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Developing Pragmatic Skills and Conversational Strategies in Speaking Competence

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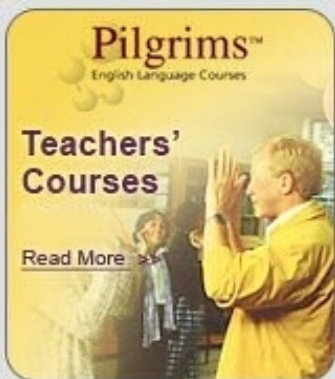
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Abstract

This paper examines to what extent pragmatic skills or conversational strategies can increase the speaking competence of language learners. It also discusses what is needed to be able to communicate in L2 with other people, and whether speech means a chain of words or sentences that are grammatically connected. In this study, we aim to find answers for these questions, to incorporate pragmatic competence and conversational strategies into practice, and to offer some suggestions beyond linguistic competence on some course book activities. The first activity for which we offer some possible implementations is a Role Play which consists of Opening statements, Monitoring Expressions, Negotiating meaning, Politeness and Closing expressions. Another activity which can be considered as awareness-raising is Sorting Closings and Cocktail Party which includes pragmatic conversations. Say that again?, as the last activity, is a Repairs and Practice activity aiming to restate, clarify and reformulate what the speaker says.

Introduction

Among the language skills, speaking seems to be the most intimidating to the majority of students in our country. This may stem from the simultaneity and streaming nature of the speaking process-a quality shared by the listening skill-unlike the other two skills, writing and reading. Being an ongoing activity, speaking necessitates attention, alertness, clarity among others, and these may be especially difficult to maintain in cross cultural situations as the lack of shared background means more difficulty in bridging the gaps between the interlocutors. However, one of the main objectives of learning a foreign language is being able to communicate with foreigners, probably not with fellow country people. To do that requires not only linguistic competence such as grammar, comprehension and other kinds of abilities in the target language, but also conversational strategies which will help develop a healthy conversation and maintain it properly. Speech is not just a string of words or sentences that are grammatically attached to each other. This can be at most a piece of writing, a lacking one, though. For conversation to take place one needs to have pragmatic knowledge about the conversation situation, the ability to carry on a conversation. Among pragmatic knowledge or competence we can list such sub-abilities as the ability to open and close a conversation, to monitor, take turns and negotiate meaning in an efficient way. These are also essential components of a communication event, not less important than the use of correct grammar or correct choice of vocabulary, and probably more important than those. These abilities more often than not compensate for linguistic deficits and thus can render a foreign language speaker a more competent and efficient speaker in spite of lack of linguistic competence while another speaker may suffer greatly because of absence of pragmatic competence despite advanced linguistic abilities. The pragmatic sub-skills mentioned above-opening, closing, monitoring, turn taking, negotiating meaning, among others- are highly culture/language-specific; that is, conversations function in every language by making use of those conversational dynamics; however, they tend to change shapes, meanings, denotations and connotations from language to language and from culture to culture.

The objective of this paper is to incorporate pragmatic competence and conversational strategies into practices of teaching English. As is pointed out above, there is more to speaking or conversing than just strings of grammatical utterances or words. Successful communication necessitates pragmatic competence, which changes form and realization from language to language. The implications of such an assertion are that when we teach a foreign language, there is a good chance that learners are faced with quite different conversational strategies in the target language from their mother tongue. Therefore, they may

perform transfers from their language and these may turn out to be inappropriate in the target language context. Besides, they may simply have much difficulty to learn them properly because of L1 interference. In this paper, a hands-on and explicit approach to teaching conversational strategies is proposed. In this way, it is argued that problems in speaking in spite of fair language capacity can be overcome to a certain degree.

Review of literature

Canale and Swain (1980) define strategic competence as “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”(1980). Although some favor teaching communication strategies in a direct way (Oxford, Lavine and Crookall, 1989), some others are skeptical about it (Ridgway, 2000). Supporters of teaching conversational strategies argue that they are required for development of strategic competence (Dörnyei and Thurrell, 1991, 1994; Færch and Kasper 1986). According to Dörnyei and Thurrell (1994), it has been neglected that carrying out conversation also involves knowing how to use language to interact. It is not solely important that what learners produce be grammatical or accurate (indeed, this is not the case even when we speak in our L1), a crucial factor in conversation is how effectively one takes part in conversational exchanges. Indeed, conversation “involves far more than knowledge of the language system and the factors creating coherence in one-way discourse; it involves the gaining, holding and yielding of turns, the negotiation of meaning.” (Cook 1989: 117).

As is seen, there are certain aspects in conversation which is beyond accurateness or grammaticalness but which are vital for a healthy conversation. Though there are studies in the literature about the pragmatic and strategic aspects of conversation, there is the need to implement the necessary teaching practices into the foreign language classroom and to do that by taking the relevant L1 and its culture into account.

The scope of the issue

Suggestions provided in the literature

As regards communication strategy training, the advocates of direct handling of the issue in the classroom argue for certain practices. For instance, Færch and Kasper (1986) suggest three specific activity types to practice communication strategies. These are communication games with visual support, without visual support, and monologues. They also recommend increasing students’ meta-communicative awareness about the factors that determine appropriate strategy selection through certain analytic tasks, such as audio/video tape analysis of non-native speaker-native speaker discourse. Willems (1987) presents recommended CS instructional activities to practice paraphrase and approximation (e.g., crossword puzzles, describe the strange object). He argues that “our first task is to train them [learners] ‘not for perfection but for communication.’ Correctness-errors, which learners will make anyhow, may reasonably be compensated for in interaction by skillfulness [sic] in the use of CmS” (i.e., communication strategies) (p. 361). While Tarone and Yule (1989) advocate CS be taught in a focused and explicit way (p. 114), Dörnyei and Thurrell (1991, 1994) suggest the use of both traditional communicative language teaching activities as well as consciousness-raising tasks. Dörnyei, on the other hand, proposes six procedures which may help communication strategy development of learners:

1. Raising learner awareness about the nature and communicative potential of CSs
2. Encouraging students to be willing to take risks and use CSs
3. Providing L2 models of the use of certain CSs
4. Highlighting cross-cultural differences in CS use
5. Teaching CSs directly

Wong and Waring (2010) propose certain activities to develop pragmatic competence. In terms of turn taking, for instance, they suggest an awareness-raising activity which start with asking students to brainstorm about how we know someone is about to stop speaking. In the second stage of the activity, students listen to an authentic conversation. The teacher gets students to listen to someone's turn in the conversation and s/he stops the recording after each word. Students' task is to decide when the speaker is going to stop. The teacher elicits pragmatic knowledge by asking how they knew when the speaker was going to stop (prosodic/intonational, grammatical, etc. cues). Alternatively or additionally, students may indicate possible completion points (where the speaker can stop and the other can take the turn) in a transcribed conversation. As a final step, students are asked to compare the L2 turn taking conventions to those of their own tongue. Another activity to practice is turn taking skills suggested by Wong and Waring (2010) focuses on adjacency pairs. The teacher hands out different answers written on slips of paper to each student. Half of the class has the same answers as the other half. Students stand up. Teacher reads different questions and the student who answers the question most quickly sits down. Here students need to check for signals in teacher's questions that point to a completion point, which develops being aware of turn taking cues in the spoken input.

The writers also provide an activity to practice how to close a conversation. Teacher asks students to go about the classroom as if they are at a cocktail party. They have something to drink and some snacks to munch on. They are supposed to make small talk with one another for 2-3 minutes until the teacher gives them a 1-minute-left warning (e.g. with a bell). During this 1-minute span, they are to bring the current conversation to a close. When the time is up, they move on to chat with another classmate. Teacher gives students cue cards before the party starts which guides them how to close the conversations such as arrangements, announced closings, etc. At the end, feedback is taken and possible questions are answered.

Sayer (2005) moves from the problem of discrepancy between L1 and L2 pragmatic differences and carries out an action research addressing such pragmatic procedures as monitoring, turn taking, negotiating meaning. He makes use of role plays to make students aware of ritualistic and pragmatic expressions and conventions in L2 conversations, which he claims does help learners' development of conversational skills.

Possible implementations in the classroom

Conversational strategies: role-play activity

This activity is devised to modify and 'pragmatize' Practical English 3 task in NEF Intermediate, p 117 and 120). The original task can be seen in the Appendix I. the task asks students to work in pairs and engage in conversation with a Londoner and ask him/her for directions on a London tube map. The prompts provided for the activity are rather scarce; i.e. just one opening structure with a question about the place of inquiry together with a possible answer. This seems rather ineffective and may prove too weak to engage learners in a natural conversation which makes use of pragmatic aspects. In the modified version, the procedure below is followed:

First, the following opening, monitoring, taking the floor, negotiating meaning, politeness, and closing expressions are explicitly taught to the class.

Opening statements:

Pardon me, how can I go to

Excuse me, I am looking for

Monitoring expressions:

Hmm...
I know what you mean.
I know that place.
Well, I didn't get that.
Sorry, can you repeat what you said?
Taking the floor:
A: ... go ahead and you will see the tube station on your right, after that...
B: Sorry, is it the Gough Street tube station or the Piccadilly?
Negotiating meaning:
A: You know what I mean?
B: you say I should take the blue line, not red, right?
Politeness:
Excuse me, Sir/Madam...
Not: I want to go to ...
Closing:
That was really helpful, thank you.
Many thanks.
I appreciate that.

These expressions are explicitly taught to the class. Before starting the direction-giving, a pair of students is invited to the front. Two slips of paper are given to each. On each slip, there is a role such as:

Role 1

"You are a tourist. You want to go to Oxford Street. Ask the stranger how to get there by using such expressions as: "Tell me how to go to.../I want to go to..." Be rude and direct. Do not thank. Stop him/her while s/he is talking by saying "Ok, Ok. I understood." Show him/her that you don't listen and don't understand anything. Just leave the stranger when you have the information."

Role 2

"You are a Londoner and a tourist stops you and asks for directions to Oxford Street. Give the information but try to be rude."

After the role play, it is evaluated in terms of the above mentioned points as a class. Students point out the problematic parts and offer solutions and suggestions. Suggestions are written on the board.

Then the students are asked to carry out the task in an appropriate way by taking into account what was discussed in the previous part.

Awareness-raising activity: *Sorting Closings and Cocktail Party*

Another modification is made to the speaking activity on NEF Intermediate, p. 60. The original activity can be seen in the Appendix II. The second part of the vocabulary and speaking activity requires students to talk about their close friends with their classmates. The activity is in the interview format, with only questions given as a prompt. The original activity necessitates practically no interaction from students. Instead, this can be turned into a more natural conversation with pragmatic considerations. Steps in carrying out the modified version are as follows:

The task has two main sections: Awareness-raising Activity: *Sorting Closings* and *Cocktail Party*

Awareness-raising Activity: Sorting Closings

First, students are asked to brainstorm about how we can close conversations. Answers are evaluated.

Then, (books closed) teacher projects the following table on the screen where each student can clearly see:

Pre-closing Sequences Examples

1. Arrangement	I'll see you in the morning.
2. Appreciation	Thank you.
3. Solicitude	Take care.
4. Back-reference	So what are you doing for Thanksgiving?
5. In-conversation object	Mm hmm?
6. Topic-initial elicitor	Anything else to report?
7. Announced closing	OK, let me get back to work. OK, I'll let you go.
8. Moral or lesson	Yeah well, things always work out for the best.

Students are asked to explain the types of pre-closing by looking at the examples. Help is provided if students have problems understanding the concepts. In the third stage, the following conversation parts are given to each pair of students as hand-outs:

(a) [Button, 1990, pp. 97–98—modified]

01 Emma: um sleep well tonight sweetie,
02 Lottie: Okay well I'll see you in the morning.
03 Emma: Alright,
04 Lottie: Alright,
05 Emma: Bye bye dear.
06 Lottie: Bye bye.

(b) [Button, 1990, p. 121—modified]

01 John: I'll see you over the weekend then.
02 Steve: Good thing.
03 John: Okay, and I'm glad I rang now and sorted
04 things out.
05 Steve: Yeah me too.
06 John: Okay then.
07 Steve: Okay,
08 John: B[ye.
08 Steve: [Bye.

(c) [Button, 1990, p. 105—modified]

01 Alfred: Well, we'll see what happens.
02 Lila: Okay,
03 Alfred: Thank you very much Mrs. Asch,
04 Lila: Thanks for calling,
05 Alfred: Goodbye,
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06 Lila: Bye bye.

(d) [Button, 1990, p. 104—modified]

01 Marge: Tell your girlfriend I said hello.

02 Sam: I will dear.

03 Marge: Okay.

04 Sam: Thank you,

05 Marge: Bye bye,

06 Sam: Bye bye.

Students are asked to categorize the closing expressions in the conversations according to the categories taught previously (which are still projected onto the screen for reference). Answers are checked when students have finished and comparisons to L1 conversation closings are made as a class.

The second part of the task: Cocktail Party

In the second part, students practice what they have learned about closings. Students are told that they are at a cocktail party. They have drinks (alcohol-free) and snacks. As is explained in the provided suggestions section, they are told to have a conversation with a classmate for 2-3 minutes but when they hear the bell ring (which the teacher does), they are required to close their conversations in one minute. When the bell rings, they change partners. The topic of conversation is close friends. Students are told to mention one of their close friends and ask about and give information about him/her using such questions as:

How long have you known him / her?

Where did you meet?

Why do you get on well?

What do you have in common?

Do you ever argue? What about?

How often do you see each other?

How do you keep in touch the rest of the time?

Have you ever lost touch? Why? When?

Do you think you'll stay friends?

Awareness-raising activity- repairs and practice activity: *Say that Again?*

The third implementation concerns repairs in conversations. A repair is carried out when the speaker wants to restate, clarify and reformulate what s/he wants to say (self-initiated) or when the addressee does not understand what the speaker says and asks for restatement (other-initiated). Here the latter is focused on.

The activity to which modification is applied is in Interactions 2, p. 192 (Before you listen the first activity), which can be found in Appendix III. The context is describing ideal partner. Firstly students are asked to write some qualities of a possible romantic partner, which they share with their classmates. Again the task is composed of two main parts.

Part I: Awareness Raising Activity: Repairs

Firstly, answers are elicited for the following questions:

(a) When you do not hear or understand what someone has said, what do you usually say?

(b) Do you know of any ways of asking someone to repeat if you did not hear or understand it? If so, what are they?

Afterwards, the following is distributed to each pair as hand-outs:

[Schegloff, 1997b, p. 515—modified]

01 A: And okay do you think you could come?

02 Pretty much for sure?

03 B: What?

04 A: Do you think you could come pretty much for sure?
05 B: Sure.

[Schegloff, Sacks, and Jefferson, 1977, p. 368—modified]

01 B: By the way, I have to go to Lila's.

02 A: Where?

03 B: Lila's to get my books.

[Sacks, 1992a, p. 8]

01 A: Okay, uh I was saying my name is Smith and I'm

02 with the Emergency Psychiatric Center.

03 B: Your name is what?

04 A: Smith.

05 B: Smith?

06 A: Yes.

[Wong phone data]

01 B: Wa- I was wondering if you were gonna be home

02 tomorrow afternoon I could maybe come over after

03 summer school.

04 (0.4)

05 A: Um:: I'll be at my mother's tomorrow afternoon.

06 B: Oh::=

07 A: No I'm just sitting there waiting for an oil burner

08 man=you can come over then.

09 B: You're sitting there waiting for an oil burner?

10 A: Yeah(h)(h) .h heh:: No:: you know you have to

11 (h)(h)huh-hih I

12 think I am=I'm not sure (0.2) um:: you know you

13 have to get the burner cleaned or something for the

14 summer?

[Schegloff et al., 1977, p. 369—modified]

01 B: How long are you going to be here?

02 A: Uh not too long uh just till uh Monday.

03 B: Oh you mean like a week from tomorrow.

04 A: Yeah.

Students are told to read through the conversations and decide which expressions get the speaker to repeat what s/he has said and then to match these expressions with the categories below:

(a) Huh? Pardon? Sorry? What? Excuse me?

(b) Wh-questions: who, when, where

(c) Partial repetition + wh-question

(d) Partial repetition

(e) You mean + understanding check

When they have finished, answers are checked and students are asked to compare the L1 equivalents to what they have learned.

Part II: Practice Activity: Say that Again?

In the second part, students are asked to talk to at least two of their classmates about their ideal partner. Before starting, they are told to prepare some notes that they will use in conversations just as in the original activity. While talking with their partners, students are told to use at least three of the above-mentioned asking for repair expressions and answer accordingly. When they have finished, a few groups are selected to make a dialogue for the whole class to hear.

Conclusion

In the three implementations this paper seeks to derive benefits from pragmatics and conversation analysis, two fields in Linguistics aiming to study language in context. To that end, conversational strategies related to opening and closing a conversation, monitoring, turn taking, negotiating meaning and making repairs are considered. As each conversation in every language takes place with the use of such strategies, researchers draw attention to the need to teach language, especially speaking skills, with *explicit* reference to such pragmatic skills, as well as accurateness and grammaticalness, which are not more important especially in conversation. As well as being universal in terms of being relevant in each language, such conversational strategies are language-specific, meaning that they may serve different purposes and show up in different shapes in different languages. This may result in foreign language learners transferring pragmatic structures from their mother tongue (often mistakenly). Therefore, it is considered important to teach conversational strategies by taking L1 into account and shaping teaching practices accordingly.

The three activities implemented in this paper address these issues. Role plays, awareness raising activities and practice activities consolidating them are suggested. In the activities, initially the pragmatic aspects to be focused are first handled in an explicit way and a small task is carried out by students. Afterwards, they practice what they have learnt. Finally, evaluation procedure follows together with comparison of L1 pragmatic conventions to those of L2.

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Appendix 1


Practical English 3 How do I get there? **Student A**

You are a tourist. You are near Marble Arch tube station. Ask B how to get to the following places. B will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

The Science Museum
Madame Tussauds
The National Gallery
The British Museum

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube.
The nearest station is...



cap roles. You are a Londoner. B is a tourist. He / she is near Marble Arch tube station. B is going to ask you how to get to the tourist attractions below. Look at the map to find the best route to the nearest tube station, and give B directions.

London Zoo (nearest tube station Regent's Park)
H&M department store (nearest tube station Knightsbridge)
Royal Opera House (nearest tube station Covent Garden)
Tower of London (nearest tube station Monument)

What would you do if...? Student A

Answer B's questions. Put the verbs in brackets in the past simple.

What would you do if you...?

1 I (be) your English teacher at a party
2 I (have) a lot of extra money in your bank account
3 I (give) a present from your partner that you really didn't like
4 I (steal) somebody's car in a car park
5 I (go) to sing at a karaoke evening
6 I (be) invited to a really good concert by somebody you didn't like
7 I (leave) my best friend's personal diary open on a table

Answer B's questions. Ask *What about you?*

5C Test your memory Student A

a Ask B these questions. See if he / she can remember the answers.

- 1 What's the programme called? (*The Pretenders.*)
- 2 How many judges are there? (*Three.*)
- 3 What do the judges have to decide? (*Who is pretending to be a professional.*)
- 4 Where does Jessica work? (*In her local library.*)
- 5 How did Jessica react when the TV company phoned her? (*She thought it was a joke and she said no.*)
- 6 What job did she have to learn to do? (*A political reporter.*)
- 7 What did she have to do in her final test? (*A live TV interview with the Minister of Education.*)
- 8 What did she have to learn to do? (*How to interview people / look more confident / speak clearly.*)
- 9 How was she feeling before she started? (*Nervous and terrified of being on TV.*)

b Answer B's questions. Who has the best memory?

Practical English 5 What do you think? **Student A**

a Ask B question number 1. Then say if you agree or disagree. If you disagree, say why. Use *I don't agree...*, *Personally, I think...*, etc.

b Now answer B's first question. Use *Personally, I think* or *In my opinion*. Say why.

c Continue taking turns to ask questions and give your opinions.

- 1 What do you think is easier, to speak English or to write it?
- 2 Do you think that school holidays are too long?
- 3 Which do you think is the best sport for a young person to take up?
- 4 Do you think that people in your country are eating better or worse than they used to?
- 5 Who do you think are safer drivers, women or men?

Appendix 2

Communication

Practical English 3 How do I get there? Student B

- a You are a Londoner. A is a tourist. He / she is near Marble Arch tube station. A is going to ask you how to get to the four tourist attractions below. Look at the map to find the best route to the nearest tube station, and give A directions.

The Science Museum (nearest tube station South Kensington)
 Madame Tussauds (nearest tube station Baker Street)
 The National Gallery (nearest tube station Charing Cross)
 The British Museum (nearest tube station Russell Square)

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube. The nearest station is...



- b Swap roles. You are a tourist. You are near Marble Arch tube station. Ask A how to get to the following places. A will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

London Zoo
 Harrods department store
 The Royal Opera House
 The Tower of London

4B What would you do if...? Student B

- a Answer A's questions. Ask *What about you?*
 b Ask A your questions. Put the verbs in the brackets in the past simple.

What would you do if you...?

(have) an exam the next day and somebody offered to sell you the answers
 (be) offered a job in Australia
 (wake up) and (see) a snake in your bedroom
 (meet) your partner in the street with an ex-boyfriend / girlfriend
 (get) too much change from a shop assistant
 (see) somebody stealing something in a shop
 (borrow) a friend's car and broke one of the lights

5C Test your memory Student B

- a Answer A's questions. See if he / she can remember the answers. Who has the best memory?
 b Now ask A these questions. See if he / she can remember the answers. Who has the best memory?
- How long do the contestants have to learn to do the new job? (One month.)
 - What does the contestant have to do at the end of the month? (A test – they do the new job with three real professionals.)
 - How old is Jessica? (26.)
 - What did Jessica study at university? (English Literature.)
 - Why did she agree to be on the programme? (Her friends and family persuaded her.)
 - What was Jessica like before the programme? (Quiet and shy.)
 - Who were her teachers? (A political journalist and an ex-MP.)
 - What did she have to learn about? (The world of politics.)

Practical English 5 What do you think? Student B

- a Answer A's first question. Use *Personally, think or In my opinion* Say why.
 b Ask A your question number 1. Then say you agree or disagree with A. If you disagree Use *I don't agree, ..., Personally, I think...*
 c Continue taking turns to ask questions give your opinions.
- Do you think it is easier to learn to drive than to learn to swim?
 - Do you think it's better to be an only child or have brothers or sisters?
 - Do you think that men are better cooks than women?
 - Which do you think is more dangerous travelling by plane or travelling by car?
 - Do you think that it is a waste of money to buy designer clothes?

Still friends?

1 VOCABULARY & SPEAKING friendship

a Complete the text with the phrases below.

argue close friend colleague get on very well
have a lot in common keep in touch known
lost touch met



I have a close friend called Irene. I've ¹ known her for about 15 years now. We ² worked at work - she was a ³ colleague of mine at the company where I used to work, and we used to have our coffee breaks at the same time. We ⁴ got on very well although we don't ⁵ keep in touch - we have quite different interests. We don't work together any more, and when I changed jobs we ⁶ lost touch for a couple of years. But now we ⁷ met regularly. We phone each other once a week, and we see each other about twice a month. We don't often ⁸ argue, only sometimes about films as we have completely different tastes!

b Think of a close friend of yours. In pairs, ask and answer the questions.

How long have you known him / her?

Where did you meet?

Why do you get on well?

What do you have in common?

Do you ever argue? What about?

How often do you see each other?

How do you keep in touch the rest of the time?

Have you ever lost touch? Why? When?

Do you think you'll stay friends?

2 GRAMMAR usually and used to

a Have you ever tried to get in touch with a friend you lost touch with? Why? Did you succeed?

b Read about the *Friends Reunited* website and answer the questions.

- 1 What's it for?
- 2 How do you use it?

Friends Reunited is a website which helps you find old friends and lets you read what people you lost touch with are doing now.



How does it work?

New visitors find their old schools or workplaces. Names are usually listed on the web page, and then visitors add names to the list of people already registered. Visitors can also post photos and information about what they are doing now. When they want to contact another person, the website forwards the message. Communication takes place without revealing personal email addresses or contact details until members decide they want to.

c Now read about two people who registered on the website. Who did they want to meet? Why?

d Complete the texts with the sentences below.

he used to go to I used to know I used to
used to come we used to go out

e Look at the two texts again. When do you use 'used to'? How do you make negatives and questions?

f p.136 Grammar Bank 4C. Read the text and do the exercises.

In this section you will hear about David, a 35-year-old professional man. For the past year he has been occasionally dating two women, Katherine and Jean. He likes both of them very much. David would like to get married and start a family soon, so he feels it's time to choose one woman and "get serious." Both women are interested in him, but David is having a hard time choosing between them.

Before You Listen



1 Describing Your Ideal Partner On a piece of paper, list at least five qualities you value in a romantic partner. Then share your list with one or more classmates.

Examples

(Unmarried people)

"My ideal wife would be intelligent."

"My ideal partner would have a good job."

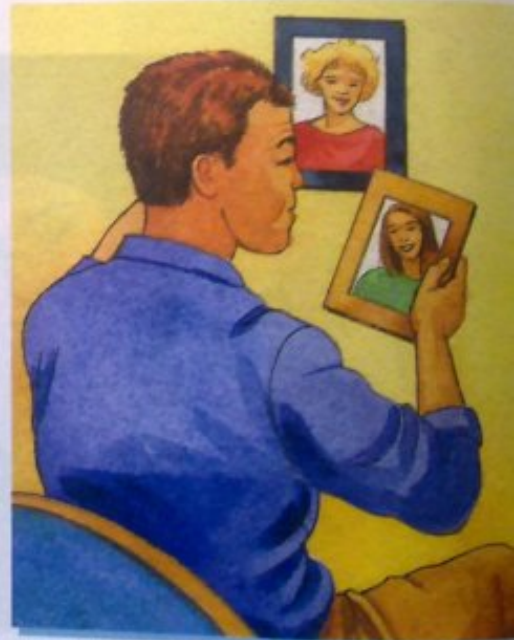
(Married people)

"The qualities I admire most in my husband are his intelligence and sense of humor."

Listen



2 Comparing People's Qualities Listen as David describes Katherine and Jean. Take notes on their positive and negative qualities in the chart on the next page.



▲ David tries to choose between two women.

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