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A Report on Classroom Use of the Poly Training Tape Material (English Level II, Units I-X)

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School for International Training

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A REPORT ON CLASSROOM USE OF THE
POLY TRAINING TAPE MATERIAL
(ENGLISH LEVEL II, UNITS I-X)

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Independent Professional Project
Masters of Arts in Teaching Program
August 9, 1972

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* Each entry in the appendix is marked with an asterisk (*) in Part One.

INTRODUCTION

The following paper is a report in two parts on a three week course taught at the School for International Training of the Experiment in International Living during the summer of 1972. It was done as a final project to complete requirements for the masters of Arts in Teaching Languages Program.

My intention, at the request of the head of the English Department, Mr. Tom Todd, was to use the Poly Training Tapes material as exclusively as possible during this three week period. No specific "method" is presently used in this department and so this course was to be used to test and evaluate not only the material itself, but also the techniques used with it. I used this material, developed here at the School for International Training as exclusively as possible within the limitations of time, class size, and needs of the students.

The paper has been divided into two parts. Part One is a daily diary that I kept of class activities and my reactions to them. I have made only minor corrections, since I feel that the value of the comments is in seeing how my reactions and those of the class changed as the three weeks passed. I also gained insights as to my own performance and handling of the material as the course evolved, so the diary is almost exactly as I originally wrote it from day to day.

Part Two is a summary of my reactions to the material: what I believe to be its strengths and weaknesses, and specific suggestions as to how it can be used.

I would like to thank Mr. David Rein, who gave me a lot of

his time, suggestions and advice. Both he and Miss Ann Bush, who also gave invaluable help, supervised my teaching. Their comments about the classes they observed are contained in Part One, following my own comments on that specific day. Mr. Raymond Clark, Director of the Master of Arts in Teaching Program, also offered very positive direction and help.

PART ONE

July 12, 1972

I began the day with seven Japanese students. I knew none of them and, since they are from different groups, they didn't know each other either. So I began the morning by introducing myself, only giving them my name. I then did a paired interview. I was planning to give them ten to fifteen minutes, but they got very engrossed in interviewing each other and didn't want to stop, eventually taking about twenty-five minutes. They finally introduced each other to the rest of the class and to me. I then gave the whole class ten minutes to discuss what questions they wanted to ask me. I told them not to write anything down, since I found that during the first interview they were depending a lot on the notes they had taken while they were talking. They spent about fifteen minutes asking me questions like, "Why are you teaching here?", "Where have you traveled?", "When is your birthday?", etc. I found that the whole activity of their interviewing each other and then me worked very well. I discovered at this point that they liked working in individual groups very much--to the point where once they got started they didn't want to stop and form a large group again! I also found that they varied quite a bit in ability to express themselves grammatically. Yumiko is the strongest and Tadashi the weakest.

In order to get them out of the classroom, talking informally, and to get them familiar with the area, I gave them a map and took them on a campus tour. I found that they did not, in fact, know the campus at all and had a lot of questions about where they could get things and see various people. They also

asked me quite a lot about why certain buildings are named as they are. They were all quite open, curious and talkitive. So it was at this point, perhaps, where I learned the most about what level they are on. They have a lot of difficulty with word order, particularly with placement of adverbs. Their pronunciation and intonation are poor, as was to be expected. Their comprehension is a little higher than I had thought it would be, which showed in their responses to my questions and comments.

The next activity had a dual purpose: diagnosing of vocabulary level plus getting them to know the other members of the group that they had not worked with yet. I divided the group in half and asked them to categorize the following list of words (which I wrote on the blackboard) by putting in columns the ones that they felt were related in some way. Also, I told them that they should divide the words into at least three groups, and should be prepared to defend their decisions.

List:

- | | | | |
|---------|-------|--------|--------|
| man | water | animal | forest |
| wind | car | sky | mouth |
| cloth | metal | food | hours |
| ceiling | floor | plant | wood |
| boat | plane | woman | ground |

As before, they got very involved in their discussion and finally, when they formed one large group, disagreed with each other completely. As one large group they never arrived at a final conclusion as to how the words should be categorized, although they had agreed as two separate ones. I found during this exercise that they are fairly sophisticated in vocabulary. I was also pleased to find that if an individual in one of the

groups didn't know a vocabulary word they would only ask me after having tried to explain it to the person and just couldn't think of another example. They never translated (at least as far as I could hear!).

After a break I gave them each a picture, asked them to tell me about it and gave them about three to five minutes to think. Their descriptions were fairly good, but not very creative in general, except for that of Tadashi, who is sort of the class clown. Again, they were strong in vocabulary, but weak in other areas. They made mistakes with possessives, adverbs, third person singular present tense, past vs. present, and past vs. past progressive. None of them have used the perfect tenses.

I then divided them into two groups again (with different members than before) and put up on the blackboard a picture story (Longman). I asked the first group to decide the first half of the story, and the second group the second half. The pictures depicted a man riding down the street on a bicycle, colliding with a truck, the truck driver getting out and calling an ambulance, and the man being put into the ambulance on a stretcher. Again, they didn't want to break up the groups (I gave them ten minutes and they took it to fifteen), and came up with a fantastic story about a man whose wife was pregnant, hurrying to the hospital on a bicycle because his car didn't work, and a truck driver (named John Lennon) who didn't care about the man, and phoned his insurance company before he called the ambulance!

At this point I felt that they felt comfortable with each other and with me, and so I began using the Poly Training Tape material. I chose Level II, Unit I, because of its contrast of

simple present and present progressive, and short answer forms as well as to reinforce the introductions of earlier in the morning so that they would feel more at ease about introducing the French students when they came into class in the afternoon.*

In the afternoon, three French students arrived. I explained to them and the Japanese that I was not going to introduce myself, but that the Japanese students would. I assigned two Japanese to each new French student and asked them to interview again, only this time they were to also tell the French students about me. After about ten to fifteen minutes they came back, introduced each new student to the group and to me. The French students, then, in turn, introduced the two Japanese students who had interviewed them to the two other French. I felt that this was a good way to get the three new students into the group and make them feel welcome, as well as give the Japanese an immediate opportunity to apply what they had learned in the morning from the dialogue. Two of the new students, Maryvonne and Jean, seem to be a bit more advanced in their oral production and comprehension, although this doesn't appear on their test scores. Françoise, who tested much lower than any of the Japanese, has quite a bit of difficulty in comprehension. Her vocabulary is also not quite as developed and she has more difficulty with pronunciation than the other two. Some (or all) of this may just be due to the fact that she seems very shy. I don't know at this point.

I now began with Unit III of Module B. I had them listen

* Note: The published materials haven't arrived yet. I am referring to Units and numbers in the Preliminary Copy.

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first, as I showed the pictures on the overhead projector. We then went through it again with them repeating chorally and individually. I then went back to showing the pictures, with them giving the dialogue. I originally was going to cue them, but they didn't need it even though the dialogue contained vocabulary new to a few of them. They could ~~could~~ give me back the dialogue almost in its entirety, with only the pictures as cues. It is a reasonably simple dialogue though, so their ease with it is probably not due very much to my presentation. I then continued up through #7, as directed in the material. By this time everyone (including me!) was tired and so we stopped. For tomorrow I asked them to bring in any suggestions of things they really wanted to do in class while they are here.

The students seemed to like the material and were entertained by the pictures as well as instructed by them. They had some difficulty understanding some of the substitutions, however. The problem was not with the mechanics, but with the tenses presented, particularly when simple present and present progressive were used to indicate the future. ("Anne is going to the airport tomorrow." and "Anne goes to the airport tomorrow.") They have some confusion also as to the difference between "like" and "want" and when to use "else", which is vocabulary in this unit. They definitely need a lot more work with short answer forms. I found the dialogue extremely good for intonation practice as well as for oral comprehension.

July 13, 1972

While we waited for everyone to arrive we discussed the things they had thought of last night that they want to do in class. Incredibly enough I had already planned to do almost everything they suggested. Suggestions included: people giving talks on Japanese and French life, also discussing American customs (which they will be doing in the cross culture workshop with the ICT's), working more with telling a story with pictures, and having a guest come to class that they could have a discussion with.

After this I reviewed what we had done yesterday in Unit III and then finished the unit. They had almost no difficulty with the substitution part of the lesson today. The rest went fairly well--and then came the disaster: the final dialogue (#13 and #14, Unit III)*. Realizing that it would be fairly difficult anyway, I had them listen to the questions first so they would know what to listen for. I then read it and asked the questions again. Even though I tried to liven up the dialogue by acting it out and using intonation that they could really notice, the whole thing just died. They couldn't answer any of the questions at the end, and it killed the atmosphere of the class.

So we took a break, during which we talked about the class and what had just happened. They told me that they didn't like the final dialogue, but that they wanted to continue doing them. (I told them there was one in each unit.) They didn't like it because it was too hard and they didn't understand something that was that long. Also, they couldn't remember the answers to the

questions by the time I asked them. However, they wanted to continue doing them because they want to be able to understand a short exchange containing many ideas since that is what they will have to be able to do when they go on their homestays.

They all have a lot of difficulty with comprehension, so from that point of view I also think that it is a valid exercise. But on the other hand, it does kill the atmosphere of the class and since I know they don't like it, it bothers me to do it. Ann suggested today that I save that part until the next day--that by that time they could perhaps do it with more ease and they could look back on the lesson of the previous day and realize that they had absorbed more than they thought. It would also be an added review of the material.

I didn't want to go right into Unit IV right after the break (since it also begins with a dialogue), plus they needed, and still need, some more work with the past tense. So we played a game sitting out on the grass. The idea was from a handout we received from John Rassias which he describes as:

BALCONV: The instructor starts a story. (He specifies the tense or tenses he wants the students to use.) He then throws a ball to the student he wants to continue the story. That student contributes a sentence and then tosses the ball to another student. This exercise is similar to an "exploding" pattern drill.

I found that they not only came up with a really creative story, but also used some of the vocabulary that I had taught them yesterday and used the past tense forms that we have been practicing in class. They used this vocabulary and the verb forms spontaneously. It was, therefore, reinforcement for them as well as a good chance for me to see whether or not I should continue.

Despite the handicap of having neither the overhead projector nor slides for this lesson, the introductory dialogue for Unit IV went fairly well. I pinned up all of the pictures on a large piece of cardboard, and pointed to them as I read the dialogue through the first time. I then went through it with them repeating, dividing it as indicated ("Where's my key? / It was in my pocket, / but I don't think I have it now.//") I either acted out or showed them with the pictures all the vocabulary that they didn't know. They are improving quite a bit in their ability to imitate my intonation, although the Japanese have a lot of difficulty saying things like "living room rug"! After we did the dialogue, Tadashi asked if he could interrupt for just a second. He wanted to say that he thought that the dialogues were very good because they helped him a lot with his intonation. Score one point!

For #3 of Unit IV they all put on and took off their rings, sweaters and watches, left and came into the classroom, and asked each other if they were "about to" leave, come in, put on (your sweater), etc. numbers 4 through 11 I did in the following way: I had them repeat the verb forms one at a time, and then had them change a present tense sentence to a past tense sentence. I felt that this was much more justifiable than simply having them repeat a list of words and listen to two examples.

Even though they listened very carefully to the example under #12* and understood how they were to change the sentences, (in #13)* they had a great deal of difficulty doing it. The problem was not that they don't know the verb forms--they do--it was just that some of the sentences are so long and complicated that they

couldn't remember the entire sentence, plus the cue, plus what they were to do. (As a matter of fact I had some difficulty remembering myself and had to glance down at the sheet to check to see what the answer should be.) They had the same difficulty with #14 and #15. The sentences are just too long. An example: "Please ask the waiter to bring a glass of water. (two minutes ago)...Not again! I just asked him to bring one two minutes ago.")

Right before lunch I did the final dialogue (#16 and #17)-- which was just as much of a bomb as it was before, and for the same reasons. I'm going to Ann's suggestion and see what happens.

The afternoon went relatively well. We practiced "I'm (she's) about to _____" followed by, "I'm _____ing now" followed by, "I just _____(ed)". I used the Situational Reinforcement technique for doing this and it was fun for them to change, plus gave them a relatively real situation in which to practice these forms which were introduced in Unit IV. Using somewhat of the same technique I extended the use of "else", which was introduced yesterday, and taught them "someone else, where else, who else, what else, something else, and nothing else". They liked it a lot, seemingly because they realized how much they can use them.

We then began Unit V, which I did in the same manner as Unit IV. (We skipped #3, however, since it's impossible for all of them to see without the projector.) I only did through #9 however, since time was getting short and it was a good stopping point.

We spent the last half hour talking about their reporting on the news and weather, and the reports which they will be doing every day. They all decided on something that they were really

interested in that they would probably be asked about during their homestay. Beginning tomorrow, one student per day will be giving a five to ten minute report on his or her subject, with the others asking questions. Another student will be responsible for reporting the news and weather to all of us. They are also going to find out about the difference between centigrade and fahrenheit so that they know how hot 97°F is. I asked all of them to bring in ten questions which we will correct in class tomorrow. These will be interview questions to ask Dave Rein, who will visit the class at 9:00 a.m. Monday morning. They were all excited about that so the class ended on a reasonably good note. Reiko gave me a little laquered box as a present today...

July 14, 1972

We began the morning with Reiko giving a report on the news and weather. It was quite short, but contained quite a few vocabulary words that no one knew, so as she reported I wrote down the new words. After she had finished I wrote them all on the board and we went over them with Reiko explaining to the rest of the class. After this I had her give the report again with the rest of the class asking additional questions as she went along. I think that the next time I'll have the person reporting put the words on the board so that that person can be more in charge with me just serving as a reference.

We then reviewed #5 through #11 of Unit IV since they are still weak in the past tense of these verbs. I first gave them the past tense forms having them repeat after me, asked them questions in the past, had them ask each other, and then had them change from negative to affirmative with me giving the negative form. We then quickly reviewed "about to" and "just" for about five minutes. They seem to handle these fairly well now.

During the break I went over with them individually the questions that they had prepared for Monday's interview with Dave. I was surprised that there was very little repetition of questions. Also they obviously devoted some time to thinking about their questions--Monday's session should be interesting. I asked them to copy over their questions in neat form so that I can collect them and make up a master list that they can hopefully use for interviewing other people later. I'm not terribly

sure that we will be able to do any more interviewing though. Three weeks isn't much time and they already have a report to prepare.

In order to do #3 of Unit V (which I wasn't able to do yesterday). I showed the picture on the overhead projector, and as I read it through I pointed out all of the new vocabulary items. I then asked if there were any questions. We discussed this being a typical American kitchen, how it was different from a Japanese kitchen, and what a blender was for. I then read through the narrative again, after which I asked them to describe the picture. This seemed to be a fairly good way of presenting it, but I have a few reservations about how I did the last part--it needs some more thinking.

I then reviewed the affirmative and negative tags in the same unit. I did not, however, use the same statements, but did use the same format, making up my own statements (affirmative and negative) as I went along.

I had a lot of difficulty with the "respond" sections, #11* and #15.* Again, the sentences are rather long, and along with that it's difficult for them to remember the sentence as well as what they're supposed to do with it. Number 13 and #17 are much easier for them to handle mechanically, however, so there wasn't any problem with them. I have some doubts about continuing to do "Respond" sections such as #11 and #15 again--not that what they propose to teach isn't valuable, it's just that it's hard for both me and the students (as they voiced in the feedback session we had later) to really continue to keep sight of the goal, when the exercises are so confusing.

After a break Akimoto gave his report on college life in Japan. I let him take the class while I sat with the rest of the students. As he talked he wrote new vocabulary on the board and explained it and answered questions about his topic. This led into a discussion of cultural differences between Japanese, French, and Americans. One of the Japanese students said that Americans and French were much more frank than the Japanese, and one of the French came back with, "Yes, but all of you just sit and smile when Judi asks our opinion." At that point, Tedashi, who is the only one who ever says anything in Japanese, said something in Japanese and all of the Japanese students laughed, and then translated. He had said something to the effect that "When in Rome, do as the Romans do", which then led to the Japanese students saying that they wanted to try to give their real opinions about things when I asked. They weren't sure if they would be able to do it, but they wanted to and would try.

After lunch in order to give them a free form in which to practice the past tense, I used the large Longman pictures again. They divided into two groups (half Japanese and half French), each group being responsible for half of the story. Probably the best thing that came out of it was that as I listened to them planning the story I heard them teaching each other new vocabulary, which they then incorporated into the story and consequently had to explain to the other group. I took down the story as they told it and am going to type up copies for all of them with the past tense forms and new vocabulary underlined. For homework I asked them to be prepared to report on the weekend trips they are taking since they are going to three different

places: Montreal, Boston, and Niagara Falls.

During the feedback session at the end I first explained to them why I wanted to talk about the materials--that we were testing them and that their comments would be very valuable to all of the teachers. They came up with the following comments and suggestions:

1. They liked, needed and thought we should continue with the exercises in the past tense including short form answers, tags, question and answer, and changing from affirmative to negative.
2. They like what I am doing with the dialogue at the beginning of each unit, but would like me to give them a list of all the vocabulary after we have covered it. They also feel that without the overhead projector it's too difficult to understand for those who have vision problems (three people in the class), because they can't follow the action when the pictures are put up on a large board.
3. They also voiced the same criticism that I felt and described at the beginning of this (today's) report: that the respond sections of the material are useful--at least they think they are--but that they can't remember sentences and what they are to do with them at the same time.
4. After each day's lesson they would like me to give them a list of all of the vocabulary and a few examples of how the different structures were used.

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July 17, 1972

Before Dave was to arrive we reviewed the questions everyone was going to ask, writing new vocabulary on the board and making sure everyone understood everyone else's questions. Each student explained his or her own question to the rest if it was not understood by all. I also decided that one of the students should be in charge as well as introduce the class to Dave if someone wanted to do it. I asked for a volunteer and Yumi said that she wanted to do it. By this time it was almost 9:00 and I didn't want to begin something and then have to either interrupt it or hurry through it when Dave arrived, so I taught them how to play Spill and Spell and Word Cubes, which they got very engrossed in until Dave arrived.

The interview went well, basically, except that they all felt very shy, and, as Dave later pointed out, were not always spontaneous, thinking that since they had written the questions they had to ask them. As Dave talked I noted down vocabulary that I thought they might not understand, or that Dave presented and wrote on the blackboard. I have made copies of the list and handed it out to them. I was going to go over it this afternoon, but we got into something else which I will explain later. I also taped the interview, but have not had a chance to listen to it yet and so don't know if it is useable--we'll see.

I then went into a narrative after taking a break. Both Dave and an ICT student were there to observe as they had been during the interview. I decided to do the narrative exactly as the narratives were presented to us by Ray just to test

the procedure and how it worked with this material. Besides testing the procedure with the material, I wanted to review past tense, getting them to use both long and short form answers.

I presented this narrative in the following manner:

Max went for a walk. It was dark on the street because the street light was very dim. Suddenly Max was in trouble because a robber pointed a gun at him and asked him for money. Max was afraid; in fact, he was so afraid that he trembled. He gave the robber his wallet.

1. Reading #1, showing picture and pointing out activities.
2. Reading #2.
3. Are there any questions?
4. Reading #3 with further explanations.
5. WH- questions:

Where is Max?

Who is the other man?

Was it dark or light on the street?

Why?

What did the robber point at Max?

What did the robber ask Max for?

Why was Max in trouble?

Why did Max tremble?

What did Max give the robber?

6. Write vocabulary on the board.
7. Reading #4.
8. Ask students to re-tell narrative.
9. Personal questions.

Going through my own performance on this I did several things that I wouldn't do again: I wouldn't have worried so much about the fact that Dave and Tod were pressed for time, and so would have gone about it at a much slower pace, putting more emphasis on the narrative itself rather than on relating it to personal experiences.

I also should have put the vocabulary on the board as it ap-

peared in the narrative so that when I read it over the next time they could follow with the cue words in order--which in turn would have helped them when they tried to re-tell it. As Dave pointed out in our discussion this afternoon, I should have spent more time with them all repeating the sentences, and doing more extensive work on each sentence so that if they were not able to master all of the structures they at least would have been able to have good control of them--which I didn't feel that they had when we finished.

After a break we had another student report. This time Jean reported on Holidays in France, which may sound like a fairly dry subject, but he had prepared it very well and all of the Japanese had a lot of questions both during and after his talk. They were astonished by the fact that the French had 130 days off every year! Jean wrote vocabulary words on the board and explained them as he went along. I also wrote them down, made a copy of the list today during lunch, and gave them each a copy this afternoon.

They had a Cross Culture Workshop with the ICT's at one o'clock and all came out of it rather displeased with the whole thing. They were all full of questions and comments, and since this is the first time that they have spontaneously come up with something that they really wanted to talk about, I dropped what I was originally going to do and let them discuss American culture, the workshop, "culture shock", their homestays, etc. They also had a lot of questions for me about what to expect on their homestays, what they should and shouldn't do when they are there, and wanted to know some polite phrases. I went through

some very short ritual dialogues with them so they know how to answer such things as "How are you doing?" and, "Oh! Excuse me!"

Will try to get in more of "Max" tomorrow!

Judi --

This won't be very well organized, because I'm not good at typewritten first drafts, but maybe you can figure out something useful from it.

Concerning my observation of your class yesterday, Monday 17 July 1972 . . .

I liked the feeling of the class, and your relationship with them, although it was (I think temporarily) a little stiff, maybe because of the structure of the interview session. It was so organized by having a "leader" and prepared questions that people didn't feel free to pursue a topic that interested them. If any. Some of this feeling carried through into the Max session. But there was enough maybe subliminal evidence that they get along with each other and with you. I was glad, along that line, that I couldn't tell which French girl had been tongue-tied. You've done a good job of bringing her out. Glad she stayed.

I thought the emphasis was a little out of whack, partly because I wasn't sure what was being emphasized, e.g., past tense in Max. Aside from that, the interrogation concerning whether the students had had any experience with thieves, robbers, or burglars seemed to lack a point beyond getting the students to talk freely, but most of them didn't, so it went on too long for benefit received.

I suggest further work on the stress in noun adjunct constructions like street light, phrasal combinations like point at and ask for, and more full sentences from individuals rather than scattered single-word responses from the group in general. But you can take advantage of the scattered answers in getting pronunciation, spelling, and meaning from the class (dim, for instance).

I still stick to what I've discussed with you before, that work on l and r shouldn't be overdone, since, pessimistically, some of them will never get it, and you might better work on intonation and word grouping. I do touch the roof of my mouth hard, just above the teeth, with the sides of my tongue when I make the r sound, so you might try having them do it that way.

We agreed on pacing, so I hope you remember what you said about that.

All in all, no serious problem and probably nothing that you haven't already thought about yourself, and a good job!

♡
♡ Love, ♡
♡ David ♡
♡

July 18, 1972

As usual we began with the news and weather. The procedure was just the same; however, there was an added element: Jean's news was all about what has been happening in Japan since the Japanese group members left! They were all really thrilled with it and had a lot of fun laughing at his pronunciation of Japanese names--but they also corrected him along the way. It was really great!

We then reviewed the vocabulary that I noted down while Dave was talking yesterday. I listened to the tape and it really isn't audible enough--I need more practice setting up such stuff!

Next on the agenda was the introductory dialogue (#2) from Unit VI. I read it through twice, pointing out actions and vocabulary in the pictures as I went along. (A side note: using the overhead projector is a real pain! Getting the various pictures in order and taking them in and out of the machine and arranging everything each time I have to show a picture is complicating as heck, but I can't do it any other way, since we don't have slides for Module B and half of the class has some sort of vision problem and can't see the pictures if I tack them up on the board. So much for small complications...) After reading it through twice and going through vocabulary and structures, I then had them repeat chorally and individually the broken up phrases, emphasising intonation, stress and pronunciation. I then read the whole passage again, after which I asked them questions about it (What does Mr. Gray want to hear on the radio? What is the commercial about? etc). I then had them reconstruct it, using the pictures and the vocabulary written on the board

as a guide. They did it fairly well, but I had to cue them too much. Ann observed the same procedure later this afternoon and made some suggestions which I'll try with tomorrow's dialogue.

For #3 of the same unit, I used just about the same procedure as above, asking the following questions about it after they had asked questions and I had read it to them three times:

Why does Ted want to eat breakfast?
 What is Mr. Gray going to do?
 Who is he going to sit with?
 Is Kathy awake?
 Is she tired or sleepy?
 How many chairs are there at the table?
 How many chairs are empty?
 Where is Mrs. Gray going to sit?

After a break I continued with the Unit, writing tags on the board so that they were less confused. They still have a great deal of trouble with them and will need some more work in this area. For #7 and #8 of the same unit, I wrote the cues on the board and simply pointed to them, since this, I thought, would be less confusing--which it was. There is a similar exercise in Unit VII which I now have an idea for--it really takes using these materials to get a feel for their strengths and weaknesses and for what you can capitalize on.

Today's student report was about Old Japanese Plays. The presentations get better and better. I've been very glad that I set this up as a daily activity.

I did another final dialogue (Unit V, #18 and #19) as the last thing of the morning, using a new procedure. I first read it through twice, then answered the questions they had about it, read it again, showed them the written form for a few minutes, after which they turned it face down on the desks. I then read it again, and finally asked questions. This time it was still

a discouraging activity. The way I've been doing them I really can't see the benefits through the complications.

Ann came to observe my afternoon classes and since I agree with all of her observations and suggestions, I'll just let her report suffice as far as the afternoon comments go.

July 18, 1972

Some informal observations and comments about your lesson for today...
(Introduction of Dialog #7 and "narrative" from Unit #6)

1. Your most obvious disadvantage is that machine and its limitations. Because it is awkward for you to reshew the pictures with the repetition of the dialog, I feel that some students may be missing the context of what you are saying. In order to reinforce the dialog idea, you could use two figures on the blackboard, pointing to each as you read his lines. (The students will still have the main images of the original presentation, but this may help them to distinguish dialog from narrative.)

2. In order to follow through from the presentation of the dialog to real manipulation by the students, I would suggest the following:

- a. Introduction of dialog (you and pictures)
- b. Choral, divided, and individual repetitions after you
- c. Role playing (perhaps in two-line segments, building toward having two students exchange whole dialog.)
- d. Wh- questions about content (If you haven't used this elsewhere, it could be thrown in at the end as a final check on comprehension.)

3. I liked the idea of us doing the "narrative" dialog together. If we had given it a little more thought and acted it out, I think it would have been even clearer and more fun for the students. Again, I think the final step should involve the students actually doing the dialog themselves.

a. In the case of something like the line, "Thanks for letting me come and have breakfast here", which seemed to cause everyone trouble, you could perhaps pull the line out and drill it:

Thanks for letting me come and eat breakfast here.

eat dinner

watch TV

sleep

stay

etc.

4. When something happens, such as Jean's inability to get the intonation on "You're wrong, David!", I think it would help if you could illustrate it more realistically for him by having him talk to people in the class. You might begin by saying, "France is the smallest country in Europe.", and have him respond with, "You're wrong, Judy!"

GENERAL COMMENTS: class seems alert, patient, considerate of you and of each other. They listen to each other and make a point of always speaking English, even in informal asides and break conversations. I learned a lot from the observation!

Ann E. Bush

July 19, 1972

I guess if this "diary" is to be representative of how I feel and react to each day's work, this, above all day's reports, should be the tired one. It's the midway point and I'm dead, so this one shall be brief and to the point--

As usual we began with the news and weather, given by Miki, which went well. She is gaining confidence in talking to the class, which is good to see. I went through #3 of Unit VII, as I did #3 yesterday, Unit VI, teaching the prepositions especially, and also had them change it to the past tense. They had no real trouble with it.

With the indirect speech of #4 and #5 and also #8 and #9, I first wrote the examples on the board so that they could ask questions (there were many) before I started the drills. I spent quite a lot of time on these portions since they are fairly important and the class seemed to enjoy working with the structures, which is a rather different reaction since they usually think they are hard, but don't necessarily have fun with the manipulations.

After doing #6 and #7, I went into substitutions, drilling past progressive and simple past. I think they really do now understand the difference, but I will keep going back to it occasionally. I also spent some time with tags and short answer forms--the tags seem to come much more naturally to them now.

During a break I ended up giving them a telephone lesson. It turned out that a few of them have had to make calls and have

had quite a lot of difficulty. So we went upstairs and I acted things out as I went through vocabulary. One of the boys, Allan, asked if I could give him some homework on the telephone--what a surprise! So I gave them all my father's name and home address in California and asked them to call long distance information and get my home telephone number. They all seemed excited about it. I will be anxious to see how many of them actually get it!

Today's report, given by Chiaki, was on Japanese Gardens. The French were very interested and the whole group went back to talking about the subject during the break. These reports have really been a success.

We spent the afternoon hour in the laboratory doing pronunciation tapes. Mechanically it was a reasonable success, since ten out of eleven of them did have a fully recorded tape at the end of the session, which they can go over tonight. They've been begging me all week to go to the lab, which is basically why I took them. Lee and I have decided to combine our classes for lab since we're doing just about the same thing. We will start that tomorrow.

I really do love my class--I'm just exhausted today, that's all.

July 20, 1972

News and weather didn't go so well today. The weather part was fine--they even remembered it and talked about it during the break--but the news was really complicated and contained a lot of vocabulary that they didn't know, so that by the time the reporter had explained all the new words they had forgotten what the news was.

I did the dialogue (#2) of Unit VIII following the same procedure as yesterday but adding Ann's suggestions--it went really well. I'm quite pleased with it. At the end two of the students role played it with all of the intonation I had put in. It was great! This dialogue is interesting and funny for them though, too, so that might be part of it.

During the break I talked to them about how their finding out my telephone number went. They all did it correctly! Only one of them had any trouble, and that was when the operator asked her if she wanted to talk to Mr. Keen and she said yes, thinking that she had asked if she wanted the number repeated. She almost had the operator calling my house, but she discovered in time what was going on and explained that she didn't want to call the number.

I went through #4, #6, #7, #8, and #9 just as they are presented and had no difficulty. They are good exercises except that they are too short, so I expanded them with my own examples, keeping the format and structures the same.

I really thought that #11 was excellent and so did the students. They all have difficulty with word order of time and

place and they could really see quite clearly what they were manipulating. As with the other exercises, I just extended the examples so that it would be a longer exercise.

I didn't have enough time to do the final dialogue at the end of the unit, but will do it tomorrow and see how it goes using Ann's suggestions.

Today's report was really the best we've had yet. Yumi's topic was Japanese Customs, and what she actually did was to go into differences between Japanese and Western customs. She would first tell us about how they did something in Japan (like counting with their fingers), and then ask the French students and me how we did it. She taught vocabulary as she went along, and really included everyone in the class as she led her discussion.

We spent the afternoon hour in the laboratory. Lee and I wrote some exercises similar to the ones contained in Units IV through VII, in order to review vocabulary and structures that they've had. We combined our classes in the lab (both groups have covered these units) and went through the exercises as they recorded them and responded. After the session they all said that they thought that it was very hard and could we please do them over again tomorrow. We haven't discussed it yet, and so depending on how many of them get to the lab tonight (there's a workshop) we may just do the same exercises again as they requested, making a few changes in vocabulary and order, but keeping the same structure practice.

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July 21, 1972

News and weather again this morning, better this time. I guess it just depends who is giving it as to whether or not the vocabulary is understandable. We discussed the use of the lab yesterday. Only a couple of them had gone over their tapes last night. All of them thought that Lee and I had gone too fast yesterday and wanted to repeat the same exercises making a new tape, so this is what we did in the afternoon. It went well this time and they all said that it was better practice at a little bit slower pace.

The dialogue for Unit IX (#2) went really well today. Again, I used all of Ann's suggestions. Now that they know that they'll have to know it well enough to act it out after we've gone through it, they concentrate more on it and are getting better at imitating my intonation and stress.

We went through exercises #5 through #8, which they are now beginning to handle fairly comfortably mechanically. Every once in a while I have to explain what they are to do, though, since they don't always understand from only listening to the example. A lot of it has to do with the fact, though, that I'm reading all of the parts, which naturally tends to be confusing.

I also went through the vocabulary for the dialogues for using the telephone. We went over the dialogues themselves after that, but I didn't ask them to completely master them yet since we won't be able to use the teltrainer until Monday.

The student report was on Japanese Food today. Kazuko went into not only food, but how to prepare certain dishes, how

to eat them and what is involved in eating in a Japanese home. The French students were really interested, and the vocabulary was well presented with pictures on the board. A good report.

July 24, 1972

Today began rather slowly and then ground very slowly to a stop at 3:00 because they were all so tired. They all stayed up talking until 2:00 and 3:00 o'clock in the morning after the LASPAU party last night, and arrived to class late barely able to keep their heads up. Tadashi was supposed to do the news and weather today, but didn't because when he went to the library last night to read the paper he fell asleep in one of the chairs! So we bypassed news and weather after listening to Tadashi's long excuse of why he hadn't done it.

I then did the dialogues with them on how to place long distance telephone calls. I also taught them: "I'd like to place my call later,", "I would like to leave a message", and "This is _____ speaking. Is _____ there?" I then placed one of the teletrainer telephones behind the blackboard, handed each one of them an "assignment" on the phone (which I made up last night), and had them call me. The others had to take notes on the conversation while they listened. I had eleven different assignments involving such things as making various types of long distant calls, ordering pizzas from Mama Paduzzi's, making an appointment with Dr. Houpis, inviting me to come to a dinner party, and finding out the bus schedule from here to Boston. The entire activity took about two hours, since after each call I had the others recreate the call, ask questions about vocabulary, etc., using the caller as a resource person. They enjoyed the activity for what I think were a couple of reasons: one, they were fascinated by the tele-

trainer; two, it was an entirely different type of activity from what we have been doing; and three, they could see a practical use for what we were doing. I enjoyed it for much the same reasons; however, it seems that less time could be spent doing it. Doing the dialogues and the vocabulary plus using the telatrainer on the same day is not a very good idea because it makes the procedure too long. But since the timing got messed up on Friday, I didn't want to extend the activity to another day when we have less than a week left. Having them all take notes during each conversation kept everyone listening carefully and paying attention. I also felt that briefly recreating the conversation made each one a group activity, rather than one, only involving the caller and me.

Today was the first day that I was able to use the Poly Training Tapes in their published form. I discover that there are things in them that are not included in the preliminary form, so I will now be going back, covering exercises that I have not done in each unit. From now on when I refer to a specific unit and to its corresponding exercises, the reference will be to the published form.

I began with the exercises in Unit IV. Number 6 (page 47) they had never done before and needed. I had them listen to the two examples, and then went through it. They had no trouble doing it. Like almost all of the other exercises it is too short, so I expanded it with my own examples.

I tried doing #15 and #16, but it didn't work. The fact that they just couldn't remember the sentences and the events may have been due to the fact that they were all so tired, I don't

know. It is a reasonably complicated exercise anyway, they've never done one similar to it, and just weren't able to do it. They know all of the past tense forms, and the vocabulary and didn't seem uncomfortable with the structure itself. However, it just didn't go over; maybe due to the length of the sentences, maybe due to them just being so tired.

The last activity of the morning was the student report, which, as usual, was excellent. Reiko's report was on the Tea Ceremony in Japan. She was very well prepared, drew a picture of the seating arrangement and the utensils used on the board, and explained all of the vocabulary she was going to use before she began so that everyone could follow her. These reports have been one of the most successful things I've done with this group. They are all very attentive when someone else is reporting, prepare well for them, and always begin a good discussion of national customs and differences between countries.

We went to the lab again today, but that, too, didn't go very well. They were all about twenty minutes late getting out of the Cross Culture meeting, we had to use Lab 8 which they are unfamiliar with, and they all had to leave by ten after three because they were going on the town run and had to go back to their dorms to get money and laundry, etc. This gave us about twenty good minutes to work, and I spent the time taking them through review exercises from Friday's class. I kept the same format as in the original exercises, changing only the vocabulary. They did fairly well with them, difficulties probably being due to the fact that, again, they were tired, but also that it's Monday and it's hard to remember what you did on Friday.

During lunch I talked to many of them about what we've been doing and they all said that they are getting tired of doing the same types of things all the time. They think Max is interesting sometimes, but not always, don't really like the substitute and respond exercises and would really prefer to do a wide variety of things. I'm not quite sure what to do at this point. Do other things and leave Max, since they do have only three more days? I can't really spice up the exercises any without changing the whole point of working with them in the first place. I do think that I will de-emphasize them, though, if I can. All of tomorrow will be spent in the classroom, but we are going to Mountain Mowings on Wednesday morning, so I'll try to include the vocabulary they'll need for then tomorrow in some activity which is different from what we've been doing.

July 25, 1972

Exceptionally good day today. News and weather was given by Francoise, who was the one who started out as the shy one in the class, and her report was one of the best ones we've had yet. For the weather she told us that it was going to be cooler today, and then proceeded to draw a map of the area on the board and explain how high and low pressure areas affect the weather. It wasn't extremely scientific, but was quite a change from the usual weather report and kept everyone fascinated with what she was talking about. Her news, like Jean's last week, was all about Japan and what has been happening there. Nixon and Tanaka just arranged to have a meeting in Hawaii, so she reported on how this will affect trade and how they must consider the fact that relations between Japan and China are really opening up. She then gave a short report on how tourism is increasing in Kyoto and how it affects the city. She kept the whole class interested and involved everyone by soliciting comments as she talked.

Yesterday they requested that I teach them some "typical short conversations" that "we must use all the time". So I took the ritual dialogue from page 3 of English at S.I.T. I kept it the same except for one change: the line that reads, "Do you want a cigarette?" I changed to, "Would you like a cigarette?". After they had learned it as is, I substituted so that they were asking each other, "Excuse me, do you have change for a dollar?", etc. They were pleased with it because it was what they had requested and they were immediately able

to use it. During the break they went around asking each other for things and then correcting each other when they forgot to say, "You're welcome" or, "Don't mention it."

I decided to try the narratives contained in Unit VII (beginning with #5, page 82).^{*} The first ones cover an area of the United States which they will be traveling through, which is one reason why I chose to do them. Also, the vocabulary is useful as is the constant use of prepositions that they have trouble with. I decided to do two of them originally, in two different ways, to see how well each procedure worked and to see which way the students would prefer. My procedure for the first one (#5) was the following:

1. Read through twice.
2. Explain vocabulary and put on the board in order.
Explanations coming from students whenever possible.
3. Read again following vocabulary on the board.
4. Are there any questions?
5. Questions from book. (#6)
6. Read again.
7. Students reconstruct.
8. Read again.
9. Students reconstruct again.

By the time we got their final reconstruction they could all say it almost word for word. When I asked for the first sentence it was like a chorus answering me.

The student report today was given by Allan on French wine. Again, he put all the vocabulary on the board and solicited com-

ments as he talked. The Japanese were fascinated by how much wine the French drink and didn't realize what a specialized field it can become. So as well as being a good report, it was a good activity for the whole group. The Japanese had lots of questions about which wine should be served at what time and with which foods.

After a break I had them read the addresses from page 87 (Unit VII, #17) which I had written on the board. It was a good review of how to read numbers, which we hadn't done since the dialogue of this same Unit, and they hadn't been previously exposed to street name abbreviations. It would have been more appropriate to do when I began this unit last week, of course, but I didn't have the material. This way, however, did make it a good review plus added something new. It is a good exercise which goes quickly, is obviously useful to them, and keeps their interest.

I began teaching them some of the short exchanges that they will need tomorrow at Mountain Mowings such as, "How much is this?" and "Can you send this for me?", etc., but they knew it all so I dropped it. I even asked them if they had questions about what they were to say and they said that they wanted to go and do it all without my help to "test" themselves. And then they'll ask me all of the questions after we get back. We'll see how it goes. They are getting quite confident in their ability to express themselves, which is good.

I then went on to #7 and #8 of Unit VII (page 83). This time I did it using the pre-recorded tape contained in the materials, using the following procedure:

1. Listen to narrative on tape twice.
2. Are there any questions? (Answers coming from other students and me.)
3. Listen again.
4. Any more questions?
5. Recorded questions, stopping the machine after each question to allow for group and individual response.
6. Listen again.
7. Reconstruct.

The difference between the two procedures was amazing! Many things happened: one, they all noticed constructions which they have never really done before (such as, "Oh, you say travel by bus!"); two, they began reconstruction immediately as they formed their first questions, "What is the first part of the first sentence before he says, 'I travel by bus?'" They were able to answer the recorded questions with ease, and when I asked them to reconstruct it they were able to do it immediately. The greatest thing that happened was that they asked if they could do some more of them. So we did two more (#9 through #12) before lunch, following the second procedure. When I asked them which procedure they preferred they said that they really liked the second because it was much harder, but that they thought they could learn everything more quickly and it was also more interesting. Some of their positive reaction I'm sure was due to two other facts: one, the use of the tape recorder in the second procedure, which they like; and two, the second procedure is less teacher oriented. I also asked them if they wanted to go to the lab today and they said no. I think it's due to their initial excitement about the lab just having worn off, but also due to them really seeing that we can

make quite a lot of use of the tape recorder in class, so that they can still have the benefit of working with someone else's voice besides mine.

After lunch I went back and played only the questions from the narratives we had done in the morning. Both they and I were pleased that they had no trouble answering them. Doing this also brought out some additional questions about structure and related vocabulary.

They also requested yesterday that we have a discussion that everyone could participate in, during which I could correct their pronunciation and all of the other mistakes. So I divided the class in half and wrote on the board, "Big things are more important than little things" and told them that they had five minutes to prepare what they were going to say. One group was to agree with the idea, one group to disagree. They really came up with some good ideas, some funny, some serious, but they all stuck to the side they were supposed to be on whether they really in earnest believed it or not. I let it go for about fifteen minutes and then stopped it since it would have died soon anyway. As they talked I did correct them. We talked about what we had done afterwards and they said that no, I didn't interrupt their thoughts by correcting them since they had had a chance to think about it beforehand. They wanted to have another discussion tomorrow and suggested that I give them the topic today so that they could have a chance to think about it. So I wrote on the board, "The end always justifies the means". I'm not sure if I would have selected that if I had had time to think, but I had to give them something off the top of my head

and that was it. They really seemed to like it though, and immediately started requesting being on the "for" or the "against" side. I told them to all think about both sides and that tomorrow I would tell them who was on which side. They liked the idea, saying that that was good because now they have to really think of both sides of the question and be prepared to argue down something that the other side says. Hope it goes as well tomorrow as it went today!

July 26, 1972

Today's news and weather, given by Miki, was rather long and involved. The weather was brief; everyone now knows all of the vocabulary pertaining to it. She started to talk about a pollution problem which she read about in the New York Times. It was about a specific company in Kyoto which is being fined for polluting the air in the area. What happened was that it turned into a geography lesson about Japan and how many prefectures it has. It got all tied up with the fact that neither the French nor I understood all the various Japanese names. I didn't want to cut in on her report though, because she is extremely shy and was making an all out effort for this. The rest of the class was very attentive though, even though they looked a bit bored towards the end.

I was going to begin something else when several of them asked if they could go back to their rooms to get their cameras and money before we left for Mountain Mowings. The trip went really well. They made a promise (which they kept pretty well) that they would only speak English. They did really well when they were asking prices and buying and paying for things, so they were right when they told me that they didn't need to go over all of that yesterday. They looked at all of the flowers and asked Mr. Hickens about his fields and the different types of things he grows and took a lot of pictures and ate apples and peaches and cheese and didn't want to come back at 10:30.

On the way back in the Bluebird Françoise asked me if she could give her report as soon as we got back because she was

very nervous about it. (She's the one that David couldn't spot when he came to visit.) So we did that immediately. It went quite well. Françoise was quite composed and comfortable and the Japanese were really interested in French Fashion and the various fashion houses. She's quite an expert on the subject and so leading the class was a good experience for her.

I spent the rest of the morning going over the trip to Mountain Mowings with them. I had them tell me all of the fruits, vegetables and flowers they remembered seeing as we wrote them up on the board. It was a reasonably impressive list. After that we went through the morning, using past tense and the connecting words used with it ("after that", "and then", "and so"), re-telling what we had all done and seen. They all laughed at all the pictures they had taken and all the food we had all eaten!

The afternoon was spent working with the Poly Training Tape material. They decided that they had had enough "fun" for the day and wanted to put off the discussion until tomorrow. I went through #15 and #16 (page 86) of Unit VII, using the same procedure as I did yesterday. They were still interested in it and wanted to hear the end of the letter, so interest was high and it went well.

I then went to Unit VIII, #5 through #9 (pages 92-94).* Not all of this is contained in the material I was using before and is something that they could not manipulate. I first played the example on the tape (they all ooh'ed and ahh'ed about how fast it was), then stopped the tape and did examples of my own, expanding it so that I made the statement, Student A asked the

question, and Student B answered it in short form. After this I used the tape and its examples. I followed the same procedure with each group of exercises. The students had no trouble with the manipulation of the exercises themselves, but the structures were hard for them, especially remembering to end many of the questions with the correct preposition and then beginning the short answer with the same preposition. They were exhausted by the end of class, but also getting sort of "ant-sy" about preparing for Japanese night tonight, so the half hour that I took them overtime was probably too much. A long day.

July 27, 1972

Day after the Japanese party. I asked them all what time they went to bed last night--the earliest was 2:00, so they were all absolutely exhausted, couldn't concentrate, and were starved because they hadn't eaten breakfast. So everything went in rather low gear today, to say the least.

The first thing I did this morning was to give them the "Eight Minute Time Test".* Every single one of them went through it punching holes in the top of the paper, multiplying on the back and counting backwards from 10. They all got to the end at about the same time and broke into laughter. It got things going for the morning and also served the purpose of preparing them a bit more for the test tomorrow when one of them piped up with: "I hope I do better on the test tomorrow!"

News and weather: brief, very little new vocabulary. The activity is wearing thin now. Tadashi didn't do his report for today, he was out until 4:30 and could barely keep his eyes open all morning. I was surprised that he came at all.

I finished Unit VIII today with the dialogue at the end (#10, pages 95 and 96). I followed the same procedure as I did with the letter from Juan yesterday. They had some difficulty with it, but I'm not quite sure if it was because it was too long or because they were so tired. Suspect the latter.

We then had the discussion on "The end always justifies the means", which we didn't have yesterday. This was a little bit easier for them to handle than the comprehension exercise with the narrative. They had thought about it and had even

looked up words in the dictionary that they wanted to use and came prepared with their lists of words. I let the discussion last about twenty minutes since it was going so well and they were expressing themselves so freely. Jean and Akimoto sort of took over in leading the discussion so that I didn't have to participate at all except to make corrections.

I then went on to #7 of Unit IX (page 103). I introduced it by letting them listen to the example on the tape and then writing it on the board. They understood how the change to indirect speech was made, but some of them grimaced, saying that it was "very complicated". I then had each of them ask me a short question, and then asked another student what the first had asked me. So it went:

Student A: "What is your name?"

Teacher: "What did she ask me?"

Student B: "She asked you what your name was."

They didn't have any trouble with the word order, surprisingly enough, but they did have trouble changing the pronouns and remembering to use the past tense. I then played the tape, stopping it after each question and then indicating to someone to change it. They are getting used to the tape now and I only had to replay two of the questions for them. All of the rest they understood. I did #8 and #9 in the same manner and the procedure worked equally well. They were beginning to wake up and function a bit better by this time too.

Number 10 of the same unit (pages 104-105) turned out to be really fun. I had them listen to it on the tape first, just for comprehension. They had some difficulty understanding it, per-

haps due to the fact that there are three speakers, maybe to the fact that it is a completely different type of exercise that we've never done before. Anyway, I began the tape again, only playing the directions. ("Ask him how he is...Ask him what his name is..." etc.) After each statement I stopped the tape and pointed to one student to ask the question, and then to another to answer it giving a free response. After this I continued with the tape so they could hear the question and the answer as they were recorded, and then let the tape continue to the next statement (instruction). The students enjoyed the exercise a lot and thought it was good because these are some of the most typical questions that they will be asked while they are here with their homestay families. One thing that turned out to be very funny was that when the tape came to the instruction: "Ask him if he has any brothers or sisters", I pointed to Akimoto to ask the question and then to Francoise to answer it. Akimoto asked the question perfectly, and Francoise, telling the truth, said, "Yes, I have one brother and two sisters." When I played the recorded version and it was exactly the same the whole class laughed and clapped and congratulated the tape for answering the question correctly!

In the afternoon I began Unit X. I did #1, the narrative (page 106), and #2, the dialogue (pages 107-111), using the same procedure as I have been since Ann's visit. Using the overhead projector is still a pain, and it's impossible to use both the projector and the tape at the same time because with only two hands you just can't manipulate pointing things out in the pictures, changing pictures every two lines--and trying to do all

of that fast enough to keep up with the tape. I found that it is good to use the tape for the narrative for oral comprehension, but even in that case it needs to be augmented by the teacher's reading and going over it in order for the students to come anywhere near mastering it. My students didn't seem to like this dialogue as well as they have others, but this may be due to the fact that by the end of the afternoon session they were barely able to concentrate they were so tired. They didn't have any trouble with it, they just weren't terribly interested.

July 28, 1972

Today was the last day that the whole class was together, so they were all nostalgic. I brought cake and tea and coffee for the break and the Japanese brought cheese and crackers (and presents...of course) and the French brought wine. (Only two bottles, thank goodness, for twenty of us--Lee's class and mine-- wine is sort of hard to take at ten o'clock in the morning!)

Anyway, we began with the news and weather as we usually have. Allan had some extra things to include though, which made it different from the other reports. He added the times for the setting and rising of both the sun and the moon! Everyone wanted to know how he found this out, but he said it was a "secret".

Everyone has been waiting for Tadashi's report. He's so entertaining and the whole class loves to listen to him talk. The title of his report was Japanese Children. What he did was to tell us all about Japanese education and what types of things they study. But that was only the introduction. He then went into the games that children play, acting them all out. He was fantastic! This was only topped by his describing the television programs that they watch and his giving all the sound effects and the opening musical bars, and then jumping around the room as he "portrayed" each television hero! The whole class stood up and clapped when he finished! What an amazing guy--it's been a joy to teach him.

It was hard to get into something academic after that, but they all agreed that we had better since it was the last day and

they all felt very apologetic about being so tired yesterday. So I reviewed direct and indirect speech, until the break. For part of it I tried something which worked really well for having everyone pay very close attention to what everyone else said:

Teacher: (to Student A) "Tell me where you are going at 12:00."

Student A: "I'm going to the Carriage House."

Teacher: "Pardon? What did you say?"

Student A: "I said I was going to the Carriage House."

Teacher: (to Student B) "What did A tell me?"

Student B: "He told you that he was going to the Carriage House."

Teacher: (to Student C) "What did B say?"

Student C: "She said that he told you that he was going to the Carriage House."

After our "break" of about half an hour, I did #4 and #5 of Unit X (pages 111 and 112). I first let them listen to the tape, twice through. They immediately picked up what the point of the exercise was, and when Yumi said that she knew the difference between "a" and "any", I let her explain to the class. Surprisingly enough she really knew what she was talking about, and when she finished and asked if they all understood they all said yes--and then showed that they did by their responses to the questions. I went back and played the questions again, pointing for individuals to respond, correcting and then having the response repeated chorally and then having them listen to the response given on the tape followed by individual and choral

response of that. For #5 I had them listen to the example and then just went right into the exercise, which they had no difficulty with, except that occasionally I had to go back and let them listen to the question again because they hadn't understood one word. I expanded both #4 and #5 with my own examples since there are really too few for a class this size.

We wound up the morning with the last student report. It wasn't particularly good to have two on the same day, and both in the morning, but it also wasn't fair for Maryvonne not to be able to give her report to the whole class. Since she had planned it and things were loused up by Tadashi's not being ready yesterday, the only thing I could do was have two reports today. Hers was on the Left Bank of Paris. She had brought a big map of Paris with her which she tacked up on the board so we could all see which area she was referring to. She told us the history of the area and then gave a lot of short anecdotes about various strange characters who can always be seen there. One was about a man who comes on his bicycle everyday about mid-morning, sits in a very large basket which he has attached to the bike, and proceeds to give a very humorous, but excellent, commentary on world news and the doings of the French government. All the students listen to him and he's quoted occasionally by the newspapers. Her report was very well organized and presented. As all of the others have, she put all of the new vocabulary on the board and explained it as she went along.

I was only to have two students this afternoon, Maryvonne and Françoise, since the Japanese are going to take the test and

Jean and Allan are going to take it too, since they are leaving early for their homestays. As it turned out, Francoise had to leave immediately after lunch for Boston, and so it was only Maryvonne. She had asked me if we could work on propositions, which I had planned to do, but she got a letter from her homestay family during lunch and had to write back to them immediately because they were expecting her to arrive earlier than she could. So after sitting in on a report given by one of Betty's students, we spent the afternoon writing her letter so that she could get it out in the day's mail special delivery.

July 31, 1972

Last day of class. Two students: Maryvonne and Francoise. The whole class had been sort of disappointed that I hadn't sent them to Brattleboro. They had all heard about Lee's scavenger hunt and wanted to do it, but it was too late to do it for the whole class by then. Francoise and Maryvonne said that they would be embarrassed to go in and ask someone for a piece of toast, but they would really like to go in to get information, particularly since this would be useful to them as far as the type of experience they could have before they went on their homestays. So I gave them a list and sent them off. Here is the list:

1. What is the tax on whiskey in Vermont?
2. Where can you buy skis? How much do they cost?
3. How many brands of cigarettes do they sell at Sam's Army-Navy Store?
4. How much does one jelly-filled doughnut cost at Dunkin' Doughnuts?
5. What is a "Discount Drug Store"?
6. Where is the Giant Store? What is right next door to it?
7. What kind of soup do they have today at the Common Ground?
8. Do they have a mayor or a town manager of Brattleboro? Who is he?
9. Where is the telephone office?
10. Where can you get film developed?
11. How much does a gallon of premium gas cost?

12. Where do they sell birthday cards?
13. Where can you buy a coffee pot?
14. What movies are playing downtown and at what times?
15. What is a T.V. dinner? How do you prepare one?
16. Where can you get a passport picture taken?
17. How do you get from Casual House to Mama Paduzzi's?

They came back at lunchtime all elated about all of the people they had met and how nice everyone was and how fun it was. Probably the biggest purpose that the exercise served was that it really built up their confidence, particularly Françoise's. She came three weeks ago very shy and very afraid to talk because she thought that no one could understand her (which was partially true). Both of them will be going by bus to their homestays and so will have to function on their own. Until this they weren't quite sure if they could make themselves understood and also understand everyone, since talking to mostly other foreign students and other English teachers is not the same as talking to typical American public-type people. They came back very impressed with themselves and their ability to communicate, which was good. So, as I said before, it was a good way to end things.

And so it's all over...what a good three weeks. Exhausting and frustrating at times, but wonderful. I hope that my students learned as much as I did.

PART TWO

In order to make specific comments on the material, this part of my paper will be divided into four parts: one, Introductory Dialogues of each unit; two, Change, Substitute and Respond Exercises; three, Final Dialogues (found at the end of each unit); and four, Additional Exercises.

As explained in the first half of the paper, there was a problem during the first two weeks of not having the material in the published form. This was a great hindrance since it meant that I did not have the tapes. Also, there were quite a few entries in the final form which were not contained in the preliminary copy, so that I had to backtrack in order to cover some parts of various units in which exercises were later included. Although going back was good review, the continuity of the course would have been better if I had had the final version from the beginning. Also, the tapes are an integral part of the material, and five days is not really adequate time in which to test their use. The tapes could have been used to a great extent in the language laboratory, but time did not allow for the planning of this, plus the time that would have been necessary for them to be transferred from cassette to reel-to-reel. Suggestions on how they could be used will be included when I discuss the Change, Substitute and Respond sections.

INTRODUCTORY DIALOGUES

Of all of the parts of the material, the beginning dialogues were what the students enjoyed the most. Although I had difficulty with the projector, as I expressed before, the pictures are extremely self explanatory and aid immensely when having students reconstruct a dialogue. Students sometimes commented on the expressions on the faces and on the pictures inside the "bubbles". The language used is very comfortable and normal so that I didn't feel as though I were having them learn something extremely artificial that they would never have occasion to say. The sentences are short and easily broken up into short utterances so that a lot of work can be done with word grouping, stress and intonation. I did not use the tapes for these dialogues, as I explained in my comments on July 27. My students, however, got very good at recognizing and imitating my stress and intonation when going over the dialogues. This was extremely important for the French and the Japanese since both have a great deal of difficulty in these areas. The procedure that I found to be the most effective in teaching the dialogues was the following:

1. Read the dialogue showing the pictures, pointing out actions and vocabulary items.
2. Draw two stick figures on the board and then read through dialogue again, pointing to each figure to indicate change of speakers.
3. Any questions? Utilize student knowledge of vocabulary to give explanations to those for whom it is unknown.
4. Write key vocabulary, known and new on board in the

order in which it is presented in the dialogue.

5. Teacher asks WH- questions.
6. Go through dialogue, line by line, using backward buildup. Students repeat chorally and individually.
 - . Stress word grouping, stress and intonation.
7. Read through again, using stick figures on board.
8. Using the projector, cue students with the pictures to have group as a whole reconstruct dialogue as best they can. Lines need not be exact.
9. Read again, using pictures.
10. Using pictures as cues, have two students reconstruct dialogues. Ask for more exactness this time. Each student should have a "helper" (usually the one sitting next to him) to prompt him if he has trouble. This way four students are involved instead of only two. Go through entire class in the same manner, until all students have had a major part and all have "prompted".

I found that by using this procedure the students mastered the dialogue and felt comfortable doing it. I never felt that they felt they were "memorizing" something, though in fact they were. It was the most effective way I found for teaching word grouping and stress. By the end of the dialogue they were all usually able to imitate me extremely well. The "prompters" even corrected intonation and stress occasionally, which I found every surprising.

Of Module 8, Units I through X, the dialogues which the students enjoyed the most were the ones contained in #4, #5, #6, and #8. They liked Unit IV because they thought something

romantic would develop between Max and Kathy and wanted to hear what happened next. They liked the pictures for Unit V, especially the tired expression on Kathy's face. They thought that the radio announcer in Unit VI was hilarious and the expression on Mrs. Gray's face when she said that she "hated that commercial". The picture of the reception in Unit XIII was exceptionally good, and intrigued them. They loved the line (deleted in the final version), "and he's probably very happy that she's got a man at last!"

CHANGE, SUBSTITUTE AND RESPONSE EXERCISES

These sections of the material are the ones which lend themselves to usage in the language laboratory, particularly those which are labeled Respond. All three types, though excellent in content and form, are obviously too short for adequate practice for a class of eleven students. The material was written for home use by a single individual, allowing for as much repetition of the same exercise as necessary. However, one cannot constantly repeat the same short exercises in a classroom situation until the concept is mastered without killing class interest almost immediately. Therefore, I found that in order to use these sections I had to expand them a great deal, so that all of the students would have adequate practice with what the special exercise dealt with.

The sections where the direction given is Substitute, are particularly good for a class this size. Instead of being the typical single or double slot drill which requires reasonably little effort on the part of the student and usually gets boring after five or ten minutes, this approach has a change of slots from one sentence to the next, which requires the students' constant attention and thought. A good example of this is found in Unit III, #4 (page 31):

Bill is late.

often.....Bill is often late.

goes to the store.....Bill often goes to the store.

never worries.....Bill never worries.

etc.

The sections where the students must change the stated phrase are also used quite extensively in the material. Again, these are easy for the teacher to manipulate in a classroom situation and provide excellent practice in changing from one tense to another, from question to answer (or vice versa) and from affirmative to negative (or vice versa). These, like the substitute exercises, though, force the class to be extremely teacher directed, and do not allow for much take over by the students.

Both the Substitute and the Change exercises could be transferred to real-to real tape (with a longer time allowance between question and answer), and could be used for review purposes after class time in the language lab. In this case they need not be expanded, since the individual student could repeat the exercise as many times as necessary until he felt he had mastered it.

The Respond sections are the ones which are the most difficult--in fact, almost impossible--to manipulate in class. A typical Respond exercise is the following (Unit IV, #16, pages 51 and 52):

RESPOND:

Max found his key. Then he went back to the hotel.

(after).....

(before).....

The inspector was there first. Then the tourists were there.

(before).....

(after).....

There were several complications in trying to use these in class. One, the sentences are usually long, which makes it difficult for the student to remember the entire thing. (I found that I couldn't even remember them). Two, there are always two changes which the student must make which usually involves inclusion of new vocabulary, plus a change in tense, or else a change in tense, plus a rearrangement of word order. Three, it was terribly confusing for the students for me to be reading the new sentence, and then immediately following it with a cue. Although I made a very definite pause and snapped my fingers to indicate a cue, it was extremely artificial, and, as I said, quite confusing for them. As I mentioned in Part One in my daily comments, it was almost impossible for them to do these exercises since they had to not only remember what the changes were to be, but also remember the (long) sentence, which was different each time. I found that I had to be constantly looking to see what the answer was supposed to be before I knew if theirs was correct or not. So my conclusion was that if I can't manipulate an exercise I can hardly expect my students to do it.

These then, are the exercises which should be used in the laboratory. If the student can't remember the sentence he can go back and listen as many times as necessary. Also, on the pre-recorded tape there is a change of speaker between the given statement and the cues, which eliminates confusion.

I did find, though, that the Response exercises are excellent for practice of frequently used expressions and the appropriate intonation to be used with them. An example of this is in Unit IV, #12 (page 50):

Example:

Aren't you going to call Ellen? (an hour ago)

Not again! I just called her an hour ago.

Respond:

Can't we stop there? (a week ago)

Can he pick up a package at the post office? (yesterday)

FINAL DIALOGUES

These dialogues were the most difficult to handle without the tapes. I originally began using them for oral comprehension, but even using stick figures to indicate change of speaker didn't change the artificiality of one person reading a two part dialogue which had no pictures to go with it. The dialogues are fairly long, contain many facts, plus new vocabulary and structures. Also, since the introduction of each unit consists of a dialogue, it is difficult to justify doing two dialogues so close together without the aid of pictures which the students enjoy and expect with a dialogue. As I expressed in my daily comments, these dialogues were a regular failure until I received the tapes. Using the tapes I found this procedure to be fairly effective:

1. Play through questions to prepare students for what they will be asked.
2. Play dialogue twice, students only listening.
3. Student questions. Answers from other students and teacher.
4. Play through again, stopping tape whenever students indicate that they don't understand. Write new vocabulary and expression on the board.
5. Play through dialogue again.
6. Play recorded questions, soliciting individual and choral response.

I am not particularly satisfied with this procedure, however. Part of it is due to my students' reactions of having to deal with so many dialogues; but also my inability to constantly create new and interesting ways of presenting them without losing

what can be learned from them. Besides the obvious points that vocabulary and structures are reviewed and reinforced in the final dialogues, I am not sure why they are included or to what extent, if any, they should be used in a classroom.

ADDITIONAL EXERCISES

I only dealt with two sections in Units I through X which do not come under the headings I have already discussed. The first was the letter from Juan to Max, found on pages 80 through 86. Since I went into a lot of detail describing this procedure and why I found it to be effective (see Part One, July 25), I will not repeat the description here. It was an extremely useful activity, one that I would recommend to anyone whose students will be traveling in the United States. It is not only good for cultural purposes, but also for the vocabulary and structure it contains, for oral comprehension, and as a good example of an informal letter.

The other exercise which both my students and I found to be very good was #10 of Unit IX (pages 104 and 105). Again, the procedure I found that worked best is found in Part One (see July 27). Something that I did not mention then, however, was the fact that this exercise is an excellent follow-up to the ones immediately preceding it. My students commented right away on the word order.

In general I found both the exercises to be a good break from the other exercises and dialogues, which of course created much more interest on the part of the students, besides the fact that they immediately recognized their structural value without my pointing it out.

APPENDIX

FINAL DIALOGUE, UNIT III, #13 & #14

Anne: John, where is the candy I ordered? I planned to take it to my mother for her birthday.

John: Didn't you take her candy last time?

Anne: No, I took her flowers. I'd take flowers again, but candy is cheaper. When I opened my purse this morning, I saw that I only had \$2. I received a check from my father for \$20, but the banks aren't open, so I can't cash it. I called Betty and tried to ask her for the money she owed me, and do you know what she answered?

John: I can't imagine.

Anne: "Anne, dear, I was so worried about having a lot of money in my purse that I went shopping yesterday. Now I have three expensive dresses!"

1. What did Anne order for her mother's birthday?
2. What did she take last time?
3. What did she open this morning?
4. How much money did she have?
5. What did she receive from her father?
6. What did Betty owe Anne?
7. What did Betty do with the money?

RESPOND EXERCISE, UNIT IV, #12 & #13

LISTEN:

The key wasn't in my pocket. (my coat)

He didn't find his key. (jacket)

I wasn't glad to see her. (him)

Betty didn't know my name. (her name)

Mr. and Mrs. Gray didn't leave the
house at 8:30. (7:30)

Mr. Gray didn't drive me to the
hotel. (store)

Betty didn't meet Bill yesterday.
(last week)

We didn't come back to Kathy's house.
(Betty's)

They weren't happy to meet us. (them)

She didn't lose her gloves. (shoe)

The key was in my coat.

He found his jacket.

I was glad to see him.

Betty knew her name.

Mr. and Mrs. Gray left the
house at 7:30.

Mr. Gray drove me to the
store.

Betty met Bill last week.

We came back to Betty's
house.

They were happy to meet
them.

She lost her shoe.

RESPOND: (CHANGE)

He wasn't at her house. (his)

.....
(He was at his house.)

They weren't at the drug store. (at the hotel)

.....
(They were at the hotel.)

I wasn't happy to meet them. (him)

.....
(I was happy to meet him.)

Max didn't leave the hotel Tuesday. (yesterday)

.....
(Max left the hotel yesterday.)

Betty didn't meet my little sister yesterday afternoon. (last night)

.....
(Betty met my little sister last night.)

Bill didn't drive Anne to Betty's house. (to her house)

.....
(Bill drove Anne to her house.)

I didn't lose my button yesterday. (key)

.....
(I lost my key yesterday.)

Kathy didn't come to the house to see Max. (to the hotel)

.....
(Kathy came to the hotel to see Max.)

John didn't know Anne's telephone number. (Betty's)

.....
(John knew Betty's telephone number.)

Max didn't find his luggage on the plane. (at the airport.)

.....
(Max found his luggage at the airport.)

RESPOND EXERCISE, UNIT V, #11 & #15

11. RESPOND

When did he get dressed? (at 8 o'clock)

.....
(He got dressed at eight o'clock.)

Why did you give your mother a present? (because I love her)

.....
(I gave her one because I love her.)

How did you sleep last night? (very well)

.....
(I slept very well last night.)

How did you like that book? (very much)

.....
(I liked it very much.)

Where did you meet your wife? (on a plane)

.....
(I met her on a plane.)

How did they get to the hotel? (in a taxi)

.....
(They got there in a taxi.)

Where did he sleep last night? (on the couch)

.....
(He slept on the couch.)

What did you give your father for his birthday? (a box of candy)

.....
(I gave him a box of candy.)

15. RESPOND

Didn't your father see Max? (last night)

.....
(Yes, he did. He saw him last night.)

Was Mrs. Gray in the kitchen? (at the stove)

.....
(Yes, she was. She was at the stove.)

Did the Grays give Max dinner? (a very good one)

.....
(Yes, they did. They gave him a very good one.)

Didn't Mary go to bed early? (at 9:30)

.....
(Yes, she did. She went to bed at 9:30.)

Max took Mrs. Gray a present, didn't he? (a box of candy)

(Yes he did. He took her a box of candy.)

NARRATIVES, UNIT VII, #5 THROUGH #16

5 LISTEN

Like you, I started my trip in New York. I stayed at the Clark Hotel, too. I didn't take very much luggage; I only carried one suitcase and my flight bag. The porter at the hotel looked angry when I only tipped him a quarter. I guess he wanted 75¢ - but he kept the quarter!

6 ANSWER

- Where did Juan start his trip? He started it in New York.
- Where did he stay? He stayed at the Clark Hotel.
- How many suitcases did he take? He took one suitcase.
- What else did he carry? He also carried his flight bag.
- How much did he tip the porter? He tipped him a quarter (25¢)
- How did the porter look? He looked angry.
- Did he keep the quarter or give it back to Juan? He kept it.

7 LISTEN

As you know, I traveled by bus. I thought it was the best way to see the country. The trip took two weeks. My first stop after New York was Washington, D.C. On the bus I made friends with a young man from North Dakota. He was going to Washington. In Washington I visited the Capitol Building. Then I went to the Supreme Court. Near Washington is Mount Vernon, where George Washington lived and worked. I was in Washington for three days.

8 ANSWER

- How did Juan travel? He traveled by bus.
- Why? Because he thought it was the best way to see the country.
- What was his first stop after New York? It was Washington, D.C.
- Who did he make friends with? He made friends with a young man from North Dakota.
- Where was the young man going? He was going to Washington.
- Where did George Washington live and work? He lived and worked at Mount Vernon.
- Where is Mount Vernon? It's near Washington.
- How long was Juan in Washington? He was in Washington for three days.

9 LISTEN

My next big stop was New Orleans, Louisiana. We passed through the states of Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi to get there. We went to a French restaurant there, and drank French wine and ate French food. In fact, I tasted three kinds of wine. (I also had Spanish food at El Paso.)

10 ANSWER

- How many states did Juan pass through between Washington and New Orleans? He passed through seven states.
What kind of restaurant did he go to in New Orleans? He went to a French restaurant.
How many kinds of wine did he taste? He tasted three kinds of wine.
Where did he have Spanish food? He had it in El Paso.

12 ANSWER

- What did Juan send Max from Texas? He sent him a postcard.
What did Juan buy there? He bought a big hat.
How much did it cost? It cost \$ 15.
How much did he pay for his hat? He paid \$ 15 for it.
When did he remember his luggage? He remembered it just before he got on the bus.

11 LISTEN

We rode through Texas for hours and hours. I sent you a postcard from there, didn't I? I bought a big hat there. It cost \$ 15. In Dallas I nearly lost my luggage, but I remembered it just before I got on the bus.

13 LISTEN

In New Mexico, I visited Carlsbad Caverns, where it was so cold that we had to wear warm clothing. I even wore my hat! The Grand Canyon was next. We got there at 4 a.m., stood at the edge of the canyon, and waited for the sun to come up.

14 ANSWER

- Which caverns did Juan visit? He visited Carlsbad Caverns.
What did he wear? He wore his hat.
When did they get to the Grand Canyon? They got there at 4 a.m.
Where did they stand? They stood at the edge of the canyon.

15 LISTEN

After we left Salt Lake City, we came to the Great Salt Lake. In Nevada I picked up some coins for my collection. Before I came to Los Angeles, I stopped in San Francisco for a few days, and did a lot of things there. I walked through Chinatown, ate at several fine restaurants, and saw the Golden Gate Bridge.

16 ANSWER

- What did they come to after they left Salt Lake City? They came to the Great Salt La-
after they left Salt Lake City.
- What did Juan pick up in Nevada? He picked up some coins for his
collection.
- How long did Juan stop in San Francisco? He stopped there for a few days.
- What did he do there? He did a lot of things.
- What bridge did he see? He saw the Golden Gate Bridge.
- Who wrote this letter? Juan did. (Juan wrote this letter.

5 ASK QUESTIONS

- Bill sent a postcard to Betty. **Who** sent a postcard to Betty?
Anne paid for lunch. **Who** paid for lunch?
She didn't understand the question. **Who** didn't understand the question?
He was listening to the radio. **Who** was listening to the radio?
John was writing a letter a minute ago. **Who** was writing a letter a minute ago?

6 LISTEN

EXAMPLE

She heard him .	Who(m) did she hear?
He made it for her two days ago.	Who(m) did he make it for two days ago?
They spoke to Mrs. Stewart .	Who(m) did they speak to?

7 ASK QUESTIONS

- They heard the announcer. **Who** did they hear?
The boy wrote to his grandparents. **Who** did the boy write to?
He just paid the cashier. **Who** did he just pay?
She kept it for her brother. **Who** did she keep it for?
He spoke to the people in the room. **Who** did he speak to?
You bought a ticket for her a day ago. **Who** did you buy a ticket for a day ago?
Mrs. Gray cooked breakfast for her family. **Who** did Mrs. Gray cook breakfast for?
We received a letter from the people next door. **Who** did we receive a letter from?
You were just thinking about her. **Who** were you just thinking about?

8 LISTEN EXAMPLE

Bill brought his radio Sunday.	(Who?)	Who brought his radio Sunday?
	(What?)	What did Bill bring Sunday?
	(When?)	When did Bill bring his radio?

9 RESPOND (ASK QUESTIONS)

Anne called Betty at 11:30 a. m.

(Who?)	Who called Betty at 11:30 a. m.?
	Who did Anne call at 11:30 a. m.?
(When?)	When did Anne call Betty?

Max's friend planned a trip for him.

(Who?)	Who planned a trip for Max?
	Who did Max's friend plan a trip for?
(Whose?)	Whose friend planned a trip for him?
(What?)	What did Max's friend plan for him?

They saw six states.

(Who?)	Who saw six states?
(How many?)	How many states did they see?

They went to Mount Vernon the day before yesterday.

(Where?)	Where did they go the day before yesterday?
(When?)	When did they go to Mount Vernon?

I have \$1.50 in my pocket.

(How much?)	How much (money) do I have in my pocket?
-----------------------	---

She came here because she wanted her money.

(Why?)	Why did she come here?
------------------	-------------------------------

You didn't care because you were sleepy.

(Why?)	Why didn't you care?
------------------	-----------------------------

Mrs. Gray was arranging some flowers.

(Who?)	Who was arranging some flowers?
(What?)	What was she arranging?

8 MINUTE TIME TEST

1. Read everything before you do anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw 5 small squares in the upper left hand corner of this paper.
5. Put an "x" in each square.
6. Put a circle around each square.
7. Draw a circle around sentence 4.
8. On the back of this paper, multiply 22×91 .
9. Draw a square around the word "circle" in sentence seven.
10. Loudly call out your name when you get to this point.
11. If you think you have followed directions carefully to this point in the test, call out, "I have".
12. Count out, in a normal speaking voice, from ten to one backwards.
13. Make three small holes in the top of this paper with your pencil point.
14. If you are the first person to get to this point, call out, loudly, "I am the first person to get this far, and I am a leader in following directions."
15. Say, loudly, "I am nearly finished and I have followed directions carefully."
16. Now that you have finished reading the directions carefully, do only sentences one and two.

STUDENTS' BEGINNING MICHIGAN TEST SCORES

	<u>PROFICIENCY</u>	<u>AURAL</u>
Reiko Hata	61	63
Tadashi Otsuka	47	63
Akimoto Takano	74	58
Chiaki Wakayama	60	58
Yumiko Toyota	64	65
Kazuko Noguchi	64	67
Miyuki Kudamatsu	56	63
Maryvonne Gregoire	65	62
Francoise Leclercq	60	47
Jean Mordrel	70	52