


1981

College LIfe: U.S.A. A Teaching resource packet to prepare foreign students for the social side of attending a college in the United States.

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COLLEGE LIFE: U.S.A.

A teaching resource packet to prepare foreign students for the social side of attending a college in the United States

by

Mark Koncewicz

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

August 7, 1981

This project by Mark Koncewicz is
accepted in its present form.

Date 12 August 81

Principal Adviser Patrick Moran

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This project is a teaching resource packet for ESL/EFL teachers who are interested in showing their students what American college life is like. The project is based on twelve situations which were selected because they seem to be the most typical situations that a foreign student would probably interact in while studying and living at an American college. There are two parts to this project: a set of slides with 5-7 slides on each of the twelve situations and a text which consists of units for each of the situations. Each of these units is composed of three sections: 1. descriptions of each of the slides 2. a set of short dialogues that can be used in each of the situations as well as some footnotes to the teacher on some of the interesting sociolinguistic features that are in some of the dialogues 3. a list of suggested activities and discussion questions which the teacher may work on with the students in further exploring the cultural and linguistic elements that can be found in each of the dialogues and slides.

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INTRODUCTION

While teaching English as a foreign language at a university in South Korea, many of my students would frequently say to me, "I am planning to study in the United States someday. Could you tell what American college life is like?" Of course, this was not an easy question to answer. Like many other aspects of American culture, life at American colleges is a very wide range of experiences which cannot be fully conveyed in only a few brief statements. Seeing, though, that there was a tremendous amount of interest by my students in this area, I began to think about what a student from another country would need to learn so that he/she would be better able to adapt to living and studying at an American college or university. During my two years of teaching in Korea, I occasionally did some short presentations on life at an American college and also had the students work on dialogues which could be used in a situation at a college. The students always seemed to enjoy learning about this topic and always wanted to learn more about it. When I tried to find some ESL materials on this topic, to my surprise, I discovered that there was very little material to be found on this aspect of American life.

My project, then, is an attempt to provide some resource materials on American college life for ESL/EFL teachers who are interested in presenting this topic to their

students. The project entitled College Life: U.S.A., is a selection of situations which I have found to be the most typical, and so, the most useful situations for a foreign student to learn about before coming to the United States to study. College Life: U.S.A. is composed of two parts: a set of slides with 5-7 slides on each of the twelve situations and a text which includes this introduction. The slides, I am sure, can be used in a variety of ways. They provide a multitude of visual cultural details about many different areas of American life. In this project, however, I use them only as visual aids for the dialogues and activities. The text is composed of twelve sections, one for each of the situations presented on the slides. Each of these sections is in turn divided into three parts: 1. a brief description of each of the slides, 2. a set of short dialogues which can be used in each of the situations and also some footnotes to the teacher on some of the interesting sociolinguistic characteristics present in some of the dialogues, 3. a set of suggested activities and discussion questions related to each of the situations which the teacher can work on with the students after the students have been introduced to the slides and the dialogues.

College Life: U.S.A. is intended as a resource which ESL/EFL teachers can draw from for individual lessons. Although I did not originally design it as a syllabus, I think that a course could be developed with this project as the primary structure and source of materials. Also, although this project

is intended for the teacher who is helping students to prepare to live and study at an American college, this project can also be used in ESL classes in American colleges with newly arrived foreign students. In this case, an added final activity after working on a particular situation in the class might be a short field trip to the real situation outside the classroom where the students could practice and reinforce what they have just learned in class.

I hope that College Life: U.S.A. can provide interested ESL teachers with materials which will help their students to adjust to and enjoy more their life at an American college. Every year, thousands of students from all over the world come to the United States to study. Much attention is paid to preparing them for the scholastic side such as showing them how to study and prepare for the TOEFL and GRE exams. Little attention is paid, though, to preparing the foreign student to the social side of attending an American college. I hope that my project can be of some help in balancing out the emphasis on what particular skills should be taught to students who are planning to study in the United States. I think that creating this balance will make the foreign student's stay at an American college not only scholastically rewarding but also much more socially and psychologically rewarding which I feel are equally important for a student.

IN THE DORMITORY

I. Slide Description

1. A college dormitory
2. A room in a men's dormitory
3. A room in a women's dormitory
4. A laundromat in a dormitory
5. A lounge in a dormitory

II. Dialogues

1. In A Dormitory Room

A. Hi, what are you doing? Studying?

B. Trying to. Where have you been?

A. Oh...just bumming around the campus. Boy, this room is a mess. We have to clean it up.

B. Yeah. I can't study here. They've got that stereo on too loud downstairs.

A. Why don't you go to the library to study?

B. That's not a bad idea. See you later.

A. Wait a minute. How about helping me clean the room?

B. Let's do it later. See you.

2. In The Laundromat

A. Hi, you're washing your clothes too I see.

B. Yeah, I'm almost finished.

A. Have you seen the R.A.?

- B. I think he/she is on work study now. Why?
- A. I need some change for the washer and the change machine is busted.
- B. Here, you can have what I've got left over. I don't need it.
- A. Thanks. I'll pay you back as soon as I can.
- B. No problem. Well, I'm all finished. Take it easy now.

3. Talking To The R.A. (Resident Assistant)

- R.A. Hi, what's up?
- B. I've got a few problems.
- R.A. Who hasn't?
- B. I need a new light bulb for our desk lamp.
- R.A. I've got some right here. Here you go.
- B. Thanks. Also, there's no hot water for the showers in the morning.
- R.A. I know about that already. I called the maintenance office but you know how they are.
- B. Yeah, well, thanks for the lightbulb anyway.
- A. Anytime.

III. Activity Suggestions

1. Discuss and compare with the students how housing is handled in their own country's colleges and how it is handled in American colleges.
2. Show the students how they can wash their clothes at a coin-operated laundromat. This might be done by drawing a sequence of chalk pictures on the blackboard showing what must be done.
3. Discuss with the students what might be some of the advantages and disadvantages to living in a

college dormitory in the United States.

4. Have the students create skits which enact some of the problems that they might have in sharing a room in a dormitory with an American student. Work with them on ways in which these problems might be resolved.

IN THE STUDENT CENTER

I. Slide Description

1. The student center
2. Students studying and snacking near the vending machines
3. Students sitting and talking in the lounge
4. Student Ad board
5. The information desk

II. Dialogues

1. At The Information Desk

- A. Excuse me but would you know where the student newspaper office is?
- B. Yeah, go upstairs, it's the first door on the left, you can't miss it.
- A. Thanks...Oh, one more thing. Are there still seats available for the bus to (a large city such as New York or Boston).
- B. Uh...I think there are a few left.
- A. Good. I'd like to sign up. Do I have to pay now?
- B. No, you can pay anytime next week. I just need your student number now.
- A. It's (student number).
- B. Okay. You're all set.

2. In The Student Lounge

- A. Hi, you finished your classes for today?
- B. Yep, all done. How about you?

- A. Naw, I still have a class tonight.
- B. You have a night class?
- A. Yeah, I couldn't get the class any other time.
What're you doing now, your homework?
- B. Yeah, I have to get this paper in by tomorrow.
- A. How are your classes going so far?
- B. Pretty good. And you?
- A. I can't complain. Well, I better get going.
- B. Yeah, see you.

3. Looking At The Student Ad Board

- A. Anything happening this weekend?
- B. Oh...the usual Friday flick in the auditorium.
There's a dance on Saturday night.
- A. Who's playing?
- B. It's disco. Did you check to see if there were
any cars for sale on the Ad board?
- A. There are a couple of pieces of junks for sale.
That's all.
- B. Did you look hard? Sometimes you find a good deal.
- A. There was nothing up there, believe me. Well...
I'm going to get something over at the vending
machines. Catch you later.

III. Activity Suggestions

1. Tell the students what is in a typical student center in the United States and then have them describe a typical student center in their own country.
2. Have the students make ads and posters for a model of a student Ad board.

3. Ask the students to act out how they would converse with a fellow classmate in their own country and then have them compare this to dialogues two and three in this section.
4. Have the students compare the extracurricular activities on an American college campus with those in a college in their own country.

IN THE CAFETERIA

I. Slide Description

1. The cafeteria
2. Cafeteria menu
3. Students ordering food
4. A student getting something to drink
5. A student paying for his food
6. The dining room

II. Dialogues

1. Ordering Food

- A. Boy, am I hungry.
- B. What will you have?
- A. Give me a (a food such as a hotdog or hamburger).
- B. Coming right up.
- A. Could you put extra (a condiment such as mustard or relish) on it?
- B. Sure can. Anything else?
- A. Nope, that's all.

2. Paying For The Food

- A. Okay, what have we got here. Are you on the meal plan?
- B. I am, but my friend here isn't.
- A. Well, he'll have to pay. What's your number?

B. It's (meal plan number) . I'm going to pay for my friend.

A. Then let me ring up his stuff. That'll be (total amount for friend's meal).

B. That much? Boy, I'm glad I'm on the meal plan.

3. In The Dining Room

A. What do you think of the food? Pretty bad, huh?

B. It's not that bad.

A. Well, I can't stand it myself.

B. Then what are you eating it for?

A. Hey, I've got no choice. I'm on the meal plan, remember?

B. The food isn't that bad but I guess it isn't homecooking either.

A. That's for sure. Well, at least it's cheap.

B. I'm going up for seconds. Do you want me to get you anything?

A. Yeah, get me another cup of (a hot drink such as coffee or tea).

Notes to Teacher

The use of different sounds to convey different meanings could be explored here. An example in the previous dialogue is the sound "huh" which has in this case the meaning "do you agree?" Other sounds such as "uh-huh", "oh-oh", and "mmm" could be introduced to the students.

III. Activity Suggestions

1. Have the students compare and contrast their own

eating habits with the eating habits of American college students.

2. Tell the students how a cafeteria and a meal plan works and then ask them how they eat in a college in their own country.
3. Have the students make up a menu for a cafeteria at an American college.
4. Have a discussion with the students about what problems they think they might have eating food at an American college and then ask them to create skits which enact these problems and possibly try to solve them.

IN THE CLASSROOM

I. Slide Description

1. A college classroom building with students going to class
2. Teacher lecturing a class
3. Teacher and students in a discussion group
4. Science class
5. Music class

II. Dialogues

1. Before Class

- A. Hi, I guess I'm early for class.
- B. Not really.
- A. Then where is everybody?
- B. I don't know. I guess they all decided to skip.
- A. Maybe we won't have class. Did you do your homework?
- B. Sure did. It took me all night.
- A. I haven't finished yet. I can't believe how much homework this guy gives.
- B. It is a lot but I'm really interested in the subject so it was easy for me.
- A. I wish I could say that.

2. During Class

- A. Are there any questions? So...I take it that you all understand everything about what I've been

lecturing on the last hour.

B. I'm not sure I understand what you said about (a particular point which the professor has lectured on). Did you say that (the student repeats what he thinks the professor has said on this point)?

A. Yes, that's just about what I said.

B. I'm not sure if I can agree with you on that.

A. Well, what do you think?

B. I think that (the student gives his/her opinion on the subject).

A. Well, that's a valid argument. That might be a good point to write a term paper on.

B. You think so?

A. Sure, I'll talk to you more about it after class, okay? Now, how about anyone else? Is there anything else in my lecture that you wish to discuss?

III. Activity Suggestions

1. Discuss with the class the different ways in which classes are structured in American colleges. Some examples might be lectures, discussion groups, and TV courses. Ask them to compare this with a college in their own country.
2. Have the students create skits, one showing how they would interact in a classroom with a teacher from their own country and the other one showing how they think they might interact with an American teacher.
3. Select and read out loud to the students articles which raise an issue or give an opinion. Encourage the students to ask questions about the articles and also to give their own opinions on the issues and ideas brought out in the articles.

AT THE LIBRARY

I. Slide Description

1. The library building
2. A student taking some books out at the front desk
3. Students looking up books in the card catalogues
4. Information posters, the large one on the left shows what kinds of materials can be found on each of the floors of the library.
5. Book stacks showing the sign which tells which lettered books can be found in each stack
6. The reference room

II. Dialogues

1. Returning Books

- A. Hi, I'm returning these books.
- B. Okay. Fine.
- A. I think two of them are a little overdue.
- B. Let's see...this one is, but this one isn't.
- A. How much do I owe then?
- B. Uh...just ten cents.
- A. I only have a dollar.
- B. That's okay. I'll give you change.
- A. Thanks. Bye now.

Notes to Teacher

The frequent use of the syllable "Uh..." by

Americans can be discussed with the students. It can be described as a fill-in between words or sentences which Americans use to give themselves time to think about what they will say next in their conversations.

2. At The Card Catalogue

- A. Excuse me, but could you give me a hand?
- B. Sure, what's the matter?
- A. I'm looking for this book but I don't know where to look under.
- B. You could look under the name of the author or under the subject of the book.
- A. Okay. I'll try both of those.

3. In The Book Stacks

- A. Hi, do you know what aisle this book might be in?
- B. This is the catalogue number?
- A. Yes.
- B. Well then, it's probably right down this next aisle.
- A. This next aisle? Thanks a lot.

4. In The Reference Room

- A. Excuse me, do you work here?
- B. Yes, what do you need?
- A. I was wondering if there are any books on (name of a subject) in here?
- B. We've got some over here. Come, I'll show you.
- A. You've got some? Great.

5. Taking Books Out

- A. I'd like to take these books out.
- B. Okay. Can I have your card?
- A. Sure, here you go.
- B. There we are. They're due in four weeks.
- A. Okay. Take it easy now.

III. Activity Suggestions

1. Have the students discuss the similarities and differences of an American college library and a college library in their own country.
2. Create a model of a card catalogue and have the students take turns looking up books.
3. Using slides 4 and 5, ask the students if they can figure out which floor slide 5 was taken on. Using slide 4, have the students make a map of how they think the library is set up inside.
4. Ask the students to get into groups and create their own skits that take place in a library. Tell them that they can use the dialogues in this project as a resource.

AT THE BOOKSTORE

I. Slide Description

1. Entrance to the college bookstore
2. Students looking at school supplies in the bookstore
3. Textbook section
4. Students looking at assorted items
5. Student paying for items at the cash register

II. Dialogues

1. In The Textbook Section

A. Can I help you?

B. No, that's okay...well, maybe you can. I can't find this book on the shelves.

A. Let's see the name. No wonder you can't find it. It's way on the other side.

B. Really? I looked there already.

A. They should be there.

B. I'm pretty sure they're not.

A. I'll go look...You're right, they're not there.

B. What am I going to do? I need that book for class tomorrow.

A. Take it easy. We've got more in the back. I'll get you one.

B. You do? Oh boy, for a minute there I thought...

Notes to Teacher

In the last three lines of this dialogue the

conversation of the two speakers overlaps a bit. This could be used as an example of the occasional overlapping of speech in American English conversations. It might be interesting for the students to compare the frequency of overlapping speech in their own language with English.

2. In The School Supplies Section

A. Hey, how you doing? What you up to?

B. Nothing much. I'm just getting some note-books and a pen. How about you?

A. I'm thinking of buying a school jacket.

B. Are you serious?

A. Yeah. Why?

B. Only jocks wear those things.

A. So.

B. So... do what you want. Don't let me stop you.

A. Don't worry. I won't.

3. Reselling Books

A. What do we have here? You're bringing back these two books?

B. Yeah. I bought them brand new the beginning of this semester.

A. Well, we can't use this one. The course isn't being offered next semester.

B. How about the other one?

A. Yeah, we can use this one. We can give you (a low price for a textbook).

B. What? I paid twice as much for it only a few months ago.

- A. Hey, what can I say? That's the price we're offering. Take it or leave it.
- B. What a rip-off. Well, I need the money so I'll take it.

III. Activity Suggestions

1. List all the things that can be bought in a college bookstore by using the slides and have the students compare this to what is in a typical bookstore in their country.
2. Have the students work on skits where their conversations would overlap. A few examples would be when someone is very excited and another person is trying to calm down that person or another one would be when one person is trying to get into a conversation with two other people who are in a deep discussion.
3. Explain and discuss with the students the way a student buys and resells his/her books while attending an American college.

AT THE SUPERMARKET

I. Slide Description

1. Finast supermarket and parking lot
2. Soda and dairy sections
3. A man looking at items in the frozen foods section
4. Different kinds of bread on sale in the bread section
5. A man looking at grapes in the fresh fruit section
6. The meat counter
7. A man paying for his items at the check out counter
8. An advertisement poster showing different items that are on sale

II. Dialogues

1. Deciding On What To Buy

- A. Well, what should we get for the party?
- B. I don't know but we can't buy too much.
- A. Why not?
- B. Because we don't have much money.
- A. How much do we have?
- B. Uh...about five bucks.
- A. That's all? This is sure going to be a great party.

Notes to Teacher

The last sentence in this dialogue could be used in introducing the frequent use of sarcasm by Americans.

2. At The Meat Counter

- A. Number 22.
- B. That's me. I'd like a half pound of (a kind of cheese such as American or Swiss cheese).
- A. Anything else?
- B. Yes, give me a pound of (a coldcut such as salami or veal loaf) and a pint of (a vegetable salad such as cole slaw or potato salad).
- A. Okay. Is that it?
- B. Yes, that'll be all.

3. In The Bread Section

- A. Did you see if they have any rye bread on sale?
- B. I checked. They're all out.
- A. What other kind of bread goes good with coldcuts?
- B. Why don't we just get white bread.
- A. White bread? Are you kidding? Blah...
- B. What's wrong with plain, ordinary white bread?
- A. That's just it. It's too plain. We should get some whole wheat bread or bran bread.
- B. Bran bread? I don't care...just get what you want.

4. At The Checkout Counter

- A. Is this the express line?
- B. Yep, you got less than twelve items?

- A. Yeah, only four things.
- B. That's (total amount for items) altogether.
- A. Here you go.
- B. And here's your change. You don't have to put the things in the bag. I'll do it for you.
- A. That's alright. I can handle it.

III. Activity Suggestions

1. Hand out supermarket flyers to the students and tell them that they are going to have a party but they can only afford to buy five dollars of food.
2. Discuss such typical American food ideas such as coldcuts, canned foods, processed foods, and frozen foods with the students.
3. Ask the students to compare and contrast an American supermarket with a typical food store in their own country.
4. Have the students identify as many items as they can in each of the slides and ask them what items look the most delicious to them.

AT THE DISCOUNT STORE

I. Slide Description

1. Caldor's discount store and parking lot
2. The record department
3. A man looking at pairs of pants in the men's sportswear department
4. The radio and TV department
5. A man bringing film to be developed at the camera department
6. A woman paying for her items at the cash register

II. Dialogues

1. In The Radio And TV Department

- A. Could you help me? I'm interested in buying an AM-FM radio.
- B. Did you have any particular brand in mind?
- A. Yes, the (brand name such as Panasonic or General Electric) that's on sale.
- B. Oh...I'm sorry, but we just ran out of them. We do have other brands that cost a bit more but are a lot better in quality.
- A. I'm only interested in the (brand name). Can I get a raincheck on it?
- B. Well, yes, but are you sure that's what you want? We do have a lot of other name brands...
- A. No, I just want the (brand name).
- B. Okay...

2. In The Camera Department

A. Hi, I'd like to get this film developed.

B. Okay. What's the name?

A. (name).

B. And phone number?

A. (phone number). How long will it take?

B. Probably a week.

A. That's kind of long.

B. That's the best we can do.

A. Well...Okay.

3. At The Cash Register

A. Is this all?

B. Oh wait, I wanted to buy some gum.

A. It's right here, next to the magazine.

B. Yeah, I see it.

A. Will this be cash or charge?

B. Cash.

A. That's (total price of all the items) .

B. Here you are.

A. Here's your change.

4. Getting a Refund

A. I want to return this.

B. What's wrong with it?

A. It doesn't fit me.

B. Do you want another one?

A. No. I'd like my money back.

B. Do you have the receipt for it?

A. Yes, right here.

B. Okay, take this slip to a cashier and she'll give you your money back.

III. Activity Suggestions

1. Bring in newspaper flyers from different discount stores and have the students select five items that they would like to buy. Also, the students can try to find which store is selling a certain item for the cheapest price.
2. Have the students list all the items that can be seen in each of the slides and have them make up sentences using one or more of these words.
3. Discuss the differences between a discount store and a department store with the students.
4. Discuss the differences and similarities between an American discount store and a similar store in each of the students' countries.

AT THE DRUGSTORE

I. Slide Description

1. Farmingdale Pharmacy
2. A pharmacy with a pharmacist working on a prescription
3. A man paying for items at the salescounter
4. A man looking for a gift in the cosmetics section
5. The greeting cards section
6. View of drugstore from the entrance

II. Dialogues

1. Getting A Prescription Filled

- A. Hi, I'd like to get this prescription filled.
- B. Okay, Uh...I'm a little busy right now. It could take a while.
- A. How long do you think it will take?
- B. It will probably take about 15 minutes.
- A. I'm going to go next door and buy something. I'll pick up the prescription on the way back.
- B. Fine with me.

2. At The Sales Counter

- A. Excuse me, can I pay for this here?
- B. You sure can. Is this all you're getting?
- A. Yes, I was going to get a graduation card but I couldn't find any.

- B. We should have some.
- A. Maybe I should look again.
- B. Why don't you. We've got all kinds of cards. I'm sure we must have some graduation cards.
- A. I found a few.
- B. See. I told you we had some. That'll be (total for all the items).
- A. Here you go. Thanks.
- B. That's okay. Bye now.

III. Activity Suggestions

1. Discuss with the students what a drugstore is like in their own country and compare this to an American drugstore.
2. Have the students try to name as many items as they can in each of the slides and then list all the kinds of items that can be bought in a drugstore.
3. Discuss with the students the American custom of sending and giving greeting cards for many different occasions and ask if the students have a similar custom in their own country. If they do not, ask what they do on special occasions.

IN THE FAST FOOD RESTAURANT

I. Slide Description

1. McDonald's fast food restaurant
2. People ordering food at the front counter
3. People waiting for their order
4. The menu board
5. A man eating a meal

II. Dialogues

1. Ordering Food

- A. Would you like to order something?
- B. Yes, I'd like a (sandwich such as a hamburger or cheeseburger).
- A. Okay...anything else?
- B. Uh...yeah, I want an order of fries and a (vanilla, chocolate, or strawberry) shake.
- A. Will that be all?
- B. Uh...yeah, I guess so.
- A. That's (total amount for the food). It'll be ready in a minute.
- B. Alright.

2. In The Dining Area

- A. You sure you don't want any?
- B. I'm sure.

- A. It's really good.
- B. It's really greasy too. What's that?
- A. It's another one of those games they're running...you know where you win a free coke or something.
- B. Why don't you check to see if you won anything?
- A. I'll open it later. Help me finish these fries.
- B. Well...okay. I'll take a few.
- A. Come on, let's go. I'll finish the shake in the car.
- B. What's your rush?
- A. We'll be late for the party. Dump the tray in the trash, will you?
- B. It's your food, you do it.
- A. Thanks a lot.

Notes to Teacher

This dialogue may be useful in teaching how different intonation patterns can make a lexical structure have different meanings. The last sentence is also another good example of sarcasm.

III. Activity Suggestions

1. Discuss with the students the possible advantages and disadvantages to eating at a fast food restaurant.
2. Have the students compare and contrast the restaurant situation with the fast food restaurant situation.
3. Have the students act as customers in a fast food restaurant and have them order their food from the slide with the menu board on it.

AT THE RESTAURANT

I. Slide Description

1. Muir's family restaurant
2. People looking at menus and giving their order to the waitress
3. People eating in the dining room
4. A couple eating their dinners
5. The restaurant menu

II. Dialogues

1. Getting Seated

- A. How many?
- B. We need a table for two.
- A. Would you like a booth?
- B. No, we'd rather have a table near a window if possible.
- A. I think we can arrange that. Right this way. How's this?
- B. This will do.
- A. Your waitress will be with you in a moment.

2. Ordering Dinner

- A. Hello, I'll be your waitress tonight. Would you like a cocktail before your dinner?
- B. No, we'll just have some of the house white wine with our dinner.

A. Okay. Here are your menus. I'll be back in a few minutes to take your order.

B. Oh, okay...

A. Are you ready to order now?

B. Yes, I'd like the (a beef dish like roast beef or steak).

A. Okay. What kind of dressing would you like on your salad?

B. Italian.

A. And what would you like?

B. I'd like the (a seafood dish like shrimp or flounder).

A. And what kind of dressing?

B. Thousand Islands.

A. Okay, thank you.

3. Talking During Dinner

A. How's your dinner?

B. Fantastic. I never had (seafood dish) like this. How's yours?

A. Not bad although it could have been cooked a little more.

B. I don't think I can finish mine. It's too much.

A. Finish as much as you can. The rest we'll take home in a doggy bag.

B. Yeah, okay.

4. Paying The Check

A. How was your meal?

B. Very good.

A. Was the service okay?

B. Excellent.

A. I'm glad you enjoyed yourself. Come again.

III. Activity Suggestions

1. Discuss with the students the wide variety of restaurants that exist in the United States. A few examples could be Chinese restaurants and Italian restaurants in showing the wide variety of foods that are available. Examples such as a first class restaurant and an all-night diner could be used in showing the wide range of dining atmosphere that is available in the United States.
2. Have the students compare the behavior and language that is used in the fast food restaurant situation with the restaurant situation.
3. Have the students act out skits which take place in a restaurant. The slide with the menu and the dialogues can be used as resources in this case.
4. Using slide 4, get the students to become familiar with a typical dinner table setting and show them how each of the dinner utensils are used.

AT THE MUSIC CLUB

I. Slide Description

1. The Hall of Fame Music club
2. People sitting and talking at the bar
3. People being admitted into the club
4. People dancing
5. People sitting and talking at tables
6. A rock band playing music

II. Dialogues

1. Ordering A Drink

- A. Hi, do you want anything?
- B. Do you have draught beer?
- A. No, just bottled beer. On Wednesday nights, we have twenty-five cent draughts but not tonight.
- B. What kind of bottled beer do you have?
- A. We've got Schlitz and Michelob and Budweiser.
- B. I'll have a Budweiser and a bag of pretzels too.
- A. Sure. Be right back.

2. Meeting A Friend

- A. Hey, how's it going?
- B. Not bad. Is this your first time here?
- A. Yeah, it's a nice place.

- B. I come here every weekend. They get good bands in here.
- A. This band tonight is pretty good.
- B. Yeah, they play here often.
- A. Uh...I forgot your name. What is it again?
- B. It's (girl's name). And yours is (boy's name).
- A. That's right. You've got a good memory. Uh...would you like to dance?
- B. Okay.

III. Activity Suggestions

1. Discuss with the students the differences and similarities between a music club in the United States with a music club in their own country.
2. If it is possible, play for the students the different kinds of music that is listened to in America such as Rock, Pop, Disco, Folk, and Jazz to name a few. Tell the students about the music and what part of the country is it most popular. Ask the students what kind of music is listened to in their country. Have them do presentations on the music of their country.