What should the host have done?

\* \* \*

Reporter: Let's get some opinions.

Man 2: Boss or no boss, I think I'd have reminded her how late it was.

Woman 3: I'm not sure, but I think I might have lied and I told her I had to get up early in the morning. Then I would have thought of some reason.

Woman 4: I wouldn't have done anything except pretend I wasn't tired. After all, if it is your boss . . .!

Man 3: Personally, I think you need to let people know how you feel. Some people just need to be told. She should have told her boss that it was late and that she and her husband were tired. Most people would understand.

Reporter: Those were some good answers. How about you? What would you have done?

\* \* \*

Reporter: Now let's take a look at our third situation.

Host 2: A friend of mine came to stay with me for the holidays. Unfortunately, she dropped a lamp of mine and broke it. I think she thought it was an old lamp and not worth much, but that lamp had belonged to my grandmother. And it was worth a lot to me. What should I have done?

Reporter: What should the host have done?

\* \* \*

Reporter: Let's see what the people we talked with had to say.

Man 1: I think I would have told them how much the lamp really meant to me. And I would have dropped a hint about the cost of antiques. And I think, I really think that a good friend would have offered to pay something.

Woman 1: I'm sure the friend felt terrible already. The woman could have told her that the lamp was really old and she planned to buy a new one anyway. That way, nobody would be embarrassed.

Reporter: What should the guest have done?

\* \* \*

Woman 3: Well, I've thought about that situation a lot because I had a similar experience. I accidentally broke a special antique teacup that belonged to a friend of mine. Of course, I apologized, but I felt terrible. So I

replaced the cup with one that my grandmother had given me. I think my grandmother would have approved.

Reporter: What would you have done?

\* \* \*

Reporter: And now, our last situation.

Guest 2: After graduation, a friend of mine from college invited me to come and visit him for the weekend. When I arrived at his house, the place was a mess. There were piles of dirty dishes and trash everywhere. It looked as if the place hadn't been cleaned in ages. It really bothered me, but I didn't want to offend him. I didn't know what to do.

Reporter: What should the guest have done?

\* \* \*

Reporter: Let's find out what people had to say.

Man 3: Well, that's kind of a touchy situation. But I think I would have said something like, "It looks as if you've been really busy." Then I would have offered to help clean up.

Woman 2: I think I would have told him I misunderstood his invitation and I'd already checked into a motel. I think that would be the best way to handle the situation.

Woman 4: I think I would have accepted the situation and stayed with my friend. After all, it was just for the weekend.

Reporter: What would you have done?

\* \* \*

Reporter: Well, we've heard a number of practical solutions to some difficult guest situations. Now you should be ready for your next guest.

## SPEAKING RUBRICS

### Task Completion

SCORING					
40	50	60	70	80	90
The speaker provides irrelevant content.	The speaker does not provide the content to meet the requirements of the task.	The speaker provides enough content to meet the requirements of the task.	The content almost meets the requirements of the task.	The speaker focuses primarily on relevant content.	The content is superior in meeting the requirements of the task.

### Comprehension

SCORING					
40	50	60	70	80	90
Topic not deeply discussed. Lack of supporting ideas. Lack of many disconnected ideas. Hard to be	Superficial discussion of topic. Some ideas disconnected. Need some repetitions and effort to	Topic sufficiently discussed revealing some relevant ideas. Using only some supporting details.	Better and more detailed ideas. Discourse connectors mostly correctly used. Not much difficulty to	Well structured/organized ideas with strong supporting details. Ideas mostly jump from one to	Well structured/organized. Able to elaborate ideas with good supports and reasons. Nicely

<p>understood and hard to understand. Response lacks substance beyond expression of very basic ideas.</p>	<p>understand. Basic ideas are expressed with limited elaboration (details/support).</p>	<p>Occasionally asking for clarification. Relationships between ideas may not be immediately clear at times.</p>	<p>understand and to be understood. Overall ideas do not interfere seriously with the communication of the message.</p>	<p>another smoothly and systematically. Ideas completely understood. Some idiomatic expressions used. Showing an ability to control the conversation with his/her interlocutor. Fairly coherent expressions of relevant ideas. Clear progression of ideas.</p>	<p>giving baits to interlocutor(s) to break the stoppage of the flow of ideas. Summarizing to overall ideas well. Ideas are nicely and clearly sequenced.</p>
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**9 Fluency**

SCORING					
40	50	60	70	80	90
Ideas do not flow well. Full of hesitant speech. Difficult to express her/himself and very often use the native language instead of the target language. Many fillers and much silence. The volume is so low that you cannot understand most of the message.	Ideas do not flow well and some hindrance/silence in expressing ideas. Stopping quite often. Native language still used here and there. However, efforts to use the target language in some parts observable. The volume might still be a problem.	Ideas flow a bit with some stopping. Though a few expressions in the native language, much effort to use the target language is observable.	Ideas flow in a moderate mode. Showing much effort to use the target language with very few expressions in native language.	Flow of ideas in more steady pace showing confidence. No expressions in the native language. Expressing ideas in a more natural way. The volume varies to add emphasis and interest.	Ideas flow without any obstacles at all and naturally done. Able to make the conversation go smoothly when it gets stuck. Sometimes involving examiners in the talk.

**10 Pronunciation**

SCORING
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40	50	60	70	80	90
<p>Not clearly articulated. Mispronounced uttered words here and there cause considerable listener effort.</p>	<p>Many words or phrases are mispronounced. Awkward intonation. Still unclear articulation but basically intelligible.</p>	<p>Mispronouncing some basic words though sometimes extra listening needed. However. Overall intelligibility is not significantly affected.</p>	<p>Only a few mistakes in pronunciation but not disturbing understanding. Some correct blends of sounds observable.</p>	<p>Clear pronunciation mostly observable with lots of sound blends.</p>	<p>Clear pronunciation and native-like.</p>

**🔑 Vocabulary**

SCORING					
40	50	60	70	80	90
Many expressions are influenced by the native language so that the message is unintelligible.	Influence of native language still detected. Using limited vocabulary	Using adequate vocabulary. Some word usage irregularities.	Some incorrect/imprecise use of vocabulary.	Fairly effective use of vocabulary. Using varied vocabulary.	Using extensive vocabulary but may lag behind native speaking peers in vocabulary development.

**🔑 Grammar**

SCORING					
40	50	60	70	80	90
Very frequent misuse of/and absence of 'be', and incorrect verb forms. Mostly use fragments. Many	Frequent misuse of/and absence 'be', and incorrect verb forms. Still many fragments used and some correct	Most simple sentences are correctly used. Trying to use complex sentences but often poorly	Using many simple sentences and compound sentences correctly and some mistakes in complex	No problems with simple, compound, and complex construction in expressing ideas though a few	Simple, compound, complex sentences are mostly correctly used though there are some

<p>other grammatical mistakes even the basic or fundamental grammatical points. Range of grammar severely limit or prevent expressions of ideas and connection among ideas.</p>	<p>usage of the target language revealing some understanding of events being told or often preventing full expressions of ideas.</p>	<p>formed. However, events can still be understood. Some unclear connections of ideas are still found.</p>	<p>sentences. Some tenses are incorrectly used to describe events. However, overall ideas are intelligibly connected.</p>	<p>mistakes in complex construction found. Fairly effective use of grammar.</p>	<p>mistakes but they do not distract flow of ideas/events.</p>
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### A doctor and a patient

**INFORMATION TO CONSIDER:** The doctor is a middle-aged woman. The patient is a young woman in her twenties. The woman has been a patient of the doctor for several years. Their relationship is strictly professional. They only see each other at the doctor's office when the patient has a medical problem.

**TALKING TO PAST EVENTS:** The patient forgot to checkup yesterday. She explains her reason. Then, she wants to know if she can change the medicine the doctor gave her because she felt much pain.

### Two friends

**INFORMATION TO CONSIDER:** Both people are young women in their late teens. They have been close friends since childhood.

**TALKING TO PAST EVENTS:** The two friends run into each other at the neighborhood supermarket. They greet each other and reflect their most unforgettable memory from their childhood.

### A husband and a wife

**INFORMATION TO CONSIDER:** Both people are in their early fifties. They have been happily married for several years.

**TALKING TO PAST EVENTS:** The husband just got home from a hard day at work. The wife is already home. Then, she talks about what happened in the house at that day.

### Two friends

**INFORMATION TO CONSIDER:** Both people are middle-aged. They used to live next door to each other, but the woman moved to another part of the city. While they were neighbors, they had a friendly relationship; however they haven't seen each other since the woman moved.

**TALKING TO PAST EVENTS:** The two friends run into each other at a mall. One woman says about her traveling to new cities. The other woman rarely goes

outside the city. After hearing that woman's story, she decides to go to new city during her vacations.

**Two next door neighbors**

**INFORMATION TO CONSIDER:** Both women are in their twenties. They grew up together in the same neighborhood and are very good friends.

**TALKING TO PAST EVENTS:** One friend missed the other friend's party to which she had been invited. Then, the other friend tells about what was going on the party and that event did not run well..

**Two classmates**

**INFORMATION TO CONSIDER:** One student is a man; the other is a woman. They are both in their twenties. They often talk together in class; however, they do not socialize outside of class.

**TALKING TO PAST EVENTS:** One student tells that he watched new interesting movie yesterday. He tells about the main points of that movie and makes his friend imagine what she would have done when she had gone with him.

**A college student and her academic advisor**

**INFORMATION TO CONSIDER:** The advisor has counseled this student during her last semester in college and has tried to help her get into a graduate program. The student has only seen her advisor four or five times. Their conversations are friendly but somewhat formal. The advisor is middle-aged man and the student is a woman in his twenties.

**TALKING TO PAST EVENTS:** The advisor just heard that the student did not pass the exam. The student explains what she did during the exam.

**Two old friends**

**INFORMATION TO CONSIDER:** One of the people is a man; the other is a woman. Both are middle-aged. They dated each other at the university when

they were both taking evening classes there. This is the first time they have seen each other in several years after they graduated.

**TALKING TO PAST EVENTS:** The two friends run into each other on the street. One person said that she graduated from the university last semester. They also reminded each other about the happy moments they had at that time.

### A sister and a brother

**INFORMATION TO CONSIDER:** Both the sisters and the brother are middle-aged. They live in different cities but have a very close, loving relationship.

**TALKING TO PAST EVENTS:** The sister has come to visit her sister. They haven't seen each other for a year. In that time, the sister lost thirty-five pounds. The brother is very surprised by her look now compared with her appearance last year. On the other hand, the brother just had his hair cut very short.

### Two coworkers

**INFORMATION TO CONSIDER:** Both workers are middle-aged women. They have worked together for several years. They have a friendly but professional relationship.

**TALKING TO PAST EVENTS:** One of the women has decided to get a divorce. She explains her problems with her husband.

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The movie begins in modern times with the exploration of the wreck by a group searching for treasures, that sunk with the Titanic, which has recently occurred. One of the survivors of the Titanic, Rose DeWitt Bukater, who had heard of the exploration of the wreck on television and is flown to the boat where the search is being led from to tell of what she remembers to help the search. She gets to telling her memory of the one and only voyage of the Titanic. With this, the scene shifts to Southampton, Ireland where the Titanic set sail from on April 10, 1912 as all the passengers are boarding. After another stop on the Irish coast Titanic went out to sea on its maiden voyage across the Atlantic bound for New York. Historically the first few days of the voyage went by uneventful, but the fictional plot of the story is developed during this time as Rose sees the hopeless entrapment of an engagement that she is in to the wealthy Cal Hockley and falls in love with third class passenger, Jack Dawson. Captain Smith allegedly as shown in the movie was urged by the White Star Line Director to increase the speed of the ship so they would make the newspaper headlines and receive extra publicity by arriving in New York on Thursday night and not on Friday morning as planned. Smith then ordered the fateful decision going against his thirty-two years of experience to stretch the Titanic's legs out to full speed. The Titanic had reports that the waters in the Atlantic they were sailing in were full of icebergs, but they ignored these warnings and proceeded at full speed as shown in the movie. On April 15, 1912 at 11:39, an iceberg was sighted. They attempted to shut off the engines and turn the ship out of the path of the iceberg but there was not enough time and the ship hit the iceberg on the starboard side. The portrayal of the many small holes in the side of the ship and not one large gash along the side is accurate. The crew of Titanic sent out distress calls and

set off distress rockets as shown until 2:18 when the lights finally failed. The lights of the California were spotted six miles away but they failed to realize what was going on and did not respond to Titanic's many pleas for help. The California had tried earlier in the day to warn Titanic of the severe ice that had caused them to stop their trip but Titanic had brushed them off causing the California to turn off its radio and leave the Titanic on its own. The first class women and children were the first as depicted to be put into the twenty lifeboats that were on the ship. Overwhelmingly the third class passengers suffered the most amount of deaths of any class and the crew was hit hard in this tragedy too. The word of White Star Line employees and first class passengers was believed over that of second and third class passengers when authorities were trying to gain information of the sinking. Also, the metal that was used to build the Titanic has been found in recent years under conditions of severe cold, which were experienced the night Titanic sank to be extremely brittle. Overall, the basic plot is very accurate in its portrayal of the events and the times at which these events took place on the Titanic.

Many of the characters in the story were not real and created simply for the purpose of the movie or as composite characters to represent possible characteristics and ideas of people on the ship. The core group of Rose, Jack, Cal, and Rose's mother all were fictional characters added into the story as they represent different groups of people from the time. Yet many characters such as the Unsinkable Molly Brown; Captain Edward Smith; the ship designer, Thomas Andrew; the White Star Line Representative, Bruce Ismay; and all of the Titanic's officers were real. The maiden voyage was going to be Captain Edward Smith's last voyage anyway as he planned to retire afterwards. He had been a part of the White Star Line since 1880 where he worked his way up to his status as the Millionaire's Captain when the Titanic sank. The portrayals of the officers is accurate as only four survived the tragedy except for the officer who threatened to kill all of the passengers of the ship with his pistol. He is on record as acting heroically and was misrepresented to the point that James Cameron apologized and evoked a monument in his honor in the officer's former Canadian hometown. As shown in the movie there was a language problem between the crew and many of

the lower-class passengers from non-English speaking nations. In addition, Officer Lowe was the only officer who came back in the lifeboat as depicted. The old people shown in their bed as the water came in their room were based on the Strauss'. Not wanting to leave her husband's side Mrs. Strauss refused to get in her lifeboat and died with her husband on the Titanic. Furthermore, Mr. Goggenheim who was shown sipping his brandy and smoking a cigar reportedly did go out like this dressed in his best. The richest man on the ship, John Jacob Astor, who owned most of Manhattan died nonetheless as well, but his much younger wife was saved in a lifeboat. In addition, Molly Brown was saved and later had medals made up for the crew of the Carpathia that picked the survivors of Titanic up from the water. Her ticket on the Titanic had cost over four-thousand dollars and by the end of her life she ended up broke. All of the interiors of the ship were masterfully replacated down to the last pieces of china and silverware. The gymnasium, which is hardly seen is recreated perfectly with all of the machines reproduced to match those seen in old photographs. The wonderful outfits and costuming were an excellent re-creation of the Post-Victorian era of 1912. The rich at this time practically ruled everything, as the women's suffrage movement had not quite gotten moving yet. Women during this time often married for financial security as Rose was considering doing and normally took a back seat status to their husbands as Cal wished for Rose to do. The rich did not take well to 'new money' such as Molly Brown as depicted. Everything of the time was very formal. Women had to be escorted to dinner by a male figure as seen with in the dining scenes. Smoking was not very common among women of the time but holders of cigarettes, which were just coming in at the time were used as seen with Rose in the movie. Men of the time generally smoked cigars not cigarettes. Women were constained physically by their corsets and socially by society. Although James Cameron had no background in historical films he brought in experts of Titanic coupled with two years spent cross-referencing the history of the Titanic and few liberties were taken. The beautiful cinematography and special effects also helped to make the film even more breathtaking.

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the ship had about three hours to contemplate their demise. The director, James Cameron, shows the various reactions to this time of crisis in people's lives. Everyone reacts differently and he gets you to think of how you might have reacted had you been in that situation on the Titanic on that fateful night. In addition, this film is a reflection of the 1990's when it was produced as it gives a look into the wreck of the Titanic. Only in the past fifteen years has the site of the actual Titanic been found and explored. This movie was able to give us a deeper look into a disaster that many would not have viewed. However, the moral question of whether people today should be taking treasures from the wreck of an underwater graveyard is posed. There have been attempts to stop treasure seeking missions such as the one portrayed in Titanic but all have failed. As it stands today anyone can make a voyage to the Titanic and take whatever valuables they as portrayed in the film showing the general values of our time on this matter.

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### ***How Was Your Trip?***

Phyllis tells Yoko about her trip to San Francisco.

Yoko: Hi, Phyllis.

Phyllis: Hi, Yoko. How have you been?

Yoko: Oh, fine. How about you?

Phyllis: Great! Just great!

Yoko: So how was your trip to San Francisco?

Phyllis: Fantastic! We really enjoyed it.

Yoko: Well, that doesn't surprise me. I love to visit San Francisco. Uh, so, your husband went with you?

Phyllis: Yes. I worked on Friday, and Bill had business to do in the city too.

Yoko: Oh, that's nice. So what did you do over the weekend?

Phyllis: We went sightseeing together all day Saturday and Sunday morning.

Yoko: Oh, really? Tell me about it.

Phyllis: Well, we did a lot of interesting things. Naturally, we started Saturday morning with a ride on a cable car.

Yoko: Naturally. . . . And then?

Phyllis: Then we went straight to Ghirardelli Square to do some shopping.

Yoko: Isn't it wonderful? I went there the last time I was in San Francisco.

Phyllis: Oh, it sure is. We were there for a couple of hours.

Yoko: Did you buy anything?

Phyllis: Just some postcards and chocolate. We didn't want to have too much to carry.

Yoko: What did you do after that?

Phyllis: We had lunch at a crab stand at Fisherman's Wharf.

Yoko: Did you visit Alcatraz Island?

Phyllis: No, we didn't have time.

Yoko: Oh, . . . what did you do then?

Phyllis: We took a cab to Golden Gate Park.

Yoko: Great! Did you see the Japanese Tea Garden?

Phyllis: Oh, yes, it was really beautiful. . . . But to tell the truth, the thing we liked the best was Chinatown.

Yoko: Oh, really?

Phyllis: Yes. We went there on Sunday morning.

Yoko: What did you like about Chinatown?

Phyllis: Well, . . . all the people, . . . and the buildings, the shops, and restaurants . . . even the way the streets look. It was just a fascinating place. We walked for hours.

Yoko: I know what you mean. It sounds like you really had fun.

Phyllis: Oh, we had a great time! So how about you? What did you do over the weekend?

Yoko: Oh, nothing much. Well, here we are again.

Phyllis: Oh, back to the real world!

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## What Do You Remember Most?

Immigrants to the United States from four continents talk about their lives.

Reporter: Hello. My name is Nancy Kim and I'm from Korea, but now I live in the United States. Today there are almost two million Koreans living in the U.S. and Canada. In fact, there are a lot of immigrants from all over the world here. More than twenty million people living in the United States and Canada were born in a foreign country. Today we're going to meet a few of them. Let's start with Shiru Katagiri. Shiru, where are you from originally?

Shiru: I was born in Japan.

Reporter: Why did you move here?

Shiru: Well, I had . . . um . . . [a] long desire to come to America from the time that I was very little, because I had a great-uncle [that] lived in Chicago. He used to send us a gift at Christmastime and Easter, including Life and Look magazines and chocolate.

Reporter: How long have you been here in the United States?

Shiru: It was 1966, the first time I came to Chicago.

Reporter: How old were you when you came?

Shiru: Twenty-six.

Reporter: Did you have a job in Japan?

Shiru: Yes. I had a job at the bank, which is, which [was] considered to be very guaranteed lifetime employment.

Reporter: What do you do now?

Shiru: I started my own company in 1980. Since then, I have my own business.

Reporter: What do you miss most about Japan?

Shiru: People, friends, and good food, and I guess

mountains . . . big mountains.

\* \* \*

Reporter: What's your name?

Carmen: My name is Carmen Zarelda Guzman.

Reporter: Where are you originally from?

Carmen: Originally, I'm from Panama City, Panama. And I lived there for about thirteen years before I came to the United States.

Reporter: Why did you come to the United States?

Carmen: I had a sister that lived here, and she had a family. And she wanted to bring us here, mainly for an opportunity.

Reporter: How old were you when you came?

Carmen: I was thirteen years old.

Reporter: What do you remember most about Panama?

Carmen: Christmas. I guess because I was a child when I left Panama, and Christmas, for me, it was a special time because as our family, we did not have a lot of money for my mom to buy presents for us.

Reporter: Did you learn something special in Panama?

Carmen: My mom was a type of woman that wanted her children to learn a skill, and she put me into dancing. Every day we went to classes. My mom was always there.

Reporter: Do you still dance?

Carmen: Yes, I still dance. I'm in a group of about ten people. They are all from Panama. And we get together and we practice because we dance every year at the Festival of Nations.

\* \* \*

Reporter: Adan Casas is also from a Spanish-speaking country. Let's meet with him. Adan, where were

you born?

Adan: I was born in Mexico in the state of Morelos; the city is Cuernavaca.

Reporter: How long have you been here?

Adan: I have been here since 1982.

Reporter: So what do you remember about Mexico?

Adan: Well, I remember I used to go to the evening classes. And it was kind of fun since I lived in a rural area. And we used to gather in groups with the students and play soccer.

Reporter: What do you like to do now?

Adan: I like to watch television, read, and play soccer.

Reporter: Do you play soccer for a team?

Adan: Yes, I do. We played soccer this past winter, and we won first place.

Reporter: What do you miss most about Mexico?

Adan: Well, I miss going to the rivers, to the hills . . . and the food.

\* \* \*

Reporter: Next, we're going to meet with Rocky Ralebipi, who is originally from Africa.

Rocky, where were you born?

Rocky: I was born in South Africa, in a place called Mawilla Rain.

Reporter: What language did you speak?

Rocky: Actually, I am Zulu. But because we lived in a Sutu-speaking area and I went to a Sutu-speaking school, I spoke Sutu and my family spoke Sutu.

Reporter: Why did you move here?

Rocky: I came here as a Fulbright scholar. And when I

applied for the Fulbright scholarship, I really did not care which country I was going to. I just wanted to get out of South Africa at the time and I wanted to see the world, so I applied to universities in Britain and in the United States.

Reporter: Did you have a job in South Africa?

Rocky: My first real job, my first professional job, was after I graduated from college. I went to library school and I graduated from library school, so I was a librarian for the first year. And the second year, I also taught in the library school. So that was the beginning of my career.

Reporter: What do you remember about South Africa?

Rocky: The first thing that comes to mind is my family. I remember my cousins visiting. I remember the Christmases. I remember the dolls that we used to make. I remember all of my dolls were homemade, so I remember the process of, you know, creating that little nation.

\* \* \*

Reporter: Our final guest is from Europe. What is your name?

Cecilia: My name is Cecilia Rosenberg.

Reporter: And where are you from?

Cecilia: I come from Sweden. I was born in Stockholm, the capital of Sweden.

Reporter: What did you use to do in Sweden?

Cecilia: I liked horses very much. So I used to ride, and I used to pretend I was a cowboy and bring the cows in . . . and work in the stable and with the cows, milking them.

Reporter: What do you miss most about Stockholm?

Cecilia: This may be looking back, but everything is within walking distance. And it's beautiful. It's water everywhere. It's nature. Parks

everywhere. It's beautiful architecture.

Reporter: When did you move here?

Cecilia: That was 1978.

Reporter: How many people came with you to the United States?

Cecilia: Only my husband and our two children.

Reporter: And how does your family like it here?

Cecilia: My children like it very much. They feel it's home to them. My husband always feels he's left something very important behind . . . traditions.

\* \* \*

Reporter: Maybe you're wondering about me. What I remember most about Korea was the wonderful food. My favorite was a kind of spicy, barbecued beef called bulgogi. Lucky for me, I can enjoy Korean food right here in the United States. This is Nancy Kim reporting. Mmm . . . I can almost taste that bulgogi now!

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### ***What Would Have Happened?***

People talk about what they would do in embarrassing situations with guests.

Reporter: In the United States and Canada, as in many other countries, people like to invite guests to their homes. Sooner or later, almost everyone has a story to tell about a problem with a guest. We're going to look at several difficult situations involving guests. Then we're going to talk to some people to find out what they would do in these situations. Let's take a look at our first example.

Guest 1: I was invited to a party, and I arrived a half hour early. I thought it would take me longer to get there. Well, the host came to the door wearing old clothes and holding a vacuum cleaner. I could hear a shower running in the background, and on top of that, not a single guest was there.

Reporter: What should the guest have done?

\* \* \*

Reporter: Let's find out what some of the people we talked with would have done.

Man 1: I would have pretended to have an errand to run in the neighborhood, like going to the drugstore or going to the grocery store. And then I would have told the host I'd come back later.

Woman 1: If I were the guest, I would have apologized and then offered to help with things like setting the table and vacuuming.

Reporter: You wouldn't have left?

Woman 1: No, I don't think so.

Reporter: What would you have done?

Woman 2: Well, I guess I would have apologized and left quickly and told her I'd be back later.

Reporter: Well, what would you have done if you were the host?

Woman 2: I'm not sure. I guess I would have asked the guest if he could come back a little later.

Man 1: I would have invited him in anyway and told him to make himself at home. Then I would have finished my chores and changed clothes.

Woman 1: Oh, I think I would have asked him to help with something in the kitchen, or maybe he could finish the vacuuming.

Reporter: What would you have done?

\* \* \*

Reporter: Now let's take a look at another situation.

Host 1: I invited my boss to dinner the other night. She was having a great time and wouldn't leave. By midnight, my husband and I were so exhausted. Finally, my husband fell asleep at the table. My boss was very embarrassed when she realized it was so late. I just never know what to do when a guest won't go home.

Reporter: What should the host have done?

\* \* \*

Reporter: Let's get some opinions.

Man 2: Boss or no boss, I think I'd have reminded her how late it was.

Woman 3: I'm not sure, but I think I might have lied and I told her I had to get up early in the morning. Then I would have thought of some reason.

Woman 4: I wouldn't have done anything except pretend I wasn't tired. After all, if it is your boss . . .!

Man 3: Personally, I think you need to let people know how you feel. Some people just need to be told. She should have told her boss that it was late and that she and her husband were tired. Most people would understand.

Reporter: Those were some good answers. How about you? What would you have done?

\* \* \*

Reporter: Now let's take a look at our third situation.

Host 2: A friend of mine came to stay with me for the holidays. Unfortunately, she dropped a lamp of mine and broke it. I think she thought it was an old lamp and not worth much, but that lamp had belonged to my grandmother. And it was worth a lot to me. What should I have done?

Reporter: What should the host have done?

\* \* \*

Reporter: Let's see what the people we talked with had to say.

Man 1: I think I would have told them how much the lamp really meant to me. And I would have dropped a hint about the cost of antiques. And I think, I really think that a good friend would have offered to pay something.

Woman 1: I'm sure the friend felt terrible already. The woman could have told her that the lamp was really old and she planned to buy a new one anyway. That way, nobody would be embarrassed.

Reporter: What should the guest have done?  
\* \* \*

Woman 3: Well, I've thought about that situation a lot because I had a similar experience. I accidentally broke a special antique teacup that belonged to a friend of mine. Of course, I apologized, but I felt terrible. So I replaced the cup with one that my grandmother had given me. I think my grandmother would have approved.

Reporter: What would you have done?  
\* \* \*

Reporter: And now, our last situation.

Guest 2: After graduation, a friend of mine from college invited me to come and visit him for the weekend. When I arrived at his house, the place was a mess. There were piles of dirty dishes and trash everywhere. It looked as if the place hadn't been cleaned in ages. It really bothered me, but I didn't want to offend him. I didn't know what to do.

Reporter: What should the guest have done?  
\* \* \*

Reporter: Let's find out what people had to say.

Man 3: Well, that's kind of a touchy situation. But I think I would have said something like, "It looks as if you've been really busy." Then I would have offered to help clean up.

Woman 2: I think I would have told him I misunderstood his invitation and I'd already checked into a motel. I think that would be the best way to handle the situation.

Woman 4: I think I would have accepted the situation and stayed with my friend. After all, it was just for the weekend.

Reporter: What would you have done?

\* \* \*

Reporter: Well, we've heard a number of practical solutions to some difficult guest situations. Now you should be ready for your next guest.

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