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Using the Environment in Teaching English as a Second Language: The Use of the Telephone, the Newspaper, and Nearby Places of Business in an ESL Classroom

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USING THE ENVIRONMENT IN TEACHING ENGLISH
AS A SECOND LANGUAGE

The Use of the Telephone, the
Newspaper, and Nearby Places of
Business in an ESL Classroom

Submitted as an Independent
Professional Project in partial fulfillment
of the requirements for a Master of Arts in
Teaching at The School For International
Training, Brattleboro, Vermont

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June, 1973



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There are a variety of methods used in teaching a foreign language. The key factor in language learning, however, is to make the language "real" to the students or in more pedagogical terms, to emphasize the affective domain in language learning. I interpret this as getting the students involved mentally and emotionally when using the language.

I have found two situations that are effective in involving the students. One is providing the opportunity for personal communication and interaction within the classroom. The other is providing the opportunity for everyday communication outside the classroom. By everyday communication outside the classroom, I mean natural situations in which the students will participate as part of their daily routine, for example, calling information, listening to the weather forecast, going to the post office, etc. This paper is about the methods I have used to provide the opportunity for this everyday communication. These methods are applicable to ESL students in an English speaking environment.

The immediate environment is rich in tools that can be used to teach English and to teach it in a meaningful context. Teachers can and should see the language teaching possibilities in our physical surroundings. These possibilities are numerous. I am going to write specifically about using the telephone, the newspaper, and nearby places of business. Using objects and situations (such as these) that are familiar and useful to the students makes the medium of expression, English, more relevant

to them. If the realistic factor is high, so is student motivation.

The use of the newspaper, the telephone and nearby places of business is part of the students' daily life outside the classroom. To give the student an opportunity to use these things is to provide an intermediate stage between the classroom and total immersion in the language. The advantages of this intermediate stage are that students can:

1. Prepare the situation.
2. Check on their effectiveness in the new language.
3. Return to the classroom for clarification, correction, expansion, discussion, etc.
4. Communicate with other native speakers.

The particular advantages in using the telephone, the newspaper, and the neighborhood are:

1. These items are familiar and useful.
2. It develops the skills of getting and giving information.
3. The information is valuable in and of itself.

The remainder of this paper will be devoted to a description of my teaching situation and to the things I used to provide the opportunity for this everyday communication. The latter are, in essence, my lesson plans. I will describe the results of the lesson plans and when possible, I will give suggestions for improvement.

I hope this paper will be helpful to teachers in a teaching situation similar to mine.

I My Teaching Situation

As I mentioned, the use of the immediate surroundings is most applicable to students in an English speaking environment. The two major components in my teaching situation are the students and the physical situation.

The students are mostly young women, eighteen to thirty years of age. They are either Puerto Rican, Haitian or Latin American. Most have been in the United States from one to four years. About a quarter are "street fluent", i.e. can communicate with a few expressions, many gestures and a lot of observation. Their goal, in general, is better employment. Some seek better jobs after their English course. Others go into vocational training (secretarial, nursing, or mechanical). A few go on to more schooling. The program is funded by the government and the students receive a fifty dollar stipend weekly for attending classes. Motivation and enthusiasm are high and they enjoy the school situation.

The school is in a run down area in Brooklyn, New York. The building has five floors, with different programs on each floor. There is an elevator and a telephone which the students can use. There are ten to fifteen students in each class. Classes are fifty minutes long. I have a good deal of flexibility. I can emphasize grammar, conversation, reading, etc. as the occasion warrants.

Outside the building, there is an elevated train which, while it does give us something to talk about, is also a nuisance in the class. The building is on a busy street in a

business section. There are restaurants, shops, a bank,
and a post office all within a five minute walking distance.

II Use of the Telephone in ESL Classes

In my experience as a language teacher and a language learner, I have found that communication by telephone is quite difficult. On the telephone a person must rely solely on the voice. He cannot use facial gestures and movements to aid him in comprehension and expression. In second language communication especially, such gestures are important clues for many students. But although telephone communication is difficult, it is an important means of communication in our daily life.

I did a series of lessons centering on telephone situations. In general, I prepared the students in the classroom by:

1. Providing telephone situations.
2. Having students construct dialogues for these situations.
3. Correcting these dialogues.
4. Having students role-play them.

And after this preparation I asked the students to actually place the calls. I could not always strictly adhere to this order. In some instances, actually placing the call was not feasible. In other cases, class interest necessitated changes. For example, in the first lesson, students actually used the telephone to call the weather. I used this as a kind of dramatic key to arouse and maintain student interest.

In this series of lessons on telephone situations I used a very effective aid provided by the AT&T Company. This company will provide, on request, materials and equipment which

can be used in the classroom to develop telephone communication skills. These materials are geared to courses in business studies, but with some adaptations and simplifications they are quite valuable for ESL students. As they were quite helpful to me, I will describe them and how they work in detail. The materials include:

1. A teletrainer - two activated telephones with a loudspeaker. The controls provide a dial tone, ringing and busy signals.
2. Teachers' guides for the use of the teletrainer.
3. Students' copies of the above.
4. Mini-telephone directories which have about fifty pages of addresses.

The AT&T Company will loan this equipment for a period of two or three weeks, free of charge. The teacher's guide gives directions for the mechanical use of the machine. The guide also gives suggestions for preparing the students to use the teletrainer, role-playing materials and methods to critique and evaluate the roleplays. Although I am definitely on the slow side regarding mechanics, I found the machine easy to work.

The two telephones have a twenty-five foot cord and can be placed at opposite ends of the classroom or even in different rooms. The two students using the telephone hear each other exactly as they would on a real telephone. The rest of the class hears the call over the loud speaker.

The control unit can be placed on a table near an outlet. The loud speaker side faces the class. The teacher or a student

works the controls as follows:

1. Push dial tone button when the caller picks up the receiver.
2. Release the button when the caller begins to dial.
3. When the caller completes the dialing, push either the Ring Left button for the phone on the left side or push the Ring Right button for the phone on the right side as appropriate.
4. Release this button when the telephone is answered.
5. Variations include:
 - a. Delaying pushing the dial tone button.
 - b. Pushing the busy signal button after the dialing is completed.

The AT&T Company suggested that the class be given some introduction before using the equipment. The first four lesson plans, written below, were done prior to the arrival of their materials. This series was done in an advanced class of fourteen students over a period of a month.¹

¹Some of these lessons were also used in an intermediate class. However, I could not complete them because this class had many student changes and scheduling changes at this time.

Lesson I

Goal:

To help students become aware of the particular problems encountered in using the telephone.

Procedure:

1. I asked students about their own experiences on the telephone (in English) and made an outline on the board of the problems they mentioned.
2. Then I said a few sentences to the students with my back turned to them. I repeated the same sentences, facing the class and using gestures. We discussed the things that made it difficult for them to understand me the first time, i.e. reliance solely on my voice and the absence of gestures.
3. Next I demonstrated the importance of intonation by sending a student outside the room and then telling him to knock on the door. I said "come in" in a very pleasant manner. I repeated the same thing a few more times, saying the same words, but changing my intonation to express anger, seductiveness, impatience, etc. The students drew the conclusions that intonation was quite important - especially on the phone. The students then gave different intonations to the word "hello", as if they were answering the telephone and the other students reacted to this.

4. We discussed intonation in general and I pointed out how intonation in English is often our method of expressing politeness.
5. We discussed the reasons for using the telephone, namely, to ask for information, to give information or a combination of both.
6. I gave some vocabulary for telephone situations:
 - Please dial again.
 - Please hang up.
 - The line is busy.
 - You have the wrong number.
 - There's no answer.
7. I asked one student to go to the telephone and dial the weather (WE 6-1212) and then to give the information to us. Another student did the same. The class checked to see if both reports were the same. (I made this part of the daily class routine after this lesson).

Results:

The students quickly agreed that they had problems on the telephone. They attributed it to "static" to "talking too fast". However, after some discussion, they drew the conclusion that it was the lack of visual aids. One student remarked that she couldn't read the lips! One student panicked when she dialed the weather and didn't understand anything.

Suggestions:

1. Provide a better explanation of the importance of intonation, perhaps by doing a contrastive analysis of their native language intonation

with that of English.

2. Teach some weather vocabulary to give the students some idea of what to expect when they call the weather information.
3. My class was familiar with the vocabulary of telephone situations. However, in a less advanced class practice could be given by using short dialogues with these expressions.

Lesson II

Goal:

To help students learn how to ask for information.

Procedure:

1. I constructed a situation in which students had to ask for information.
For example: You want to go to Washington, D.C. by bus on Friday afternoon or evening. Call Greyhound Bus Information and find out:
 - a. When the buses leave?
 - b. How long the trip is?
 - c. How much it costs - one way, round trip?
 - d. If the bus is express or local?

I wrote out several situations, variations of the above, on index cards.
2. The students broke into pairs. Each pair took a card and constructed a dialogue between the Greyhound clerk and the customer.
3. I checked and corrected the dialogues as the students wrote them.

Results:

This worked well. Interest was high - probably because the situation (breaking into pairs) was new to them. I mixed Spanish speakers with French speakers so that, in general, the students did speak in English. The advanced class handled the dialogue writing well. Their dialogues were, generally, coherent, organized and complete, despite the grammatical errors. Most of these errors involved questions with "how much" and "how long". The intermediate class had more problems conceiving the situation as a whole. Often they forgot to ask for pertinent information.

Suggestions:

1. A dialogue could be written first with the class as a whole. Then the teacher could see weak spots in structure and vocabulary that could be taught first. Afterwards the students could be given variations of the situation to work on in pairs.

Lesson III**Goal:**

To have students use the dialogue they wrote.

Procedure:

1. One pair gave their dialogue while the other students listened.
2. I made note of any errors and asked the students to do the same.

3. I gave grammatical explanations and/or substitution drills on those errors we had noted.
4. I asked the students to correct their dialogues if they had any of these errors.
5. Another couple read their dialogue and we followed the same procedure for correcting it.
6. I asked some students to actually place the call and get the real information.

Results:

Steps one through four went well. However, student interest waned when the others read their dialogues. Part of the problem was that reading the dialogues slowed the pace a good deal. Also some students complained that they couldn't understand the others' pronunciations. Student interest revived when I asked them to actually place the calls. There was difficulty getting through because the lines were busy but two students did place their calls. They had some problems with comprehension but they were able to tell the class the times the buses left and the cost of the trip. I asked the other students to place their calls as a homework assignment and bring in the information.

Suggestions:

1. Perhaps two couples could tape their dialogues on two different recorders. The class could then be split with one half of the class listening to one

dialogue, making corrections and if interest continued, recording their own dialogue, while the other half of the class was doing the same thing in another room. In my situation the tape recorders and the extra rooms are available but taping is difficult because of the noise. Although I would like to have each student use the dialogue they wrote in the classroom, this particular situation was not very conducive to role playing or to improvisation and the similar dialogues became boring. However, the novelty of tape recording might insure interest in at least a few more people saying their dialogues.²

2. As a follow-up exercise copies of one dialogue or compilations from several with their errors could be given to the students for correction.

Lesson IV

Goal:

To help students learn how to give pertinent information.

Procedure:

1. I gave the following situation orally:
You have a job interview with Mr. Sanchez

²Re: tape recorders. I have found it valuable to teach the students how to use the tape recorders themselves. This leaves me available for other work during the class time and also allows students to work independently.

at 10 A. M. Your train has been delayed. It's now 10:20. You have gotten off the train and you have a ten minute walk to the building. You are near a telephone. You decide to call Mr. Sanchez's office. Who answers the phone? What does he or she say? What do you say?

2. I checked that everyone understood the situation and then I asked for suggestions.
3. As the students made suggestions I wrote them on the blackboard. If there were grammatical errors, I explained and corrected them as we went along.
4. After the dialogue was written (about six lines), I asked the students to check it for completeness and courtesy. Did they identify themselves right away? Did they give the reason why they were late? Did they say when they would arrive? Did they use polite expressions - thank you, please, excuse me, etc. Then we made the necessary additions.
5. When the dialogue was complete, the students read it aloud chorally twice.
6. Then I asked two students to act it out.

Results:

The situation appealed to them and they were interested. They worked well in constructing the dialogue together. Most of the grammatical problems

concerned tenses:

- a. I had an appointment (not have).
- b. I will arrive (not I arrive).

I found that correcting suggestions as we went along was quite effective and time-saving. I emphasized the need for polite expressions, especially on the phone. We discussed briefly the ways different languages show politeness: for example - in Spanish, the difference between the "tu" and the "usted" forms. I pointed out that although we do not have this distinction in English, we have other ways of showing politeness: for example - the lavish use of "please" and "thank you".

The two students who role played the telephone conversation were quite dynamic and class interest was high. Instead of breaking this interest by review, I let the role play continue - the secretary gave the message to Mr. Sanchez, the applicant arrived and spoke with the secretary. (The applicant never did get the interview as Mr. Sanchez refused to see her, saying "These Puerto Ricans are always late". The student playing Mr. Sanchez was also a Puerto Rican.)

Suggestions:

1. This situation could be very conducive to discussions on cultural differences regarding time and politeness.
2. The students could copy the dialogue written on the board for later reference.

3. The dialogue could also be used for practice in indirect discourse, for example - "the secretary said that".

Lesson V

Goal:

To help familiarize students with telephone directories by:

1. Helping students learn how to look up names and telephone numbers.
2. Showing students where to find emergency telephone numbers.
3. Teaching about area codes.
4. Teaching about telephone rates.

Procedure:

1. I told students about the telephone alphabetical system, i.e. last name first.
2. I gave each student a mini-telephone directory (part of the materials from the AT&T Company).
3. I said a name, spelled it and asked the students to look up the telephone number for that name and write it down.
4. I gave them a series of five names.
5. We then checked the telephone numbers.
6. I showed them where to find the emergency numbers.
7. I asked the students about the emergency numbers and they answered orally. We practiced the patterns "What is the number for the Police Department" and "The Number for the Police

Department is ...".

8. I explained what area codes were and showed them where to find them.
9. I asked them to write the area codes for several states and/or cities. Then I checked their answers.
10. We discussed the meanings of "station to station", "operator assisted" and "person to person".
11. I showed them where to find the long distance rates.
12. I asked questions about the rates and the students answered verbally.

For example:

How much does it cost to call _____?
" " " during the day?
" " " on Sunday?
" " " between 6 and 8?

Results:

Student interest was good - in large measure due to the novelty of the mini-directories and to the practicality of the situation. I found that the students needed some practice in understanding the spelling of the names. Also they were unsure as to which were the last names. To handle this problem, I said I would give the name as it was alphabetized, i.e. last name first.

Some students asked about the correct phrases for making person to person calls and other operator assisted calls. We practiced short dialogues with these.

Suggestions:

For less advanced classes, preparation in spelling and alphabetizing would probably be necessary. Also the above lesson might be spaced over a few days to insure structure and vocabulary control by the students.

Lesson VI**Goal:**

To have students use their dialogues on the teletrainer.

Procedure:

1. I set up the teletrainer in the classroom.
2. I explained the controls to the students:
 - a. Dial tone
 - b. Busy signal
 - c. Ring Right
 - d. Ring Left
3. I placed the two phones on opposite sides of the rooms and placed the chairs so that the students using the phone would not be facing each other.
4. I asked two students to role play the dialogue they had written in Lesson IV.
5. I worked the controls and made note of any errors.
6. After the call was completed, we corrected the errors.
7. Two more pairs of students role played their dialogues.

Results:

The students were enthusiastic about the teletrainer. In fact, they asked me to bring it back again. The first couple to use it was nervous and made many mistakes. As the class felt more comfortable with the teletrainer, the dialogues became more accurate. Students had a tendency to turn around and try to face each other during the conversation - especially at times when they were having some problems understanding each other.

Suggestions:

1. A tape recorder could be attached to the teletrainer to aid in review.
2. A student could handle the controls and leave the teacher free to supervise and make notes.
3. For a more realistic situation, one telephone could be placed outside the room.
4. When a student is placing a call, variations could be made by delaying the dial tone or pushing the busy signal or having the student answering the phone pretend to be a wrong number.

Lesson VII**Goal:**

To have students plan a call to make an appointment for a job interview. This lesson had been preceded by lessons dealing with:

1. Vocational vocabulary - I used the Situational Reinforcement Text 5, Lesson 2.³
2. An examination of job ads from the newspaper.
3. A discussion of points to be covered in a job interview.
4. Writing dialogues for and role playing of job interviews.

Procedure:

1. I gave out student copies of role playing materials from AT&T Co.
2. Students read Situation #8, "Making an Appointment for a Job Interview". Please see a copy of the above at the end of this Lesson VII.
3. I checked comprehension of the assignment.
4. I assigned half the class to be the job applicants and the other half to be the employers. I asked them to prepare the information they would either have to give or ask for.
5. Two students role played on the teletrainer while the other students noted errors or omissions.

³SR Orientation in American English, Level V, Text, Lesson 2. Institute of Modern Languages, Inc., Washington, D.C., 1969.

Results:

Comprehension of the assignment was good. However, the students tended to write down whole sentences rather than just jotting down pertinent information - eg. date of high school graduation, address of high school, etc. When I asked students for their corrections, most pointed out the grammatical errors quickly but they were less successful in noting omissions of necessary information.

I put one telephone outside the classroom to make the situation more realistic. Unfortunately, at this time the noise in the hall hindered the student out there from hearing the other party. Another possible problem is that if a student does get bogged down in a comprehension problem, it will take the teacher a lot longer to get things going again if one student is in another room.

Suggestions:

More discussion could have been given to the points of information to be asked and given in this type of situation.

Situation #8 - Making an Appointment for a Job Interview⁴

HELP WANTED - FEMALE
STENOGRAPHER

Excellent opportunity for H.S. graduate. Typing and shorthand required. Must be competent and rapid. Permanent position with varied responsibilities. Good Salary and benefits. Call 555-2262.

Caller:

You are interested in the stenographic position described on page 103 and feel that you have the qualities and skills required. You must make a favorable impression on the company representative in order to have a personal interview granted. Be sure you "know all about yourself" and your specific qualifications.

Plan the call carefully so that you can give information promptly, accurately and with poise. Remember that you must introduce yourself and explain the purpose of your call.

Person Called:

You are employed in the personnel department of the Butler Company, a local insurance firm. Your employment office has placed the "Help-Wanted" ad in the Classified section of the newspaper. This is a blind ad, giving a telephone number to call for an appointment.

You receive an applicant's telephone call. To determine whether the caller meets the standards which have been set for this job, ask questions pertaining to high school training, work

⁴Teletraining for Business Studies, AT&T Co., 1965.

experience, etc. Then schedule an appointment for a personal interview. Be sure to tell the applicant the company's name and address.

Lesson VIII

Goal:

To have students evaluate other students using the teletrainer. This lesson was preceded by a discussion of the evaluation form from the AT&T Co. materials. Please see Appendix 1. This discussion consisted mostly of checking comprehension and explaining vocabulary.

Procedure:

1. I passed out copies of the evaluation form and assigned each student a certain part of the form. Each student was responsible for about three or four points to be evaluated.
2. I asked for two volunteers to role play Situation #8 (Making an Appointment for a Job Interview).
3. Two students role played the situation, using the teletrainer, while the rest evaluated their performance according to the form.
4. After the role play the students gave their evaluations.

Results:

Generally the evaluations were optimistically positive regarding such things as poise, sincerity, etc. The evaluations were more accurate when they concerned specific points (i.e. spelling, giving and recording information, saying thank you). One student was extremely sensitive to criticism. But,

in general, the class feeling was a good one and the students were comfortable and secure enough not to be too anxious about giving or receiving criticism. I was very conscious of down-playing criticism and "up-playing" praise. The students reporting their evaluations did the same.

Suggestions:

1. An open peer evaluation can be constructive in that it directs and keeps the attention of the students. The students doing the evaluation are forced to observe points that they and/or I might otherwise miss. However, care must be taken that the class relations and atmosphere will permit a comfortable and frank reporting of opinions.
2. Although I had doubts about the effectiveness of the AT&T Co. evaluation form for an ESL class, I did not have the time to make up a new form. I do think that a modification of the form would make it more suitable to an ESL class. The modified form could contain specific grammar and vocabulary and pronunciation points to be evaluated.

Lesson IX

Goal:

To have students ask for information on the telephone. Specifically, to have students call Long Distance Information and obtain telephone numbers. I used long distance numbers so that students would have to ask for the information and not just use the telephone directory.

Procedure:

1. I passed out the mini telephone directories to the students.
2. We reviewed the information concerning area codes, (What are they? How do you find an area code?), and concerning dialing for information.
3. We planned a dialogue together for obtaining a long distance telephone number including calling local information to obtain the area code and then long distance information to obtain the number. In general, I followed the same procedure as in Lesson IV for writing and reviewing the dialogue.
4. I gave out an assignment sheet which contained the addresses of friends and relatives of mine who lived out of state. Each student was given one name and asked to get the telephone number for that person. This was given as a homework assignment.

Results:

Planning the dialogue went quickly and easily. The topic lent itself well to actually placing calls. I did have to convince some students that there would be no charge involved in dialing long distance information as long as they did not actually call the number they obtained. All the students found their assigned numbers, except for one who did not have a telephone in her house and was reluctant to use a pay booth.

Suggestions:

There are other situations for which calls could be planned in the classroom and then actually made by the students as a homework assignment. These include information regarding:

1. Furniture movers (rates).
2. Airlines, buses, and trains (rates and schedules).
3. Restaurants that deliver (prices).
4. Rug cleaners (rates).

Lesson X

This lesson ended the series on telephone situations. We read a short play called, "Sorry, Wrong Number" by Lucille Fletcher. The plot concerns a neurotic hypochondriac who overhears a murder plot on the telephone. Her only access to the outside world is the phone. She makes several calls - to the telephone company, the police department, etc., in her attempts to discover and stop the murderers. All her attempts are frustrated by the lack of responsiveness of the other parties.

The play has a lot to recommend itself in its depiction of the powers and limitations of the telephone, its suspense, and its use of telephone vocabulary. The students enjoyed the play very much.

The following are a few conclusions I have drawn after doing this series of lessons:

1. The lessons were, on the whole, quite interesting to the students. I think this was due to the fact that they could see the use of the telephone as an important part of their daily lives as well as to the novelty of the tele-trainer.
2. Situations that most accurately reflected the students' interests commanded the highest motivation. My students' main concern is getting a better job after they complete their training. Therefore the dialogues dealing with job interviews were the most popular.
3. Information about dates, time, rates, etc. is one of the most difficult things to understand in a foreign language, especially over the telephone. However, dialogues dealing with this information can become boring quickly. This fact came out in a situation where I asked students to write dialogues and place calls requesting information from bus companies. Students prefer topics where they can create and improvise readily

rather than such structured topics. Increasing students' aural comprehension of this type of specific information can better be accomplished with different exercises.⁵

4. Students tend to lose interest in even the most interesting dialogues after the same situation has been done three or four times. (There is a limit to variation.) I think small groups and/or the use of tape recorders which would enable each pair to role play, listen to, and correct their dialogues without making the entire class listen to all the dialogues would be more effective.
5. If a particular situation is complex and involved, it seems better to plan a dialogue with the class as a whole for the first step. The teacher can present the situation, ask for suggestions, write, and correct them on the blackboard, line by line. Later the teacher can have the class break into pairs and ask each pair to write a slightly different variation on the situation. This insures a basic grasp of the language appropriate to this situation but allows for change and expansion.

⁵I would like to recommend Improving Aural Comprehension, by Joan Morley, Ann Arbor, Univ. of Michigan Press, 1972. Unit 1, lessons 1-20 deal with numbers and numerical relationships.

6. Teachers often recommend that in role playing situations, students first write the dialogue, memorize it and then role play it. I do not think that the intermediate step is always necessary. The purpose of dialogue memorization is, among other things, to insure an automatic and correct response and to avoid students giving incorrect statements at any time. I think there are two cases when the boring aspect of memorization might outweigh its possible advantages. In both of these cases, prime consideration is being given to the students' personalities.

- a. If a student makes a mistake but is aware of it and corrects it on his own initiative, I think he will gradually train himself into the correct response. This internal training is more effective than a training imposed by the teacher.
- b. There are students (regardless of language level) who are always eager to speak, who like to improvise and test out their language. They are not afraid of mistakes. I think rote learning, i.e. memorization, will deny them the opportunity to do those things and will gradually crush that eagerness.

On the other hand, dialoge memorization might be effective with those students who prefer structure and the assurance that what they say is correct.

III The Use of Newspapers in Teaching ESL

I have found that the newspaper is best suited for individual work or as source material for both teachers and students. The three most popular and easily available newspapers in the New York City area are the Daily News, The New York Times, and the New York Post. The latter is an afternoon paper and therefore is not as convenient to use for daytime classes as are the other two. The Daily News, although it contains many colloquial expressions, is easier reading material for ESL students than The New York Times. Most of the following activities were used with the Daily News.

I have encouraged students to bring that paper to class. I also bring a copy every day and leave it in the classroom. The particular advantage of the newspaper is its continuity which enables it to be incorporated into the daily class routine.

The first few activities involve one student reading an item and then reporting it to the class, such as:

1. The weather forecast.
2. The headline story.
3. An item from "In the Nation" or "In the World".

These are one paragraph summaries of the important news occurrences of the day. Please see Appendix 2.

The comprehension and the reporting of these items, of course, varies with the level of the class. However, even beginning students can usually comprehend these items. Their problems lie more in reporting the information. As much as

possible, I encourage the students to simplify and to use their own words. These activities are not structured and I consider them as a method of exposing the students to more English in the belief that students learn a lot on their own. Reporting on news items has often been a good touchstone for discussions in intermediate and advanced classes.

Two activities for individual or small group work are solving:

1. Anagrams - Please see Appendix 3.
2. Crossword puzzles - Please see Appendix 4.

The answers are printed in the next edition of the paper. I usually assign these activities when we have the paper with the answers too. This allows the student to see the answers right away. In my classes the students prefer the anagrams to the crossword puzzles. I have also found that the horoscope column is quite popular with the students. Please see Appendix 5.

The newspaper has been a useful source of material for me in teaching specific language skills. For example:

1. Writing exercises -
 - a. Letters to the Lovelorn column - In the New York Post this column is the "Dear Abbey" one. I make copies of a letter to Abbey and ask the students to answer them. I check their letters as they are writing them. This exercise helps me isolate problem areas which I can later work on in depth. See Appendix 6.

b. Cartoons without words - I ask students to write a description of what is happening in the cartoon or a dialogue - whichever is appropriate.

c. Advertisements - for a long time the papers have carried a National Airlines advertisement which is in the form of a letter by a little girl to the airline company. The letter contains spelling, punctuation, and grammatical errors. I ask the students to correct the letter either individually or in pairs.

I have also used the store advertisements. First I teach orally such patterns as "What's this?", "What's it made of?", "How much does it cost?", etc. Then I cut out ads for clothes, shoes, household items, paste them on a piece of construction paper and write several questions about the ad on the paper. Then I write the answers on the back of the paper. Please see Appendix 7. I give a different ad to each student, ask them to read the ads and ask me about the words they don't know. Then the students write the answers to the questions on a separate sheet of paper. When they finish they can check their own work with the correct answers on the back

of the paper. One possible problem is that there are alternative answers to some questions. However, a teacher can solve this by writing alternative answers and/or checking each student's answer with him.

2. Listening exercises -

- a. Recipes - I make copies of the recipes from the Home section of the paper, but omit the amount of ingredients. I give each student a copy of the recipe. As I read the recipe with the amounts, the students fill in the quantities for the items.
- b. Television timetable - I make copies of a portion of the television schedule for a few hours but again omitting the time and channel slots. I give each student a copy and follow the same procedure as above.

3. Conversation classes - I ask students to read a short article that interests them and then report to the class for either a question-answer period, or a debate or a discussion.

I used the Help-Wanted ads in a series of lessons dealing with job interviews. The lessons began with sequences from the SR texts.⁶ These sequences provided a good deal of business

⁶SR Orientation in American English, Level V, Text, Lesson 2. Institute of Modern Languages, Inc., Washington, D. C., 1969.

vocabulary. I used the ads over the space of a few classes in the following manner:

Lesson I

Goal:

To familiarize students with job ads.

Procedure:

1. I cut out about twenty job ads from The New York Times, "Classified Section". The ads I selected were mostly for clerical and secretarial positions, as this is the type of work that most of the students are looking for. However, I did choose ads for computer trainees, accountants, etc. in order to broaden their perspective a bit.
2. I broke the class into small groups - about four groups with four students each - and split the ads among them.
3. I asked the students to read the ads and ask each other or me about things they did not understand.

Results:

Students were quite interested in the ads. They had a good many questions about the specialized vocabulary which is used in these ads. Even though the vocabulary is specialized, however, the number of expressions used is limited. Therefore although the students had difficulties reading the ads at first, it became progressively easier as the same expressions are used over and over.

Suggestions:

It might be more time-saving to go over one ad with the class as a whole in the beginning to cover the most common expressions together.

Lesson II**Goal:**

To have students write and role play job interview dialogues based on one of the job ads from the paper.

This lesson was preceded by discussions about the points to be covered in an interview and by the planning of a basic job interview dialogue.

Procedure:

1. I broke the class into pairs and asked each couple to choose one job ad from the twenty or so ads that we had looked over.
2. Each pair wrote a job interview dialogue based on the ad they had chosen.
3. I corrected the dialogues as the students wrote them.
4. Then students role played their situations.

Results:

Those students who had chosen secretarial positions had the most complete dialogues. Students' knowledge of the requirements for other positions was a bit sketchy. I collected their written dialogues and made a composite with the most common errors. The

next day I passed out copies of the incorrect dialogue and the students corrected it with ease.

Suggestions:

Using the job ads as a base, students could write telephone dialogues to request an interview for the position. They could also write letters requesting an interview.

I used the theater ads from the "Arts and Leisure Section" of The New York Times in much the same manner. I used them in conjunction with the SR texts⁷ dealing with theater and play situations. However, instead of writing dialogues, the students chose a theater ad and wrote a letter requesting tickets. With this lesson I found it more effective to write a model letter together with the class as a whole before asking them to write their individual letters.

⁷Ibid.

IV The Use of Nearby Places of Business in Teaching ESL

The center in which I teach is located in an active business section of Brooklyn. Stores are literally next door or across the street. Using these or similar stores is a part of the student's everyday life. I generally utilize this aspect of the environment in the following manner:

1. Introduce appropriate shopping situations in the classroom.
2. Teach the necessary structures and vocabulary.
3. Request students to go to a store and obtain certain information.
4. Have students report this information to the class.

My methods of introducing a situation vary with the class, the level, etc. Sometimes I introduce the topic with a text, illustrations, and/or discussions. Other times it is initiated by students with either general or specific questions.

The most common and useful language patterns in these situations include such structures as:

1. I want to buy some (toothpaste).
2. How much does (it) cost?
3. Where are your (men's shirts)?
4. What time do you (open)?

I practice the above in substitution drills and/or dialogues for particular situations. For example:

1. At the Post Office
 - a. Buying stamps, money orders, etc.

- b. Asking about hours of business.
 - c. Asking how long a letter takes to get somewhere.
2. At the Check-cashing Place
- a. Asking about rates for cashing checks.
 - b. Showing identification.
3. At the Beauty Parlor
- a. Asking about prices for wash and sets, hair cuts, permanent waves, etc.
 - b. Making appointments for any of the above.
4. At a Restaurant
- a. Asking about "Today's Special".
 - b. Ordering a meal.
 - c. Paying the check.

After the students have sufficient control over the material, I ask them to obtain certain information from a store. Obviously this is not the same as having the student make an actual transaction in the store. However, much of the language used in an actual transaction and in this exercise of getting information is the same and therefore I think it is of value. A secondary advantage is the fact that the information itself is often relevant and useful to the students.

Then I break the class into couples, trying to pair a Spanish speaker with a French speaker. I give each pair a card with the name of the place they are to go to, the address, and several questions. Of course, some questions can be answered by looking at signs, posters, menus, etc., and although

I urge them to actually ask each question, I realize that other methods of obtaining information are valuable. Please see Appendix 8 for an example of the kind of information to be obtained.

When the students return to the classroom (usually after twenty minutes), they present their information to the rest of the students. This is usually a good time to find out about those areas in which the students had difficulties and in which they need more practice.

Some suggestions for advanced students are going to a bank and finding out how to open a savings or checking account; going to a hospital and asking about visiting hours, hours for specific clinics, etc. These topics should be introduced in the classroom first and the students prepared before asking them to actually perform. For further expansion, students could give directions to the shops they visited to the other students as a listening exercise. Another suggestion is a comparative shopping exercise. Please see Appendix 9 for a sample form that students could be given to complete.

To take advantage of the interesting street scene outside, I have asked one or two students to look out the window for a few minutes and observe what is happening. Then they report their observations. This exercise is helpful with those students who finish an assignment quickly and are waiting for the rest of the class.

Evaluation Form - Office Situations

1. Person Answering a Business Call

Beginning of the Call

Comments

1. Answered promptly and pleasantly.
2. Gave proper identification.

Development of the Call

1. Was attentive; displayed personal interest.
2. Used good judgment in deciding how to handle the situation.
3. Was alert to opportunities to be of assistance (transfer, call-back, message).
4. Volunteered helpful information.
5. Gave explanations effectively.
6. Made inquiries tactfully.
7. Was prepared to take a message.
8. Recorded necessary information carefully.
9. Verified information (spelling, figures, etc.).
10. Used proper techniques when necessary to leave the line.

Closing of the Call

1. Left a pleasing impression at the close of the call.
2. Was certain that the conversation had been completed before replacing the receiver.

Voice Personality

1. Spoke distinctly, directly into the mouthpiece.
2. Used correct grammar; avoided using slang.
3. Injected polite expressions (please, thank you).
4. Reflected a friendly, sincere manner.
5. Acted with poise and confidence.
6. Gave the caller a feeling of assurance.
7. Represented the business courteously and efficiently.

Evaluation Form. - Office Situations

2. Person Making a Business Call

Beginning of the Call

1. Verified the telephone number before calling.
2. Dialed carefully after hearing dial tone.
3. Allowed sufficient ringing time.
4. Gave identification promptly.

Comments

Development of the Call

1. Had anticipated points to be covered and was prepared with necessary references.
2. Explained the nature of the call clearly and concisely.
3. Gave information to be recorded slowly and distinctly.
4. Confirmed information to assure mutual understanding.
5. Expressed appreciation.
6. Accomplished the purpose of the call.

Closing of the Call

1. Directed the conversation to a close in a prompt, yet tactful manner.
2. Replaced the receiver gently after closing remarks.

Voice Personality

1. Spoke directly into the mouthpiece, in a distinct voice.
2. Used correct grammar; avoided using slang.
3. Was courteous.
4. Created a pleasing impression.

IN THE NATION

Seale in Mayor Race

Oakland, Calif., April 15 (UPI)—The Black Panthers, born in the slum violence of the 1960s, make their strongest bid yet to join the establishment Tuesday with party chairman Bobby Seale a candidate for the mayor of California's fifth biggest city. Seale, 36, whose father was hanged for murder two years ago, is challenging Republican incumbent John Reading and other candidates for the \$7,500-a-year job as mayor of Oakland, birthplace of the Panthers. The neighboring university town of Berkeley will vote to fill four seats on its City Council.



Seale

Urban Blight & Taxes

Washington, April 15 (UPI)—Sens. Charles H. Percy (R-Ill.) and Edmund S. Muskie (D-Maine) released a report today showing poor property tax administration is contributing to urban blight in 10 cities. The study, performed for the Department of Housing and Urban Development by Arthur D. Little, Inc., also found appeals procedures ineffective. Cities studied were Baltimore, Chicago, Philadelphia, Atlanta, Detroit, Nashville, Oklahoma City, San Francisco, Portland, Ore., and Providence, R.I.

Diphtheria Warning

Chicago, April 15 (UPI)—Diphtheria is still a dangerous threat to large groups of American children who have not been fully immunized, a federal research team reported today. "Forty-seven years after the introduction of diphtheria toxoid, significant segments of the U.S. population are still not immunized against diphtheria," said reports in the current Journal of the American Medical Association.

Collect Debts, U.S. Told

Washington, April 15 (AP)—Rep. John Myers (R-Ind.) said today that the United States should collect the money owed it by foreign governments. Myers said that the Treasury Department has confirmed that \$46 billion is owed the U.S. by other nations, including \$18 billion from World War I. He introduced legislation to require the Treasury to report on money owed within 90 days and to begin negotiation with each country for prompt repayment.

In-Depth Pipeline Study

Washington, April 15 (AP)—Rep. Les Aspin (D-Wis.) said today that 119 environmental and social studies of a Canadian oil pipeline are being conducted. He called on Interior Secretary Rogers C.B. Morton to accept an offer by Canada's energy minister to provide preliminary engineering and environmental studies of the pipeline. A proposed Alaskan pipeline has been halted by a court order because the right of way would be too wide under the 1920 Mineral Leasing Act. House and Senate committees are considering legislation to permit wider corridors.



Aspin

Singapore's Opinion

Washington, April 15 (UPI)—Singapore's Prime Minister Lee Kuan Yew said today that it is unlikely that "liberation" movements will find enough followers to overturn established governments in Southeast Asia. Interviewed on the television program Meet the Press, Lee also said that continued United States presence in the area is necessary for stability, despite the popularity of the phrase "Yankee go home."

IN THE WORLD

Peronists Take Control

Buenos Aires, April 15 (AP)—Peronists and their allies were assured today of dominating Argentina's new government, capturing absolute control of the Senate and nearly all of the provincial governments in a runoff election. They won the presidency and control of the House of Representatives in the first balloting March 11 for a civilian government to end seven years of military rule. Peronists won 17 of the 27 Senate races settled in the first round. In the 14 Senate elections today, Peronists won in five provinces, lost one, led in seven and trailed in one. Dr. Hector J. Campora, 64, a dentist and protege of Juan Peron, will be sworn in as president May 25.

Costa Rica Quake Toll 16

San Jose, April 15 (UPI)—An earthquake that hit rural Costa Rica yesterday killed 16 persons, 11 of them in one family, the government said today. The quake was concentrated in northwestern Guanacaste Province, about 100 miles northwest of San Jose and 120 miles southeast of Managua, Nicaragua, where an earthquake last Dec. 23 killed many thousands.

Flying to U.S. Post

Tokyo, April 15 (AP)—Han Hsu, deputy chief of Communist China's liaison office in the United States, left Peking today for Washington to take up his post. The official Chinese Hsinhua news agency said that Han was seen off at Peking airport by Alfred L. Jenkins, deputy chief of the U.S. liaison office.

Seize a Publisher

Rio de Janeiro, April 15 (AP)—Brazilian federal police arrested today a publisher who defied censorship orders as the military-run government toughened its crackdown on news. Fernando Gasparian, publisher of the weekly Opinioao, was arrested in a raid at his printing plant. He had received orders not to print Opinioao without the clearance of special censors.

Planters Ordered Out

Nairobi, Kenya, April 15 (AP)—President Idi Amin ordered an unspecified number of British tea planters today to leave Uganda by midnight tomorrow, according to the Uganda radio, monitored here. The Britons were not named. Amin last December announced that his military regime was taking over a large number of tea estates. He said later that compensation would be negotiated between the British and Uganda governments. Amin accused the ousted Britons of exporting money and tea to Britain illegally.



Amin

Asia Nations in Talks

Bangkok, April 15 (UPI)—The foreign ministers of the Association of Southeast Asian Nations open three days of talks tomorrow at the Thai beach resort, Pattaya. It will be the sixth annual meeting of the association formed in 1967 by Thailand, Indonesia, Malaysia, Singapore and the Philippines. The ministers will consider aid to Indochina.

JUMBLE® that scrambled word game

By HENRI ARNOLD and BOB LEE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

ANKEW

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NAISE

○	○	○	○	○	○	○	○
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KUBECT

○	○	○	○	○	○	○	○
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GROUME

○	○	○	○	○	○	○	○
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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print the SURPRISE ANSWER here

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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(Answers tomorrow)

Saturday's Jumbles: CHALK EIGHT VELVET UNTRUE
Answer: One—that might be worth more than any of the others—THE ACE

JUMBLE® that scrambled word game

By HENRI ARNOLD and BOB LEE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

HASAW

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○	○	○	○	○	○	○	○
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ROFAL

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NOAWHY

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LENKEN

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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print the SURPRISE ANSWER here

A	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(Answers tomorrow)

Yesterday's Jumbles: WAKEN ANISE BUCKET MORGUE
Answer: A Finn helped him to become famous—MARK TWAIN

JUMBLE® that scrambled word game

By HENRI ARNOLD and BOB LEE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

CETTO

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○	○	○	○	○	○	○	○
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HOUCD

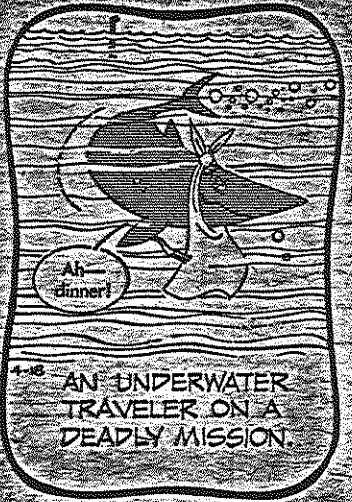
○	○	○	○	○	○	○	○
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TUFLAR

○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---

PENXED

○	○	○	○	○	○	○	○
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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print the SURPRISE ANSWER here

A	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(Answers tomorrow)

Yesterday's Jumbles: AWASH FLORA ANYHOW KENNEL
Answer: What the absent-minded astronomer had—A FARAWAY LOOK

JUMBLE® that scrambled word game

By HENRI ARNOLD and BOB LEE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

GEDUN

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○	○	○	○	○	○	○	○
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FUINY

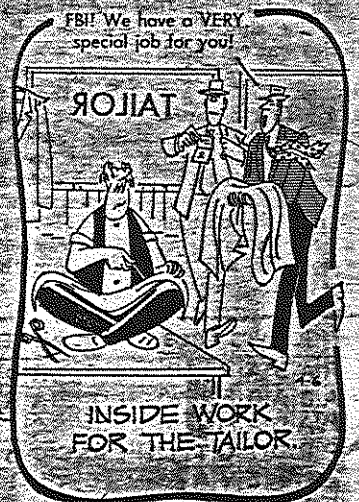
○	○	○	○	○	○	○	○
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WOINDS

○	○	○	○	○	○	○	○
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LIEAN

○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---



Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print the SURPRISE ANSWER here

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(Answers tomorrow)

Yesterday's Jumbles: BAKED STOIC LAWYER DILUTE
Answer: Sounds like suffering in comfort—ILL AT EASE

CROSSWORD PUZZLE

ACROSS

- 1 Jellied salad
- 5 Different
- 10 Inform
- 14 Benedictine monk
- 15 Lime tree
- 16 Margarine
- 17 Synthetic fiber
- 18 Buffoon
- 20 By birth
- 21 Impel
- 23 Heartbeat
- 24 Streak
- 25 Brogan
- 27 Convivial
- 30 Political group
- 31 Jo's sister
- 34 Hearing
- 35 Rubbish
- 36 Digit
- 37 Revolve
- 38 Brochure
- 39 Tribunals
- 40 Black cuckoo
- 41 Fanatic
- 42 Penalizes
- 43 Blue grass
- 44 Deposited
- 45 Arden or Sherwood

- 46 Class
- 47 Miscalculates
- 48 Rib
- 51 Human frailty
- 52 Tree exudation
- 55 Courteous
- 58 Kind of orange
- 60 Debauche
- 61 Holy symbol
- 62 Carbohydrate
- 63 Await decision
- 64 Intelligence
- 65 Isolated

DOWN

- 1 Athletic contest
- 2 Positive
- 3 Heap
- 4 Artificial language
- 5 Gurdle
- 6 Allen
- 7 Clue
- 8 Mister
- 9 Angle
- 10 Brimless hat
- 11 Hebrew month
- 12 Garlands
- 13 Single
- 19 Time

- 22 Lubricant
- 24 Medicine bottle
- 25 Careless
- 26 Party giver
- 27 Razor sharpener
- 28 Maine college town
- 29 Eyelashes
- 30 Stigma
- 31 Repent
- 32 Traditional customs
- 33 Leavening agent
- 35 Characteristic
- 38 Pitfall
- 39 Coniferous trees
- 41 Spotless
- 42 Taiwan
- 45 Primar
- 46 Pegasus
- 47 Blissful gardens
- 48 For 7 fish
- 49 Siouan language
- 50 Overwhelm
- 51 Declare
- 52 Long tale
- 53 Culture medium
- 54 Cocky
- 56 Stannum
- 57 Sherbet
- 59 Dine late

(Answer to puzzle on page 39)

1	2	3	4	5	6	7	8	9	10	11	12	13	
14					15				16				
17					18				19				
20				21	22				23				
			24					25	26				
27	28	29					30				31	32	33
34						35					36		
37					38						39		
40					41						42		
43					44						45		
					46						47		
48	49	50						51			52	53	54
55					56	57					58	59	
					60						61		
					62						63		
64					65						66		

TODAY'S CROSSWORD ANSWER

ASPIC	ELSE	TELL
GUIDO	TEIL	OLEO
ORLON	HARLEQUIN	
NEE	GOAD	PULSE
	VEIN	SHOE
SOCIAL	BLOC	AMY
TRIAL	TRASH	TOE
ROLL	TRACT	FORA
ANI	CRANK	FINES
POA	LARD	FOREST
	SEPT	ERRS
COSTA	ADAM	SAP
ATTENTIVE	VE	OSAGE
ROUE	ICON	SUGAR
REND	NEWS	APART

(Puzzle on page 41)



By JEANE DIXON

Your Horoscope

FOR SUNDAY, APRIL 22

YOUR BIRTHDAY TODAY: Opens a year in which the early months are for correcting bad habits. The later months find you transcending limitations and becoming a more effective person. Today's natives tend to be care-free, artistic and strong.

ARIES (March 21-April 19): Leave the past behind. Show your true inner feelings and develop stronger links with those you cherish.

TAURUS (April 20-May 20): Once you've fully expressed yourself, you can look about for inspiration. Be pleasant to all.

GEMINI (May 21-June 20): Join your friends and loved ones in a great holiday Sunday. Avoid haste and excess. Everybody seems ready to accept you.

CANCER (June 21-July 22): Pursue the simple life this Easter with those you love in high good humor. Reminiscence should be kept at a minimum.

LEO (July 23-Aug. 22): Reconsider who you are before you say what comes first to mind on provocative subject.

VIRGO (Aug. 23-Sept. 22):

Live this holiday as nearly free of material thoughts as possible. Concentrate on being alive and be sensitive to creativity.

LIBRA (Sept. 23-Oct. 22): You'll probably make only slow progress this morning. Remember, there's something worthwhile besides swift movement and easy agreements.

SCORPIO (Oct. 23-Nov. 21): This Easter morning you arise refreshed and directed toward a happier life.

SAGITTARIUS (Nov. 22-Dec. 21): Be open with expressions of love. Make it a festive day, free of bickering. Romance beckons.

CAPRICORN (Dec. 22-Jan. 19): Your fine attire should reflect your beliefs. Actions speak more clearly than any words.

AQUARIUS (Jan. 20-Feb. 18): Social activity comes naturally now. Be open to suggestion. See what comes about spontaneously. Learn!

PISCES (Feb. 19-March 20): The one thing to avoid this special Sunday is business. All else promises natural emotional reward.

FOR MONDAY, APRIL 23

YOUR BIRTHDAY TODAY: Reorganization becomes the main activity of your year. New resources arrive, ongoing contacts and relations become more detailed, require more time and attention. Today's natives have a delicate sense of touch, a knack for secrecy.

ARIES (March 21-April 19): In a quiet time you say or do something that becomes a furor. Extraordinary care in contracts is essential.

TAURUS (April 20-May 20): It's mainly a day for diligence—no great resistance is encountered, but you receive no easy breaks or cooperation either.

GEMINI (May 21-June 20): Borrowing seems easy but is not the solution. If you can't sort things out, put them off while you search for better resources.

CANCER (June 21-July 22): Secrets come into the open—people you'd never expect to get together do so. Hopefully you've been consistent.

LEO (July 23-Aug. 22): Communication poses provocation—a letter tells only half the news. A long-promised item arrives but isn't what you expect.

VIRGO (Aug. 23-Sept. 22): Conditions do not favor concentration but that's most important to achieve. Bring up available reserves early, but remain thrifty.

LIBRA (Sept. 23-Oct. 22): Your tendency is to want more than is available and to scatter energy trying to

make choices. Settle quickly. **SCORPIO** (Oct. 23-Nov. 21): A useful idea occurs in the midst of dull routine. You'll be glad you took initiative. Relax early with light diversions.

SAGITTARIUS (Nov. 22-Dec. 21): An untidy quality haunts the day, with things going astray. Mind your own affairs despite invitations to escape practical matters.

CAPRICORN (Dec. 22-Jan. 19): Your talents for earning and persuasion are high. Stir yourself, to drive single-payment bargains, settle outstanding small obligations.

AQUARIUS (Jan. 20-Feb. 18): For once, it's more important that you receive advice than offer it. Regular associates are critical on superficial matters.

PISCES (Feb. 19-March 20): Your friends want to bring you into their affairs. Be sure of facts and figures, then stand firm.

DEAR ABBY: I am a 36-year-old wife and mother of a 3-year-old son. Due to financial circumstances, I am a working mother—but because my husband works nights (he's a baker) he stays with the baby all day. I asked my doctor if the baby would be affected if I worked days, and he said as long as he is with one loving parent there would be no harm.

My problem is that I just found out that my best friend's husband has told others that I am an unfit mother because all children need their mothers with them and that I am selfish to be working.

Although my girl friend didn't say anything, I'm quite hurt that she didn't stick up for me, and frankly don't think our friendship can now last because I'm so angry. What would you suggest?

—FIT MOTHER

DEAR ABBY: I am a 24-year-old single girl and have my own apartment. When I go out on a date and we wind up the evening at a rather late hour, the fellow will start with, "Man, am I ever tired. You're lucky you don't have to drive clear across town to get home to-night."

I usually say something like, "I sure am," whereupon they feel snubbed and get even less subtle and start pressuring me to let them sleep on my couch, etc.

Abby, that kind of situation makes me feel uncomfortable, but I really haven't hit upon a nice way of saying, "Sorry, but no." Then again I wonder what harm there would be in letting them sleep on my couch. I do feel sorry for them because they ARE tired, and it is a long drive across town. Can you help?

—TURNING THEM OUT INTO THE COLD

DEAR ABBY: Recently my wife and I went to the office of a physician by appointment. It was our first visit there. It was a nice morning, and on entering the waiting room I said: "Good morning, everybody!"

There were about a dozen people of all ages sitting there, and not a single person responded to my greeting! I thought perhaps I had come upon a group of deaf and dumb people, but they all answered when their names were called by the receptionist.

My question: Has it gotten to the point in this country where nobody speaks to anybody except by appointment? — SENIOR CITIZEN

DEAR ABBY: My husband isn't an alcoholic, but after he's had a few he gets very generous and starts giving away things. (His cufflinks, expensive pens and pencils, even the necktie he is wearing.) He practically forces things on people, some of whom he hardly knows.

Some folks realize it was the booze talking, and the next day they will return whatever he's given them. But most people just keep it.

Is there a solution to this problem? — HIS WIFE

DEAR ABBY: My daughter, 20, and my son, 18, recently got into a violent argument. Here's the story: My son was recently fitted with contact lenses, and the other night he removed them at the dinner table. My daughter was revolted and said he should have left the dinner table. My son said that since contact lenses serve the same purpose as eyeglasses, it was no more "revolting" to remove them at the dinner table than it would be to remove one's eyeglasses. What do you say?

—BROOKLYN FATHER



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B Altman & Co



1. What's this ?

2. Is it made of wool ?

3. What's it made of ?

4. Do you have to dry clean it ?

5. How much does it cost ?

6. Do you think the dress is expensive ?

7. Where can you buy this dress ?

Go to the Post Office at Broadway and Lorimer.
Please get the following information:

1. How much does it cost to send a letter to Puerto Rico via Air mail?
2. How long does it take to get there?
3. How much does it cost to send a letter to Mexico via Air mail?
4. Does the Post Office sell money orders?
5. How much does a money order for \$30 cost?
6. How many windows sell stamps?
7. Is there a clock on the wall?
8. What are the hours?
9. Is the Post Office open on Saturdays?

Choose three items. Go into at least three stores and find the price of each item at each store.

CLOTHING STORES:

Store 1. Name _____

Address _____

Store 2. Name _____

Address _____

Store 3. Name _____

Address _____

Store 1.

Store 2.

Store 3.

Item A. _____

Color _____

Material _____

Sizes Available _____

Does it shrink? _____

Does it run? _____

How long does it last? _____

Is there a guarantee? _____

Price _____

Item B. _____

Color _____

Material _____

Sizes Available _____

Does it shrink? _____

Does it run? _____

How long does it last? _____

Is there a guarantee? _____

Price _____

CLOTHING STORES

	Store 1.	Store 2.	Store 3.
Item C.			
Color			
Material			
Sizes Available			
Does it shrink?			
Does it run?			
How long does it last?			
Is there a guarantee?			
Price			

Conclusion

Which store is the best store? Why?