

TASK AND TEXT ANALYSIS

1. Performance Conditions specify the conditions that must be in place for students at a certain CLB level to perform the tasks. Performance conditions might tell if the task is:
 - Face to face or on the phone
 - With one person or in a group
 - With someone familiar or with a stranger
 - In a social situation or in a business situation

What are the performance conditions for this task? Are they suitable for your students? If not, how could you modify the **task** to meet the necessary performance conditions?

2. Identify the *stages* in the dialogues (Use info in the box at bottom of dialogue.)
E.g. Stage 1 – *greeting/offer of service*
3. How does the plumber answer the phone? Is this typical of a business or home? What are other ways a business might answer the phone? What are the implications for instruction?
4. In section 2, would it have been appropriate for the customer to greet the plumber with, “*Hi, how are you?*” Why/why not? In what situation, would you greet someone on the phone with “*Hi, how are you?*” What are the implications for instruction?
5. What are some other ways the customer could express the purpose of this call? What would be best for your students to learn? Could you modify it if someone was asking for a doctor’s appointment?
6. In sec. 4, the customer says, ...*the drain in my sink is blocked*. What are some other plumbing problem? What phrases would you teach to describe them?
7. What other plumbing or business vocabulary might you need to teach from this dialogue?
8. There is a tag ending used several times in this dialogue. What is it? Would you teach it at your level? Why/why not?

9. There are several contractions or reductions used (e.g. nothing'll). What are the implications for pronunciation instruction?
10. Look at the following and explain the underlined words. Would you teach them at your level? Would you change or modify the words or phrases or just leave them out? Why?
- My sink is blocked or something. (sec. 4)
 - That's three days away. (sec. 8)
 - Wow, that's a lot, eh. (sec. 12)
 - ,,tomorrow evening will have to do.(sec. 12)
 - Well, OK, tomorrow evening after 5:30. (sec. 20)
11. In sec. 12, the customer says The plumber does not use complete sentences to ask for the customer's name and address? What are the implications for instruction?
12. In sec. 14, the customer gives his name. What strategies could you teach to help your students communicate their names correctly?
13. In sec. 21, the plumber says, *See you tomorrow.*" That is not a sentence (it's an ellipsis); however, it's a very common phrase. What are the implications for instruction?
14. In Standard English, the response to the expression, *Thank you* is *You're welcome*. What expressions are used here? Are the structures more or less formal? In what situations would the informal expressions NOT be OK? What are implications for instruction?
15. Can you think of five or more ways to use a dialogue in your class?
16. What other contexts could a student participate in a service encounter or transaction? What are the implications for instruction?