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Live...from the Language Lab.

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School for International Training

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LIVE...from the Language Lab!

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

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In most of my language laboratory classes I use at least one lesson from Joan Morley's Listening Dictation. "The purpose of these lessons is to develop basic skill in discriminative listening. Through carefully structured practice, the students improve their ability to extract meaning from spoken English sentences. They learn to attend to grammatical relationships within the flow of natural spoken English, with its pattern of contraction, word reduction, elision, assimilation, blending, phrasing, stress, rhythm, and intonation." ¹ The lessons are highly structured and well sequenced, which appeals to both my students and me. Since each lesson requires the student's active participation, I believe it would be valuable for the student to read sentences that may have a particular meaning for him or her. That is to say, having the lesson revolve not only around specific grammar points, but also having it revolve around specific cultural and/or personal points.

The following lessons have been designed with exactly these cultural and/or personal points in mind. The first lesson begins with Jose Rodriguez, gives a little of his background and gently introduces the concept of someone just about to enter a new culture. This seemingly simple grammar exercise will ultimately be the catalyst for deeper discussions which will explore the individual and personal feelings of the students in the class.

Naturally there are many aspects to cultural experiences

in a new country. My aim is to zero in on the main aspects of cultural assimilation. For example, after the lesson about Jose Rodriguez, which addresses the point of pre-entry into the host culture, I introduce, in lesson two, Enrique Rivera. This lesson concentrates on the actual entry into the culture and initial culture shock. From there, each successive lesson is based on the next important point which occurs during cultural assimilation.

I have borrowed Joan Morley's format from Listening Dictation for parts one and two of each lesson. These two parts can and should be corrected by the students themselves, immediately after the exercises have been completed. At this point, the teacher will be able to answer any questions which the students may have concerning either grammar or comprehension.

Part three is an additional grammar reinforcement exercise as well as a comprehension exercise. I included this part because it will serve as a tool for further stress of the grammar, and most importantly, at this point, will emphasize the meaning behind the passage which goes beyond the grammar.

Part four is essential to the lesson as it is the culmination of all the other parts and, finally gives the student a chance to voice existing feelings or emotions which he/she may be experiencing at the time. It is also an exercise to be conducted in the classroom rather than in the

language laboratory. The questions I have included under part four are to be used as a teacher's guide. On page of this report, there is a list of suggestions as to how the questions of part four of each lesson can be dealt with for either written or oral purposes. The reader should feel free to consult these suggestions whenever reading part four of any lesson.

Parts one, two, and three have been prepared for use in the language laboratory, i.e., the teacher reads while the student records. This could be easily adapted to classroom use.

The lessons which I have prepared are not intended to represent a comprehensive grammar review. I have attempted to clearly and accurately adapt cultural points into grammar exercises, hoping that the reader will take what he/she needs from these examples and reshape them to fit the needs of his or her particular students.

SUGGESTIONS FOR PART FOUR OF EACH LESSON

ORAL

1. Have each student choose a partner and choose a question. One student tells the other student his opinion concerning the question, and vice versa.
2. Have students discuss one of the questions as a group. They are then asked to come up with a conclusive opinion to be presented to the other students in the class. Three groups would suffice, although the exercise would also work well with four or five groups.
3. Have a brief discussion about the questions. The students might find it interesting to ask a friend from another class one of the questions. The next day class discussion can center around the various reports from different students. Similarities and/or differences can then be discussed.

WRITTEN

1. One student dictates, on a large piece of paper, his opinions of one of the questions to the other student (his partner) and vice versa. Upon completion, they exchange the papers and attempt to correct them as best as they can. The teacher assists everyone with this task by checking all the papers. The papers are then

posted and the students proceed to circulate around the room, reading one another's opinions. They can then ask each other questions about all the different or similar opinions.

2. Have one student ask another student his opinion or answer to one of the questions. The student asking the question takes notes and reports to his classmates after the allotted time. The students then switch roles, and the one who was doing the asking before, now does the answering.
3. Ask the students to write a passage about themselves modeled after the original passage. Ask them to pay attention to the meaning the passage has for them. Papers can then be exchanged and read for information's sake, or they can be posted to be read at the student's leisure, or they can be discussed in class.
4. Have the students keep a journal about their experiences in the United States. As the questions come up in class and are discussed, have them comment about them in their journals. This is an optional exercise as journals are usually private and not meant to be shared with others unless so desired. I have found that the student will often come to me privately and ask that I read his or her journal, and also asking for corrections.

LESSONS

LESSON 1

Part 1 - Listen, Repeat, and Write:

JOSE RODRIGUEZ

¹Jose is from a small town in Bolivia. ²He has two brothers and one sister. ³His sister's name is Rosa. ⁴She is a student at the university. ⁵Jose's two brothers are Manuel and Tommy. ⁶They are identical twins. ⁷Mr. Rodriguez is a film producer. ⁸His mother is a journalist for a popular magazine. ⁹Is her office downtown? ¹⁰No, her office is close to her home and she usually goes home for lunch.

¹¹Jose is very happy today. ¹²He is going to the United States to study English. ¹³He is usually very calm and quiet. ¹⁴Today he is very nervous and excited. ¹⁵Were you nervous before your flight to the United States?

Part 2 - Multiple choice:

1. a) He is from Bolivia.
b) She is a journalist.
c) He produces films.

(Read # 7)

2. a) She eats lunch in her office.
b) She goes to a restaurant.
c) She eats at home.

(Read # 10)

3. a) They like roses.
b) She's called Rosa.
c) His name is Manuel. (Read # 3)
4. a) Mrs. Rodriguez writes articles for magazines.
b) She is the mother of five children.
c) He is a journalist. (Read # 8)
5. a) They are his brothers.
b) Tommy and Manuel are Bolivian.
c) They are twins. (Read # 5)
6. a) Today.
b) Yesterday.
c) Tomorrow. (Read # 12)
7. a) It is identical.
b) He's identical.
c) They're identical. (Read # 6)
8. a) He's never calm and quiet.
b) He's always calm and quiet.
c) He's sometimes calm and quiet. (Read # 13)

9. a) They are from Bolivia.
b) It's from a small town.
c) He's from Bolivia. (Read # 1)
10. a) They are students.
b) She goes to the university.
c) We study English. (Read # 4)
11. a) She has two brothers.
b) He has three brothers and sisters.
c) They are sisters. (Read # 2)
12. a) No, she isn't.
b) Yes, it is.
c) No, it isn't. (Read # 9)
13. a) Jose is sick.
b) Jose is fifteen.
c) He is happy. (Read # 11)
14. a) She is nervous.
b) He has a sore throat.
c) Jose is excited and nervous. (Read # 14)

15. a) No, she wasn't.

b) Yes, he was.

c) Yes, he is.

(Read # 15)

Part 3 - Cloze exercise (Fill in the blanks):

Jose is _____ Bolivia. He _____ two brothers and one sister. _____ sister's name _____ Rosa and she _____ a student _____ the university. _____ two brothers _____ Manuel and Tommy. They _____ identical twins.

Mr. Rodriguez _____ film producer. _____ mother _____ a journalist _____ a popular magazine. _____ office downtown? No, _____ office is close to _____ home and she _____ goes home _____ lunch.

Jose _____ very happy _____. He _____ to the United States _____ study English. He _____ very calm and quiet. _____ he _____ very nervous and excited. _____ you nervous before _____ flight to the United States?

Part 4 - Cultural and/or personal insights:

1. Write or talk about your family.
2. What were your feelings about coming to the U.S.
What did you think before you left your country and what do you think now?
3. Are your thoughts about the U.S. changing?

Grammar points covered in Lesson 1:

- 1) To be, to have, present tense.
- 2) Possessive pronouns, subject pronouns.
- 3) Yes/no questions, answers.
- 4) To be, simple past tense.
- 5) Certain adverbs of frequency.
- 6) Vocabulary.

Cultural point:

- 1) Pre-entry into host culture.

LESSON 2

Part 1 - Listen, Repeat, and Write:

ENRIQUE RIVERA

¹ Enrique Rivera is from Venezuela. ² He arrived in the United States yesterday. ³ He is living at the Y.M.C.A. now. ⁴ Tomorrow he will be in the dormitory at the language school. ⁵ Why is he staying at the Y.M.C.A.? ⁶ He's staying there because the dormitory at the school is closed. ⁷ Enrique was very sad and lonely yesterday. ⁸ Today he feels better because he met two foreign students. ⁹ Fahad comes from Saudi Arabia and Arzu comes from Turkey. ¹⁰ They will all study together at the same language school!

¹¹ His new friends asked him many questions: ¹² "How old are you?" ¹³ "When did you arrive in the United States?" ¹⁴ "Where are you from?" ¹⁵ "Is your family living in Venezuela now?" ¹⁶ They wanted to know everything about him! ¹⁷ Enrique is happy now because he has two friends.

Part 2 - Multiple choice:

1. a) He was staying at the dormitory.
- b) The Y.M.C.A. was closed.
- c) Enrique is staying at the Y.M.C.A. (Read # 6)

2. a) Fahad, Arzu and Enrique will study English.
b) Arzu studied English last year.
c) They are studying now. (Read # 10)
3. a) Fahad is Turkish.
b) Arzu is from Turkey.
c) Fahad and Arzu are from Saudi Arabia. (Read # 9)
4. a) Enrique will live in the dormitory.
b) He was living in the dormitory.
c) Enrique is living in the dormitory now. (Read # 4)
5. a) Enrique met two strange students.
b) He will meet two foreign students.
c) He met them. (Read # 8)
6. a) He is.
b) Yesterday.
c) I didn't. (Read # 13)
7. a) They have true friends.
b) He is sad.
c) Enrique has two new friends. (Read # 17)

8. a) They had a few questions.
b) They had a lot of questions.
c) They didn't have any questions. (Read # 11)
9. a) He's very rich.
b) By airplane.
c) The dormitory is not open. (Read # 5)
10. a) He plays soccer.
b) Enrique is Venezuelan.
c) He comes from the United States. (Read # 1)
11. a) He is alone.
b) He has a cold.
c) He was unhappy. (Read # 7)
12. a) She is.
b) I'm Venezuelan.
c) He's from Venezuela. (Read # 14)
13. a) He wants everything.
b) She wants nothing.
c) They were interested in Enrique. (Read # 16)

14. a) I'm fine.
b) No, I'm not.
c) Eighteen. (Read # 12)
15. a) He is alive.
b) He's at the dormitory.
c) Enrique is at the Y. (Read # 3)
16. a) Enrique arrived in Venezuela yesterday.
b) He returned to the U.S.
c) He is in the U.S. now. (Read # 2)
17. a) His family is Venezuelan.
b) They are living.
c) They are in Venezuela. (Read # 15)

Part 3 - Cloze exercise (Fill in the blanks):

Enrique Rivera is from Venezuela. He _____ the United States yesterday. He _____ the Y.M.C.A. now. Tomorrow he _____ be _____ the dormitory _____ the language school. _____ is _____ staying _____ the Y.M.C.A.? He _____ there because the dormitory _____ the school is closed. Enrique was very _____ and _____ yesterday. Today he _____ better because he _____ two _____ students. Fahad _____ Saudi Arabia and Arzu _____ Turkey. They _____ all _____ together _____ the same language school!

His _____ friends asked him _____ questions: " _____ old _____ you?" " _____ did _____ arrive _____ the U.S.?" "Where _____ you _____?" " _____ your family _____ Venezuela now?" They wanted _____ everything _____ him! Enrique is _____ now because he _____ two new friends.

Part 4 - Cultural and/or personal insights (teacher's guide):

1. Write or talk about your first days in the United States.
2. Ask some friends about their experiences in a new country. Are they similar feelings to those you have experienced?

3. Did meeting people the first few days help you or did that interfere with your reactions to the U.S.? Did those people become your friends (are they becoming your friends now)?
4. In your opinion, what is a friend? What is an acquaintance? Do Americans have the same definition of a friend?
5. Do people ask you many questions? What kinds of questions do you like? What kinds bother you? Why do you think people ask you these questions?

Grammar points covered in Lesson 2:

1. present progressive
2. WH questions and answers
3. future tense
4. two-word verbs
5. count/non-count words
6. prepositions
7. new vocabulary

Cultural points:

1. Entry into host culture.
2. The beginning of culture shock.

LESSON 3Part 1 - Listen, Repeat, and Write:ANNE MARIE SCHMIDT

¹Anne Marie has been in the U.S. for two weeks. ²She arrived from Switzerland on January 4th, in the middle of a blizzard! ³The weather reminded her of skiing. ⁴Anne Marie is a very good skier and she can't wait to go on a trip to the mountains.

⁵Anne Marie has already studied English for two years but this is her first time in an English speaking country. ⁶Why did she come to the U.S.? ⁷She wants to continue her English studies so that she will be able to get into an American university. ⁸Anne Marie doesn't have much money. ⁹If she wants to stay, she must find a part-time job. ¹⁰She hopes to get a scholarship to pay for her education. ¹¹Anne Marie has always been very optimistic. ¹²She thinks life is easier and more pleasant in the U.S. than in Switzerland. ¹³Unfortunately, she might not be able to go skiing very often because she will be very busy.

Part 2 - Multiple choice:

1. a) She skis well.
- b) Anne Marie is going to go to the mountains.
- c) She can wait for good weather. (Read # 4)

2. a) Anne Marie will study English.
b) She went to an American university.
c) He is going to the university. (Read # 7)
3. a) She can stay in the United States.
b) She has to find a part-time job.
c) Anne Marie found a job. (Read # 9)
4. a) She may not be able to ski often.
b) She will be able to go skiing very often.
c) She can't ski. (Read # 13)
5. a) For ten weeks.
b) On January 4th.
c) For studying. (Read # 6)
6. a) She doesn't have any money.
b) She has a lot of money.
c) Anne Marie has a little money. (Read # 8)
7. a) She wants to be accepted at a university.
b) She will continue to ski.
c) He doesn't want to study English. (Read # 1)

8. a) She wants to pay for her education.
b) She has many hopes. (Read # 10)
c) She wants to receive some money for school.
9. a) She arrived during a big snowstorm.
b) She came to Switzerland on January 4th. (Read # 2)
c) They will arrive in the middle of a blizzard.
10. a) He reminded her to go skiing.
b) I will remind her to go skiing.
c) Her memories were of skiing. (Read # 3)
11. a) She studied English for two years ago.
b) He hasn't studied French yet.
c) She's studied for two years. (Read # 5)
12. a) She is sad.
b) She is seldom optimistic.
c) She is optimistic all of the time. (Read # 11)
13. a) Life is not difficult in the United States.
b) Life was less pleasant in the U.S. than in Switzerland.
c) She lives an easy life. (Read # 12)

Part 3 - Cloze exercise (Fill in the blanks):

Anne Marie _____ in the U.S. _____
two weeks. She arrived _____ Switzerland _____
January 4th, _____ the _____ of a blizzard! The
weather _____ her of skiing. Anne Marie is a very
_____ skier and she _____ wait _____
a trip _____ the mountains.

Anne Marie has _____ studied English _____ two
years but this is _____ first time _____ an English speaking
country. _____ did _____ come _____ the U.S.? She
_____ to _____ her English studies so that she _____
_____ to get _____ an American university.
Anne Marie _____ have _____ money. If she wants _____
_____, she _____ a part-time job. She _____
to get a scholarship _____ for her education.
Anne Marie _____ always _____ very optimistic. She
_____ life is _____ and _____ in the
U.S. _____ in Switzerland. Unfortunately, she _____
not _____ go skiing very _____
because she _____ very busy.

Part 4 - Cultural and/or personal insights (teacher's guide):

1. In your opinion is Anne Marie sad or happy?
2. After your first two or three weeks in the United States,
how did you feel?

3. What do you think about Ann Marie's optimism? Are you optimistic? Do you think that being an optimist helps make living in a new culture easier? Are optimists always happy?
4. What can a person do to help himself/herself if he/she is a pessimist?

Grammar points covered in Lesson 3:

1. good/well
2. comparative forms
3. present perfect
4. may/might
5. must/have to
6. two-word verbs
7. new vocabulary
8. prepositions
9. count/non-count words

Cultural point:

1. Euphoria about host culture. Complete acceptance, no questions asked.

LESSON 4Part 1 - Listen, Repeat, and Write:MONIQUE LONGET

¹Why did she always say the wrong thing? ²When was she going to learn that people could not be trusted? ³Monique was asking herself these questions on her way home from a party. ⁴She thought, "All the Americans I've met have been selfish, superficial and hypocritical." ⁵The party Monique had just been to was a disaster! ⁶Nobody had talked to her, everybody had ignored her. ⁷She had been polite and had stayed for a long time. ⁸"Why was I so worried about being polite? ⁹No one was polite to me" she thought. ¹⁰Oh, if she could only be with her wonderful friends and family in France, then she would be happy! ¹¹Although several of her friends in France had often made Monique angry, she only remembered their happy times.

¹²Monique hated the United States for the following few weeks. ¹³All she wanted to do was to go back to France where the people were wonderful. ¹⁴She disliked the food, the climate, the people, the stores, the traffic, everything that was American! ¹⁵How could she stay in this awful country? ¹⁶It was a very difficult time for Monique.

Part 2 - Multiple choice:

1. a) This party had been terrible.
b) The party was wonderful.
c) She is going to a party. (Read # 5)

2. a) Her friends are happy.
b) She went to France. (Read # 10)
c) She wants to be with her French friends.

3. a) Everyone was friendly.
b) They were unfriendly.
c) She had spoken to many people. (Read # 6)

4. a) She'll go back to France.
b) She thought she wanted to be in France.
c) French people are not very friendly. (Read # 13)

5. a) At the airport.
b) 4 parties.
c) Someday soon. (Read # 2)

6. a) In 3 hours.
b) Nothing.
c) Because she was a sensitive person. (Read # 8)

7. a) Monique was going through a rough period.
b) They were very difficult. (Read # 16)
c) Certain times are difficult for everyone.
8. a) She will always dislike the United States.
b) The next few weeks were difficult.
c) He hated her. (Read # 12)
9. a) She met some impolite Americans.
b) Monique is superficial and selfish.
c) Americans are delightful people. (Read # 4)
10. a) She thought about many things.
b) Nobody was nice to her. (Read # 9)
c) People have always been polite to Monique.
11. a) By train.
b) By changing her attitude.
c) By traveling. (Read # 15)
12. a) They were asking her many questions.
b) She was on her way home from a party.
c) She asked them a lot of questions. - (Read # 3)

13. a) She was a very impolite person.
b) She had remained at the party too long.
c) She stayed only a short time. (Read # 7)
14. a) Monique was angry with her friends in France.
b) Some of her friends sometimes make her mad.
c) They were hungry. (Read # 11)
15. a) She liked everything that was American.
b) She especially liked the food and the people.
c) She was unhappy with almost everything. (Read # 14)
16. a) For many reasons.
b) Never.
c) Usually.

Part 3 - Cloze exercise (Fill in the blanks):

_____ did _____ always _____ the wrong thing?
 _____ she _____ to learn that people _____
 _____ trusted? Monique _____ herself these
 questions _____ the _____ home _____ a party. She
 _____, "All the Americans I've met _____ selfish,
 superficial, and hypocritical." The party Monique _____
 just _____ was a disaster! _____ had _____
 to her, _____ had _____ her. She _____
 polite and _____ for a long time. " _____
 was I so _____ about _____ polite? _____
 was polite _____," she thought. Oh, _____ she _____
 only _____ her wonderful friends and family _____
 France, _____ she _____ happy! _____ several of
 her friends in France _____ often _____ Monique _____,
 she only _____ their happy times.

Monique _____ the U.S. _____ the following few
 weeks. All she _____ to _____ to go _____ to
 France where the people _____ wonderful. She _____
 the food, the climate, the people, the stores, the traffic,
 _____ that was American. _____ could _____ stay in -
 _____ awful country? _____ was a _____ difficult
 _____ Monique.

Part 4 - Cultural and/or personal insights (teacher's guide):

1. Why do you think that Monique reacted so violently to the party she had gone to? Have you ever gotten angry about something or someone here, in the U.S.? Do you get angry about things or people in your country? Do you get hurt? Does the anger eventually go away? Why or why not?
2. Do you think that frustration and anger are parts of our daily lives? Why or why not? If yes, what can we do about these aspects of life?
3. Describe some of your experiences at parties. What happens? Do you feel comfortable or uncomfortable? What makes you feel that way?
4. Do you think Monique will change her mind about Americans? Are all Americans alike? Are all the people in your country alike?
5. Have you been to an American party? How is it the same as/differ from a party in your country?

Grammar points covered in Lesson 4:

1. Conditional
2. Past perfect
3. Past progressive
4. Someone/no one/everyone, etc.
5. WH question review

6. can/could

7. Subordinator; although

Cultural points:

1. Total rejection of host culture; idolizing own culture.
2. Conduct at parties.

LESSON 5Part 1 - Listen, Repeat, and Write:JAMILLA HADLA

¹Jamilla had been in the United States for 3 months before she began to appreciate the differences between her culture and this new culture. ²The woman who first arrived in the United States, scared and lonely, was no longer the same person as before. ³She had found friends and she had made a life for herself. ⁴Now she can't believe that she feels so calm and good. ⁵She sometimes wishes that she could see her family in Lebanon, but that's a normal wish. ⁶They might visit her next year.

⁷Jamilla is now used to doing her own laundry and shopping. ⁸Her family would be very surprised if they could see her now!

⁹She is beginning to understand some of her American friends. ¹⁰Although they still confuse and disappoint her she realizes that some of her friends in Lebanon do too.

¹¹Jamilla can't speak English perfectly yet, but neither can the other foreign students. ¹²She used to get upset about not being perfect in everything. ¹³Now she tries to accept that no one is.

¹⁴Jamilla still doesn't particularly like American food, so she and her friends try to cook together once in awhile.

¹⁵Even though she now feels quite comfortable with Americans, Jamilla still really enjoys being with Lebanese people.

Part 2 - Multiple choice:

1. a) If she could see her family, she would be sad.
b) Jamilla has many wishes. (Read # 5)
c) She wishes she could be in Lebanon sometimes.

2. a) Jamilla used to do her laundry and shopping.
b) She uses the laundromat once a week.
c) She is accustomed to doing new things in this country. (Read # 7)

3. a) She feels uncomfortable with Americans.
b) Lebanese people like Americans. (Read # 15)
c) She likes to spend time with her Lebanese friends.

4. a) The woman was the same person.
b) Jamilla was frightened.
c) She changed her name. (Read # 2)

5. a) They understood her.
b) She understands them.
c) Her friends are understanding. (Read # 9)

6. a) She is very particular about her food.
b) She cooks alone. (Read # 14)
c) She prefers to eat Lebanese food once in awhile.
7. a) She hadn't found any friends yet.
b) Her life is her friends.
c) She's happy because she has friends and a good
life. (Read # 3)
8. a) Her family is surprising.
b) They are in Lebanon.
c) They can see her now. (Read # 8)
9. a) She is a perfect English student.
b) She speaks English well. (Read # 11)
c) All of her friends speak English perfectly.
10. a) She isn't perfect.
b) No one accepts it.
c) Everyone is perfect. (Read # 13)
11. a) She is calm and good.
b) Her life seems to be happy. (Read # 4)
c) They believe that life is calm and good.

12. a) Her friends are confused and disappointed.
b) All friends are sometimes confusing and disappointing.
c) She confuses them. (Read # 10)
13. a) She appreciates culture. (Read # 1)
b) After 3 months she wanted to return to Lebanon.
c) There are many differences between cultures.
14. a) She uses medicine to relax.
b) She got upset, but doesn't anymore.
c) She is used to getting upset. (Read # 12)
15. a) They should visit her.
b) They would if they could.
c) Her family may visit. (Read # 6)

Part 3 - Cloze exercise (Fill in the blanks):

Jamilla _____ in the United States _____ three months _____ she began _____ the differences _____ her culture and _____ new culture. The woman _____ first arrived in the United States, _____ and _____, was _____ the _____ person _____ before. She _____ friends and she _____ a life for herself. Now, she _____ that she feels _____ calm and good. She sometimes _____ that she _____ her family in Lebanon, _____ that's a _____ wish. They _____ her _____ year.

Jamilla _____ now _____ doing her own laundry and shopping. Her family _____ very _____ if they _____ her now.

She _____ to understand some of her American friends. _____ they still _____ and _____ her, she _____ that some of her friends in Lebanon do _____!

Jamilla _____ English perfectly _____ but _____ can the other foreign students. She _____ upset about not being perfect in everything. Now, she _____ to accept that no one _____.

Jamilla _____ particularly _____ American food, _____ she and her friends _____ to cook together _____ in _____. _____ she now feels quite

comfortable _____ Americans, Jamilla still really _____
being with Lebanese people.

Part 4 - Cultural and/or personal insights (teacher's guide):

1. What has helped Jamilla in her acceptance of the American culture?
2. Do you think Jamilla would be comfortable staying in the U.S. permanently? Have you ever considered this possibility?
3. What does a person gain from spending a large amount of time in another culture? What does he lose?
4. Do you think it is possible to feel completely comfortable in more than one culture? (Discussion of bilingualism and/or biculturalism).

Grammar points covered in Lesson 5:

1. ed/ing adjective forms
2. either/neither
3. used to/to be used to/to use
4. wish clause
5. Who/that (relative clause words)
6. even though (subordinator)
7. and/but/so (conjunctives)
8. new vocabulary

Cultural points:

1. Coping with new culture.
2. Accepting culture for what it is.
3. Getting the most of the culture.

FOOTNOTES

¹Joan Morley, Listening Dictation, Ann Arbor, The University of Michigan Press, 1976, p. IX.

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