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Listening Formative Test Description and Samples Based on the Curriculum Open Lines 1

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LISTENING FORMATIVE TEST
DESCRIPTION AND SAMPLES
BASED ON THE CURRICULUM OPENING LINES 1

by

Eko Deddy Haryanto

M A T XVII

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

July 1987

This project by Eko Deddy Haryanto is accepted in its present form.

Date 13 August 1987

Project Adviser Pat Moran

Project Reader Elizabeth Tannenbaum

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ABSTRACT

This paper consists of a series of six formative listening comprehension tests intended to provide feedback to teachers and students on the effectiveness of their work and to indicate directions for improvements. The tests focus on listening comprehension and are based on the topics found in Opening Lines 1, a competency-based curriculum for teaching English as a Second Language, originally developed in Thailand for Southeast Asian refugees bound for resettlement in the United States. The rationale, structural content, and format for the formative tests are also explained, as are suggestions for their use. Although originally intended for refugee students, the tests can be used with any student population.

ERIC DESCRIPTORS

Listening Comprehension Test

Mar. 1980

CIJE : 77

RIE : 93

GC : 930

SN Test of Aural Comprehension in Foreign Language.
UF Listening Test
RT Language Test
Listening Comprehension
Listening Skills

Minimum Competency Testing

Jan.1979

CIJE: 426

RIE: 666

GC: 820

SN Measurement of the attainment of skills deemed essential for a particular level of education.

UF Minimal Competency Testing.

BT Testing

RT Basic skills
Competence
Competency Based Education
Mastery Tests
Minimum Competencies

Multiple Choice Tests

Jul.1966

CIJE: 512

RIE: 597

GC: 830

SN Tests in which two or more answers are offered as alternative responses for each item.

BT Objective Tests

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INTRODUCTION

This paper consists of a series of six formative listening comprehension tests intended to provide feedback to teachers and students on the effectiveness of their work and to indicate directions for improvements. The tests focus on listening comprehension and are based on the topics found in Opening Lines 1 (OL_1)¹, a competency-based curriculum for teaching English as a Second Language, originally developed in Thailand for Southeast Asian refugees bound for resettlement in the United States. The rationale, structural content, and format for the formative tests are also explained, as are suggestions for their use. Although originally intended for refugee students, the tests can be used with any student population.

The overall organization of this project is divided into three sections and appendices. The first section consists of a review of the OL 1 curriculum, a description of training in the Galang refugee program, and the rationale, background, and objectives behind the development of the test. The second section consists of a description of the test and suggestions for administering, scoring, and using the test results. The third section consists of six sample tests taken from units

¹ Fred Ligon, Opening Lines 1, ed. Patrick Moran, (Bangkok, Thailand: the Consortium: Experiment in International Living, Save the Children Federation, and World Education, 1983). All further references to this work shall appear parenthetically within the text.

in the curriculum. Three appendices are included for additional information. They are: the Table of Contents from OL 1, and a description of the ESL levels in the Southeast Asian Refugee programs and the competencies from OL 1.

Formative listening tests are an ongoing assessment of students' progress in listening skills designed to help teachers plan and revise activities in an instructional program. Each test is relatively short, narrowly focused on a particular topic, and administered frequently during the program. These characteristics allow for a valuable chunk of time for feedback to students and teachers, as well as an opportunity to correct and improve the students' performance. The test, the feedback, and the re-teaching/learning activities are more beneficial for the students when compared to other kinds of tests.

The OL 1 curriculum, on which the development of sample tests was based, is topically designed to meet ESL survival needs for refugees coming to the United States. It consists of thirty units which are spirally sequenced so that language and topics taught are reviewed and reworked in subsequent units.

" This curriculum represents a unique approach to teaching students who may have had little formal education. It emphasizes students' using language, and an understanding of U.S. culture, to communicate and to get along." (Ligon,OL 1 p.1.)

Thus, the purpose of this competency-based curriculum is to enable the students to be competent in performance of the

goals set in each unit. They are task-oriented goals written in terms of behavioral objectives, which include language² behavior.

The units taken for the sample tests are Classroom Orientation, Time, Shopping, Telephone, Health, and Employment³. Each sample test covers competencies set in a particular unit such as describing one's past job, giving one's birthdate, answering questions about oneself. The rationale for this particular choice of topics shall be discussed in Section II.

The test is divided into four parts: competencies tested from a certain unit, directions on how to do the test, a sample test item, and the test items. Each test sample consists of a teachers' guide and the students' test sheet. The tests utilize three types of items: statements, short questions, and brief dialogs followed by three multiple choice pictures, oral responses, or short written choices. Included is a tally sheet to help teachers score systematically in a short time.

Section I of this paper is intended to give the reader necessary background information about the development of the tests. The curriculum found in OL 1 will be reviewed. Also

² Center for Applied Linguistics, Teaching ESL to Competencies: A departure from a traditional curriculum for adult learners with specific needs, (Washington D.C) 1982, p. 5.

³ For information about the other units, please see Appendix I.

there is a brief description of ESL, Cultural Orientation, and Pre-Employment Training instruction, as well as testing in the Galang Refugee Program. Various test types are mentioned aside from the formative listening test. Finally the rationale, background, and objectives behind the development of the test are discussed.

Section II consists of a description of the test content, features and format, as well as question types. Also explained are administering and scoring procedures. Included are suggestions for productive use of the results. At the close of the section, the validity and practicality of the test are examined.

In Section III six sample tests are provided to be used and adapted to suit any classroom situation. The language tested is parallel to the content of the curriculum in OL 1 with some adjustments based on the writer's teaching experience. The items, answers, and distractors are put together to measure students' mastery of certain competencies mentioned in the curriculum. The competencies tested can be inferred from either the item, the answer, or the distractor, or a combination of the three.

This paper is intended for teachers who are using a competency-based curriculum, especially OL 1, or for teachers who would like to learn more about competency-based listening formative tests with the hope that these tests will improve their students' language proficiency. It should also serve

as a guide to teachers not yet familiar with the formative listening test, and can be used as a base from which teachers can design their own tests to meet students' needs.

Teachers can use the sample tests by reading or pre-recording the items from the teachers' guide. Teachers who would like to adapt and design their own tests can refer to definitions of formative tests, rationale, and objectives in Section I, as well as general features and procedures of administering and scoring in Section II.

It is hoped that this paper will answer questions on the formative listening test and lead to discussion and suggestions on implementing and improving it.

I. The Development of Formative Listening Tests Refugee Training in Galang

In this section, a brief description of the background information for the Galang Refugee Program, its instructional components, and the various testing types utilized in the program are provided. A definition of the testing terms implemented in Galang is also included. Among these, formative tests in general will be examined. Finally, the background, rationale, and objectives of the formative listening test are specifically discussed. The purpose of this is to provide the necessary background information to clarify what the formative listening test is, and the way in which it was developed.

Galang is a small remote island in Indonesia, about three hours by boat from Singapore, where Indochinese refugees were processed for resettlement in a third country. It was one of three Southeast Asian sites for the Overseas Refugee Training Programs supported by the U.S. Department of State's Bureau for Refugee Affairs. The other two sites, Panat Nikhom in Thailand and Bataan in the Phillipines, like Galang, maintained the same essential program goals and curriculum objectives.

The majority of the refugees were ethnic Vietnamese, with some Chinese Vietnamese, and fewer Khmer. The students' socio-economic backgrounds varied from well-educated former army generals to illiterate peasants, urban and rural, male

and female. They could be as young as fifteen and as old as fifty five years. Their previous exposure to ESL was as varied as their backgrounds.

The students were primarily taught by host country teachers, who were Indonesian nationals. All of these teachers were graduates from English Teaching Departments in universities across Indonesia. In addition to their formal degrees, these host country teachers were trained daily and supervised closely by trained American supervisors.

The Galang training programs for the refugees in Intensive English as a Second Language, Cultural Orientation, and Pre-Employment were under the auspices of the Consortium, which consisted of the Experiment in International Living and Save the Children Federation. These programs were established to meet the following requirements of the United States Department of State Bureau of Refugee Affairs. All United States bound refugees had to receive English and Cultural Orientation for twelve weeks, four and a half hours per day. Low English proficiency students received an additional six weeks of Pre-Employment Training, six hours and forty five minutes per day. The purpose of this program was to equip the refugees with adjustment skills as they entered a new culture and working environment.

Intensive English as a Second Language Training was meant to prepare the students with the language necessary for survival in the U.S. The competency-based ESL curriculum,

OL_1, consists of thirty units. The first ten units introduce language and concepts. The next twenty work with those in a variety of situations an adult will likely be exposed to on arrival in the United States (Ligon, OL_1, p.5). The units such as Employment, Housing, Health, Time, Shopping and Telephone are well designed to provide necessary adjustment skills in the United States. The basic curriculum followed can be adapted to meet the needs of students in five different levels of English proficiency. These levels (A,B,C,D,E) range from non-literate, no English ability to low intermediate ability. ⁴ Regardless of level, all students are exposed to the topics necessary for survival. There are competencies for each topic. There are also cross-topical competencies or functions, such as following directions, clarifying, reporting emergencies. These functions, being cross-topical, are applicable to the various survival situations taught throughout the units.

There were two other instructional components in the Galang Refugee Program. Cultural Orientation is meant to give information about America and American life and also to help refugees adjust to American culture. It is taught in the students' native language, with the interpreters being Vietnamese teacher aides. Pre-Employment Training is meant to prepare the refugee learners to enter and succeed in the

4 For a description of each of the student proficiency levels, see Appendix II.

American work place at the entry level. It includes language training, American workplace cultural training, and basic skills.

Testing in the Galang Program

Well developed and administered tests have always been an integral part of the training program. Placement and summative tests have been developed since the beginning of the program.

Standardized placement tests for all refugee students are administered at the beginning of a specific instructional period to group students according to their ability. The ESL placement test tries to identify the students' levels based on the following six skill areas:

1. Native or other language literacy
2. Roman Alphabet and numerical literacy
3. Basic English reading and writing skills
4. Reading ability using cloze passages
5. Free writing samples
6. Aural evaluation (based on survival topics)

The standardized score results determine which of the five levels students enter. The placement test was developed by the Center for Applied Linguistics, Washington D.C.

Summative tests are usually administered at the end of a specific training period to measure the effectiveness of the instructional program and to determine the learning abilities of individual students. These tests are usually administered at mid-cycle covering half of the units in the curriculum and

at the end of the program covering the other half. Most often, they are written tests. Occasionally, situational tests focusing on speaking skills are administered. In these tests, students go through simulations of real situations. These are not very realistic in terms of time nor are they able to test as many units as other kinds of tests. Due to these logistical obstacles, the written tests are favored by teachers.

Later on, formative tests were developed and usually administered during the instruction period to measure the effectiveness of the instructional program and to identify the performance abilities of individual students.

Formative Testing

The term, formative test, has been around a long time in the Southeast Asian Refugee Processing Centers. It has been used extensively in the context of program evaluation. However, not until recently has an intensive discussion, hence clarity, of its definition been carried out. The following definition differs from a general understanding of "formative", which generally refers to evaluation aimed at improving curriculum, materials, or a program as a whole. A summary definition of formative test, as implemented in the Galang Refugee Processing Center, is as follows: the ongoing assessment of students' learning in order to plan or revise activities in the instructional program. Feedback is given to students in order to correct and improve their performance. In short, the difference in general

understanding, and that developed in Galang, is that the result of the test is intended to be used for the improvement of the program, and at Galang, it was to be used to improve the students' performance.

There were two general interpretations of this kind of formative testing in the Galang Refugee Processing Center: formal and informal. All four skill areas, listening, speaking, reading, and writing, can be included in both types of formative testing. Formal formative testing is when students' responses and/or behavior are recorded and analyzed in a systematic manner. An example of this is a cloze-type reading comprehension test, in which the results are used to improve the students' reading skills. The informal formative test is when students' responses and/or behavior are noted, but not necessarily recorded. An example of this would be any Total Physical Response activity in which students follow the instructions of their teacher to perform certain actions. This allows the teacher the opportunity to check comprehension and make corrections of the students' responses in an informal, unrecorded situation.

Formal Formative Testing

At this point, formal formative testing will be discussed. The description is divided into five subheadings. These subheadings serve to clarify the particular issues relevant in this topic.

Analogy: Simply put, formal formative testing is like quizzing.

Objective: To assess whether students have mastered specific lesson material before the teacher moves on to new material.

When: Can occur at any time, and should occur on a regular, ongoing basis. The benefit of formative testing increases with the immediacy of testing the material just taught and the immediacy of feedback to students. Therefore, the time frame of testing is generally from the assessment of that day's materials to that week's. In this sense, formal formative testing is more student-centered than summative testing because feedback to the students is more immediate and crucial.

What: A formal formative test may look like a summative test, except that it is shorter and less comprehensive, because it deals only with material covered between testing periods. The format of the test should be consistent with the way the material is presented and practiced in any particular class, and therefore standardization of the test among the classes is of little importance.

Who uses the tests: The test is developed and used by the teacher for feedback to the teacher and the students.

Informal Formative Testing

Like the explanation of formal formative testing, the informal formative testing description is divided into subheadings. In this case, there are four mentioned because 'Who Uses the Test', explained in the formal formative testing description is identical for informal formative testing.

Analogy: Simply put, informal formative testing is like small group work where a teacher circulates and observes students' performance in an activity to assess whether the students have mastered the material/ knowledge necessary to do the activity.

Objective: To assess whether students have mastered specific lesson material before the teacher moves on to the next part of the lesson, or before the teacher moves on to new materials.

When: Informal formative testing should occur on a daily basis, and in fact several times within a lesson.

What: The key is perceptive observation by the teacher and the ability to make changes in the lesson plan according to what is observed. For example, in a TPR activity in which the students are asked to follow teacher's directions to build a house with rods, the teacher should be able to see which students really have mastered the prepositions and

instructions, and which students are copying their classmates by looking at their work. This type of informal assessment is inseparable from good teaching and hence is inseparable from the teacher's professional development.

In short, the key features of the formal formative tests are they are brief; material tested is that presented between tests; they occur on an ongoing basis; there is immediate feedback for the students and the teacher; and the test format is consistent with the instructional format. The informal formative tests, however, have as key features perceptive observation by teacher, observation of student performance in any specific activity, immediate verbal or non-verbal feedback, and occurrence on a daily basis several times within a given lesson.

Formative Listening Tests: Background, Rationale and Objectives

The formative listening test is a formal formative test, designed to objectively monitor students' progress and to improve learning with the goal being mastery of listening skills.

One of the deficiencies of ESL learning in Galang Refugee Processing Center was that students did not have enough exposure to listening to native speakers of English. The students may be able to understand the host country teachers' speech in assessment activities, but not necessarily native speakers' speech at normal speed.

There was also no consistent systematic periodical listening test which could monitor students' progress. Summative tests at the middle and at the end of the program did not allow time for review or improvement.

The formative listening test is an attempt to bridge this gap by assessing the students' ability to recognize and to infer from native speakers' speech in the competencies that they have learned. The purpose of this is to ensure that the students are exposed to native speaker speech, as opposed to host-country teachers' speech, and then to assess their comprehension ability. For example, in Galang, because of the influence of Dutch on Indonesian, one teacher taught the word 'blouse' to his students using the long form of the vowel 'u'. To remedy this, the formative listening test presents the word in its 'native speaker' form accompanied by a picture for easy recognition. As another example, it is difficult for Vietnamese speakers to distinguish 'night' and 'nine'. The formative listening test allows them the opportunity to hear these words as they would be pronounced by a native speaker of English.

In addition, a listening test helps insure that students begin understanding conversational spoken English, a skill they will need immediately upon arrival in the U.S.

The formative listening test limits content to be covered for three primary reasons. The first reason is contextual. The second and third reasons relate to the brief amount of time needed to administer the limited content.

First, in a survival program, materials are presented within topical contexts such as Shopping, Health, Employment. Because learning is presented topic by topic, the formative listening test is also administered topic by topic. Second, teachers benefit from the short amount of time needed to administer and to score before immediately giving feedback and providing for student improvement by reteaching those items which students scored poorly on. Third, for the students, the limited content and time needed for the tests reduce their inhibitions and they can perform better within each context. In addition, the small amount of content gives them a tangible amount of material to work on.

A periodic formal assessment is part of good teaching and it can be used as a teaching tool. A short weekly listening quiz, administered in a non-threatening atmosphere will leave the students with the impression that testing is an interim activity in learning ⁵. The shortness of the quiz, the simplicity of its scoring system, and the immediate direct feedback for students will make them perceive the test or quiz as relevant to their needs in the course.

A weekly assessment will also give the teacher a chance to identify the students' weaknesses and, thus, use it as a basis to reteach certain materials to improve the program and

⁵ Andrew D. Cohen, Testing Language Ability in the Classroom, (Rowley, Massachusetts; Newbury House Publishers, Inc., 1980) p. 5.

students' performance by:

- allowing the students to see concretely how well they are doing and in what areas they are weak.
- helping the students to improve their auditory skills which are closely linked to oral skills in normal speech situations.⁶
- benefitting the teachers by providing them precise data of what their students are or are not learning.
- helping teachers to improve their teaching. For example, it gives the teachers the opportunity to see whether their activities are successful or not. This immediate feedback on their teaching forces them to be creative in finding other ways to present material.
- motivating students to learn. For example, students can immediately know whether they need to improve and, with the guidance of their teacher, this process can begin right away.
- helping supervisors to prepare and adjust teacher training, if teachers are being supervised.
- collecting data to provide evidence that competencies are too difficult for targeted levels, about right, or too simple.

The purpose of this section has been to provide the

⁶ J.B. Heaton, Writing English Language Tests, (London: Longman Group, Ltd., 1975) p. 57.

necessary background information to clarify what the formative listening test is, and the way in which it was developed. This background information about the Galang Refugee Program and its instructional component, is necessary to understand the development of the formative listening tests. In essence, it is intended to provide the reader with information about the situation in which these tests were originally designed.

II. Formative Listening Test Guide

In this section, a description of the content and format of the formative listening test and the kinds of test questions are presented, followed by suggested procedures for effective analysis of the test results. Finally, the validity and practicality of the test will be examined. The text is subdivided into seven subsections: Test Content, Test Type and its Format, Administering the Test, Scoring, The Use of Results, The Validity of the Test, and The Practicality of the Test.

Test Content

The content of the tests are taken from the curriculum units in OL_1. The sample units chosen are: Classroom Orientation, Time (Calendar), Shopping, Telephone, Health, and Employment. The tests are designed to evaluate the students' abilities in several competencies within each unit. The author has chosen sample competencies to write this test. Teachers will need to develop additional test items to match the competencies⁷ they have taught in their classes. The various skills that are to be mastered can be applied to many of the units. For example, being able to make an appointment, introduced in the Telephone Unit, is a skill students need in Health, Housing, and Time. In all units, however, there are some test items which are included,

⁷ For information about the other competencies in the Southeast Asia refugee program curriculum, please see Appendix III.

based on the author's own experience, and not necessarily on the OL 1 curriculum. This is because in some units there are some language points such as minimal pair practice or a particular grammar item which, though not included in the competencies, are relevant additions to the competencies for the specific group of students with whom the author worked.

Following is a brief description of the content of each of these units and the competencies to be tested. Note that these competencies are not always identical to those in OL 1. The name of the units and the order of the competencies are chosen based on the author's experience in teaching in the Galang program. Teachers planning to use these tests should also make adjustments based on the specific needs and backgrounds of their own students.

The first unit tested, Classroom Orientation, is intended to provide students with the communicative skills necessary to function in the classroom, especially necessary for students who lack formal education. The competencies tested in this unit are listed for both levels unless they are tested in only A/B or only C/D/E. The sample competencies included in the test are:

- to identify oneself (A/B only)
- to spell one's name
- to greet and be greeted
- to respond to basic classroom instructions
- to identify objects in the classroom
- to use yes/no questions in verifying

- to identify American name's system

Time, the second unit, is found in the curriculum under Calendar. It is a topic which repeatedly extends into other units. This is because time is important in all aspects of American life, such as the importance of being prompt. The competencies chosen to be tested are:

- to ask and answer questions about time
- to identify the day and date
- to describe daily schedules
- to identify morning, noon, afternoon and night (A/B only)
- to state one's birthdate

Also included in this unit, are two sets of minimal pairs intended to improve students' ability in pronouncing some of the related vocabulary.

The Shopping unit includes shopping for clothing as well as food. The competencies tested are:

- to ask directions to locate shopping areas
- to ask about food/ clothing prices
- to recognize common units of measurement; clothing sizes and liquid and dry food quantities
- to describe preferences and needs.
- to receive correct change (C/D/E only)
- to identify type of packaging (C/D/E only)

The fourth unit on Telephone is intended for relaying both language and cultural skills needed to use the telephone

correctly. The tested competencies are:

- to use ordinal numbers
- to recognize and act upon an emergency situation
- to make/ confirm dates and appointments
- to initiate and answer telephone calls
- to respond appropriately to recorded messages
- to make long distance calls
- to give vital information over the phone.

Like all other units, Health requires both linguistic and cultural instruction. Many of the health concepts in the U.S are completely new to those familiar with only traditional medicine practices. The OL_1 curriculum divides the Health topics into two units: medical and drugstore. For testing purposes, however, they will be combined into the Health section. The competencies tested are:

- describe one's physical condition
- to respond to questions about symptoms
- to respond to questions about the location of illness or injury
- to follow a doctor's oral instructions about treatment
- to respond to examination instructions
- to accept and change appointments.
- to describe physical characteristics (C/D/E only)

Employment, the last unit tested, is the most emphasized of the units for practical reasons since it is meant both to help refugees to be self-sufficient as soon as possible and to help them keep jobs once they have them. The competencies

covered in this unit are:

- to describe one's past and present occupations
- to indicate the length of time that one worked
- read wanted ads
- to indicate a need and preference for a job
- to respond to specific questions about a work schedule
- to indicate one's salary
- to notify employer of lateness or sickness
- to give appropriate information when applying for jobs
- to follow basic instructions on the job (A/B only)
- to describe working activity (A/B only)

The six units listed above touch upon many of the necessary competencies provided in the remaining units. For example, the competency of paying for items in Shopping is also important in Banking, Housing, Transportation, Community Services, Restaurant, and Finances. The competencies chosen to be tested within each unit are those which are most easily taught, and therefore tested, with the use of pictures.

Test Type and Its Format

The formative listening test is designed as a multiple-choice type for two reasons. First, multiple choice is the most appropriate type for isolating students' areas of need. This is because it allows the tester the opportunity to locate the cause of error, whether it is the test item, the answer or the distractor. The teacher then can plan remedial activities which focus upon strengthening those weaknesses

identified by the test.

The Second reason deals with the primary use of pictures as choices. The pre-beginner level students who are often illiterate both in English and their own language benefit most from the use of pictures. The universality of pictures as symbols of meaning is widely understood by speakers of many languages. Pictures also maintain the context in which the language is presented in the classroom.

In addition to the use of pictures as choices, oral responses are also used as answers. Oral responses help to isolate the testing of listening skills, and avoid the interference of the other three skills.

Each sample test unit consists of teacher's guides and answer sheets for low level (A/B) and higher level (C/D/E).

The teacher's guide format is as follows :

Unit tested Level

Teacher's Guide Level : A/B

CLASSROOM ORIENTATION

competencies tested — Competencies Tested

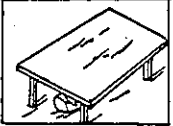
- identify oneself
- greet and be greeted
- identify classroom objects
- identify American name's system
- spell one's name
- respond to basic classroom instruction

Directions


Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

Example

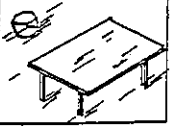
- Where is the ball ?
- It's under the table.



A



B




C


The right answer is A. Circle A on your answer sheet.

Questions


1. - What is your name ?
 - Tim.
 - Please spell your name.
 - T-I-M.



A




B




C


2. - Give me your pencil!



A




B




C


3. - Put these books on the table.



A



B



C

A,B or C letters to be circled to indicate the correct answer

test item

**choices:
pictures
oral response or
written statements**

The answer sheet format is as follows :

Level

Unit tested

student's name
and class

Directions

Example

A, B, or C letters to be
circled by students

Multiple choice pictures
or, in some cases, there
will be no pictures as
oral responses will be
read by teachers or
recorded in the tape,
in addition, some choices
may be written statements

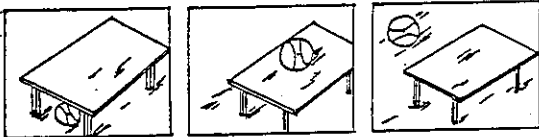
Answer Sheet

CLASSROOM ORIENTATION
Level : A/B

Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

Example : - Where is the ball ?
- It's under the table.

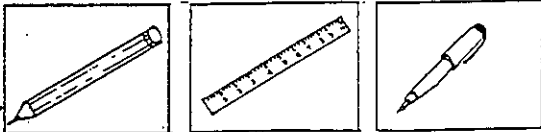


A B C

The correct answer is A. Circle A on your answer sheet.

1. P-I-M T-I-M D-I-M

A B C

2. 

A B C

The tally sheet is used to compile the students' scores and correct answers. It is intended to help teachers record the percentages of items which are correctly answered. For this reason, teachers are able to analyze at a glance which items need to be retaught immediately, and which have already been mastered by a majority of students. It is also for the benefit of the students so that they can compare their own results with their classmates.

Following is the format of the tally sheet.

Unit: _____		Class: _____	
Number of students: _____		Level: _____	
ITEM NUMBER	NUMBER OF CORRECT RESPONSES	PERCENTAGE	COMMENTS
Aggregate Class Performance: _____%			

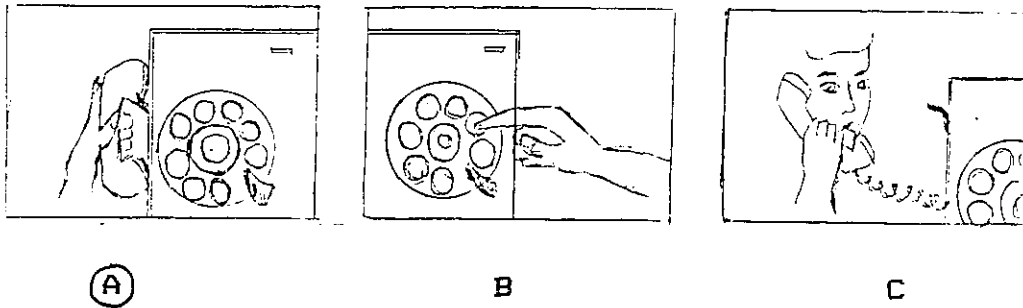
There are three techniques which are used to compose the test. They are: 1) oral taped statements accompanied by pictures as choices, 2) short taped questions with either oral or written responses as choices, 3) a dialog followed by a question with three pictures as choices.

Below is the summary of the three techniques with samples taken directly from the sample tests in this paper.

1. The student hears a statement from a tape and then he or she chooses the best options from the three pictures.

An example from the Telephone unit:

.....Please hang up (voice from a tape)



The correct answer is A. The students should circle A on their answer sheets.

2. The testee listens to a short question and he or she has to select the correct response from a choice of oral responses for higher level students. Note that when the teacher (or tape) reads the three choices, he should read: "A" and then the answer, "B" and the

answer, and "C" and the answer.

An example from the Classroom Orientation unit:

- Hi, how are you ? (voice from a tape)
A) Fine, thank you. } (recorded in the tape or
B) See you read)
C) Good bye

The correct answer is A. Students should circle A on their answer sheets.

An example from the Telephone unit:

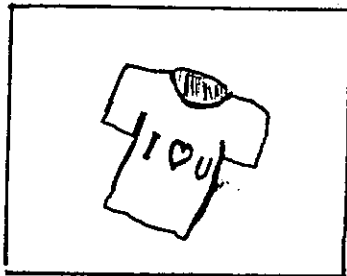
- Hello..., can I speak to Michael please ?
(voice from a tape)
A) Looking } (recorded or read)
B) Speaking
C) Hearing

The correct answer is B. Students should circle B on their answer sheets.

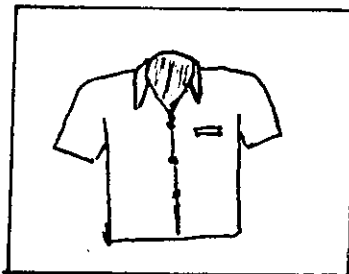
3. The testee listens to a brief dialog sometimes followed by a question and then three pictures to choose from.

An example from the Shopping unit:

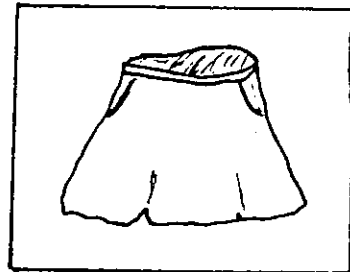
- Can I help you ? (Voice from a tape)
- I want to buy a shirt.



A



B



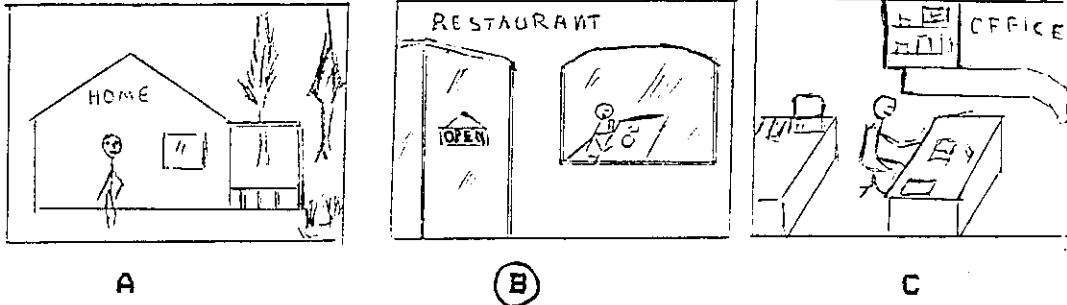
C

The correct answer is B. Students should circle B on their answer sheets.

An example from the Telephone unit:

- Mr. Brown's office.
- Can I speak to Mr. Brown please ?
- I'm sorry, he's not here. He just went out to lunch.

- Where is Mr. Brown ?



The correct answer is B. Students should circle B on their answer sheets.

Administering the Test

In order to create the controlled, but non-threatening atmosphere of test administration, the tester should ensure that the environment is quiet, that there is minimal noise interference. He or she should also be familiar with the directions, content, and, format of the test. He or she should also ensure that all students understand the directions, and, if necessary, do the sample question prior to beginning the testing.

Below is a description of the context in which the test is administered, and the procedure for administering the tests. There are seven subheadings under which details about that aspect are outlined.

When: It is recommended that the test be administered on the last day of teaching a certain unit because the

content of each test covers selected competencies from the entire unit.

For Whom: The test is designed for low (A & B) and higher (C,D, & E) survival proficiency levels. It can also be used or adapted for students of equal levels.

Who tests : Teachers in their classes.

Where : Tests can take place either in the classroom or in the language laboratory.

How: - Mention to students that they will have listening activities on a certain unit that they have studied in order to provide a context: for example, "Today we are having a listening exercise on the Health unit."

- Distribute answer sheets to students.
- Go over the instructions written on the answer sheets, including the sample question and make sure that all students understand the directions.
- Play the part of the chosen unit. Tape record the test beforehand to play in class, or read the test item directly from the teacher's guide. If the teacher reads the items, she should allow ten seconds or more between items so that students can respond.
- Stop the tape when indicated, for example, "This is the end of the Health Unit formative listening test."

- Score the test (see the scoring section)
- Tally the scores.
- Collect the answer sheets.

How long : The whole procedure above should take about thirty minutes. Less time is needed when the students get used to the formative listening test at the end of every unit.

Material needed:

- tape recorder
- teacher's guide
- student answer sheets .
- tally sheets

Scoring

Besides teacher scoring, which will be discussed later, two scoring systems are recommended because of their simplicity and their ability to involve students in the scoring process.

1. Self Scoring

- Procedure :
- The teacher reads the correct answers. At this point, the teacher or students can explain each item for students who got it wrong.
 - The students go through their answer sheets and mark the wrong ones.
 - The teacher draws or puts a tally sheet on the board. Then, the teacher can tally the result by computing the number of

correct answers on each item.

- A quick mathematical calculation will transform the number into a percentage.

$$\frac{\text{Number of students answering an item correctly}}{\text{Number of students taking the test}} \times 100$$

For example, there are ten students with the correct answer for item #1. Fifteen students took the test. Then the calculation is as follows:

$$10/15 \times 100 = 66\%$$

Advantages : Students will learn from their own mistakes. Students will neither be embarrassed nor be discouraged by their performance due to the absence of a competitive atmosphere because when the teacher asks students to raise their hands if they got an item correct, the teacher does not check to make sure of the students' honesty.

Disadvantages: Students may be dishonest in computing their performance and raise their hands even if they missed an answer in order to "save face". As a result, teachers may get a false impression of a class'

performance. This can mislead the teacher in analyzing and reviewing the lessons.

2. Peer Scoring

Procedures : - Have the students exchange their answer sheets.
- Do the same procedure as the self scoring.
- Have students return the answer sheet to its owner.

Advantages : Students can learn from each others' mistakes. Minimizes dishonesty in tallying class performance. Motivates the students to study hard to show off their best performance to other students.

Disadvantages : Students may get embarrassed and discouraged because other students know their inferior performance.

The disadvantages of both systems can be reduced by presenting the tests in a non-threatening manner. It is necessary to explain that the test is part of their learning and that it will not affect their graduation from the program, that is, in the case of refugee programs in Southeast Asia, their departure to the third countries. Frequent and consistent weekly tests, generally, reduce the students' fear of being evaluated.

There is a third option for scoring: the teacher collects the answer sheets, and then scores them by him

or herself. They are then returned to the students and the answers are discussed. The disadvantage of this system of scoring is that the teachers need time to score, and thus lose the advantages of immediate feedback. The other disadvantage is that each teacher must score twenty or more answer sheets separately.

The Use of Results

The test results are intended to aid in the students' improvement. Ideally, students will learn about their weaknesses and their strengths from the tallying activities. However, teachers can highlight the areas that need improvement so that students can accept that they must repeat activities in order to master the material.

At a glance the teacher will be able to read his students' mastery level. Mastery level is usually referred to as the measuring of the test results against criteria, normally against other students' results. He can set a mastery level for his own class performance. For example, if 70% is the mastery level chosen for each number on a certain test, this means that if the tally shows students' performance on a particular item is less than 70% correct, a review of that material is needed. Neil Anderson, a testing consultant from the Center for Applied Linguistics, in his workshop in Galang Refugee Processing Center, Indonesia, in

⁸
8 Neil J. Anderson, "Formal and Informal Assessment of Student Learning", Workshop, Galang Indonesia, 1985.

1984, mentioned that there is no fixed mastery level prescribed. However, he added that the 60 to 90 percent range is reasonable considering other factors involved in classroom testing such as the weather or students' physical conditions.

Formative testing is also a criterion reference since the students are evaluated against the objectives in the curriculum competencies. In this sense, teachers can set a 100% mastery level if they want their students to master all that has been taught from the curriculum. Mastery level can also be interpreted as the range of teachers' expectations towards student achievement which usually varies depending on the students nature: such as level, age, ethnic and educational background. For example, teachers may set a 90% mastery level for students from higher (C,D & E) survival ESL levels, and 60% for lower (A & B) survival ESL levels, because in general there are higher expectations for the upper levels' learning abilities.

After analyzing students' performance from the tally sheet, the teacher can then make up a quick strategy to remedy the students' weaknesses on certain materials. From this point on, the teachers' teaching ability replaces the assessment activity. However, based on my experience, going over item by item in the test will usually elicit peer learning in the class.

In helping teachers to develop some of these strategies, Finocchiaro and Sako prescribed some remedial activities.

"Ask the students to keep records of materials in which they need further study or review. For those who need remedial work or corrective instruction, assistance may be provided through (a) additional instructional hours by the teacher or assistants (b) supplementing work in language lab (c) peer teaching."⁹

These activities require careful planning by the teachers to redirect their lessons toward eliminating weak points.

During a reviewing or peer learning activity, further informal formative assessment based on the teachers' observation will enable the teacher to individualize the teaching to meet each student's needs. By then, the teacher would be able to decide the students' readiness to move to a new unit or not.

Validity of the Test

The validity of a test is measured by the effectiveness of what it is intended to measure. Finocchiaro and Sako suggest the following two questions to consider when examining the validity of a test.

"What aspects of language is the test designed to measure, and how well does it, in fact, measure the global skills of the discrete elements of the language?" (Finocchiaro, p.24)

The formative listening test is clearly intended to measure listening skill. The use of oral stem, multiple choice pictures and oral responses avoids the interference of testing other skills.

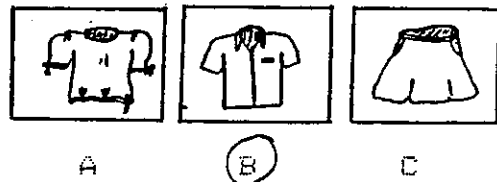
⁹ Mary Finocchiaro and Sydney Sako, Foreign Language Testing, (New York: Regents Publishing Company, Inc., 1983) p. 36. All further references to this work shall appear parenthetically within the text.

In this formative listening test, the global skills of the discrete elements of language tested are the whole components of the language used in a given situation or unit. The components involved are sound, intonation and tone discrimination, the amount and the variety of the vocabulary acquired, knowledge of the basic structure and the cultural characteristics of the language, recognition of redundancy, and the ability to retain the first part of the stem in a dialog on which understanding of the second stem will depend. (Finocchiaro, p. 124)

The multiple choice type makes it possible to test all of these components. For example, taken from the Unit on Shopping :

Question

1. - Can I help you?
- I want to buy a shirt.



The stimulus, " Can I help you?" is intended to create context for the testee. To understand the context, the testee needs to master the structure of the language (Yes/No question) and the intonation (question). Only then will the testee be able to comprehend the context (Shopping) for which the stimulus is a question. To proceed to the second stimulus, the testee needs to retain the meaning of the first stimulus. The second stimulus, "I want to buy a shirt.", is followed by three multiple choice pictures of a blouse, a

shirt, and a skirt. To make the correct choice, the testee should be able to distinguish the difference of /sh/ and /sk/, beside the conceptual understanding of each object.

The strength of the formative listening test in terms of validity is that the objectives of the test, and the test items closely correspond to the competencies in the curriculum. The test uses certain portions of vocabulary and grammatical structure extracted from the curriculum, which is relevant to the practical communicative purposes.

The weakness of the formative listening test in terms of validity is that the test has not been measured against the criterion of the behavior or language performance established. This as an area for further study.

Practicality of the Test

Practicality is measured through economy, scoring, and administrability. The forementioned characteristics of the formative listening tests highlight the practicality of the tests. In terms of economy, the test is economical because the tape and the teacher's guide can be recycled. It is also possible to utilize a separate sheet to record the testee's answers. This will increase the economy of the test by treating the answer sheet as test booklets.

In terms of scoring, the test is relatively brief and is therefore easy to score. It does not overwhelm the teacher in evaluating the items. Results can be administered directly following the testing, by both the student and the teacher. The tally sheets help to quicken the scoring

process.

The test is also practical in its administrability. The instructions are simple and the examples are easily accessible to both teacher and students. In addition, it can be administered in a short period of time, reducing the total time devoted to the testing process.

The purpose of this section has been to provide an explanation of what the formative listening test is, how it is administered, how it is scored, and its validity and practicality.

This section has included a description of the content and format of the formative listening test. The kinds of test questions were presented along with suggestions for effective use of the test results.

Competencies Tested

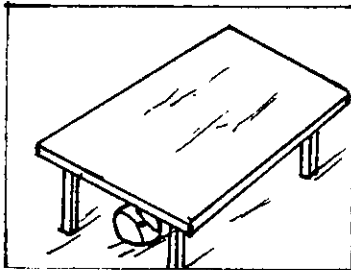
- identify oneself
- greet and be greeted
- identify classroom objects
- identify American name system
- spell one's name
- respond to basic classroom instructions

Directions

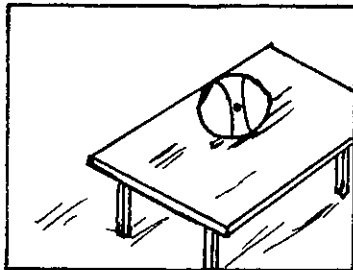
Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

Example

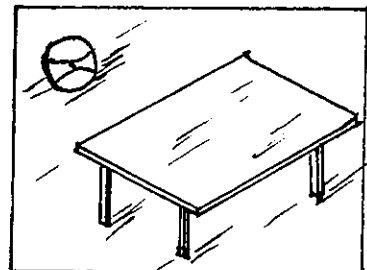
- Where is the ball ?
- It's under the table.



A



B

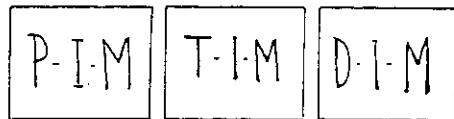


C

The right answer is A. Circle A on your answer sheet.

Questions

1. - What is your name ?
 - Tim.
 - Please spell your name.
 - T-I-M.

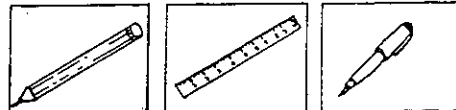


A

B

C

2. - Give me your pencil!



A

B

C

3. - Put these books on table.



A

B

C

4. - Go to the door!



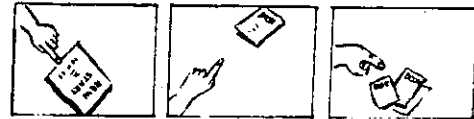
(A) B C

5. - Good afternoon, Jim.
- Good afternoon, Jack.



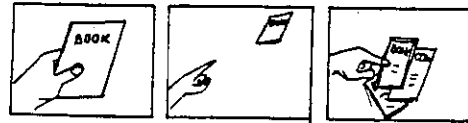
A (B) C

6. - This is my book.



(A) B C

7. - These are my books.



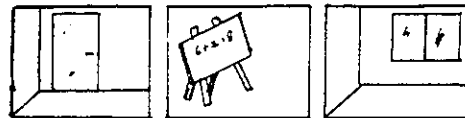
A B (C)

8. - My name is Daniel Ray Chase.
- Is Chase your last name ?



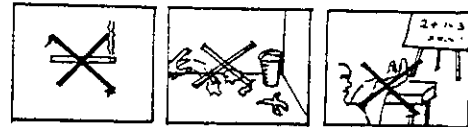
(A) B C

9. - This is a blackboard.



A (B) C

10. - Please do not smoke in the classroom!



(A) B C

CLASSROOM ORIENTATION

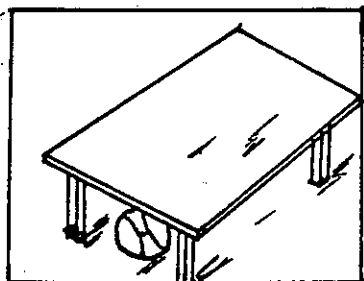
Level : A/B

Name _____

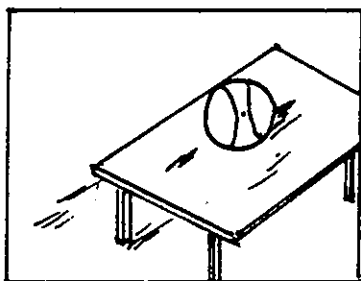
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

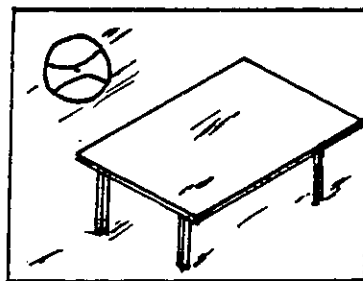
- Example : - Where is the ball ?
 - It's under the table.



A



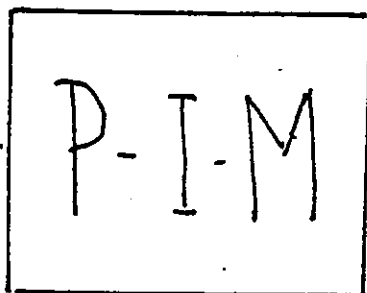
B



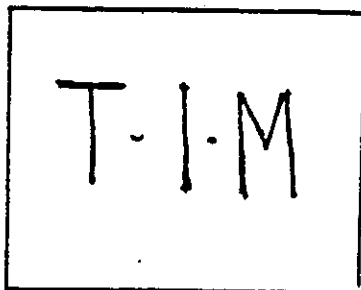
C

The correct answer is A. Circle A on your answer sheet.

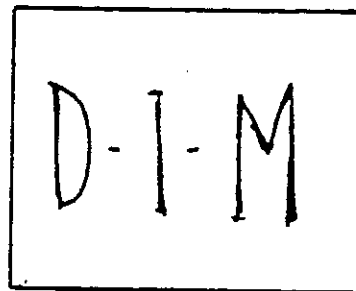
1.



A

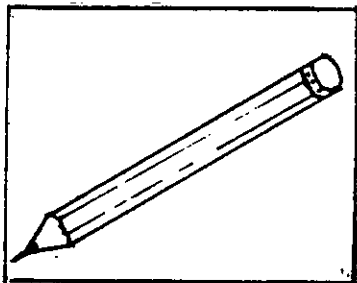


B

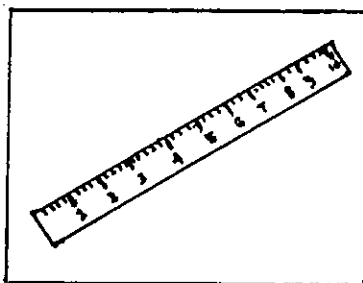


C

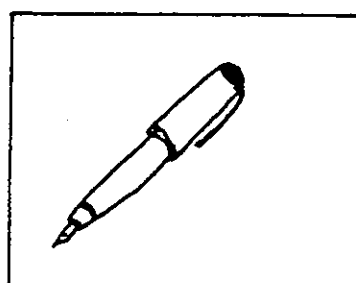
2.



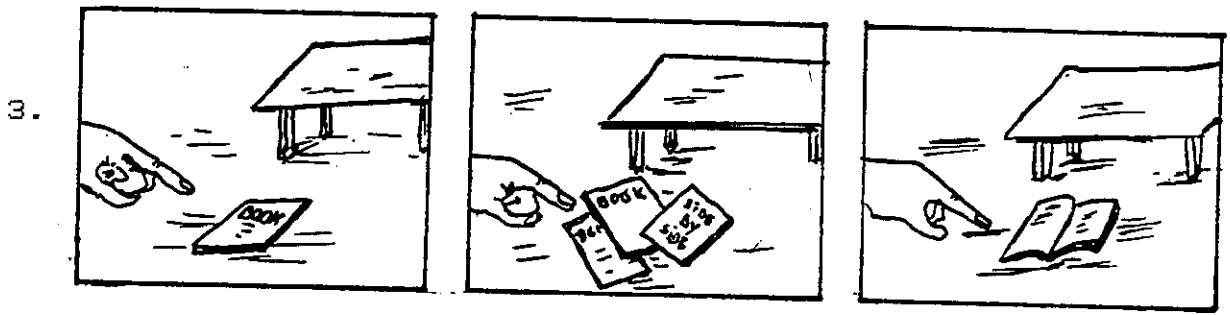
A



B



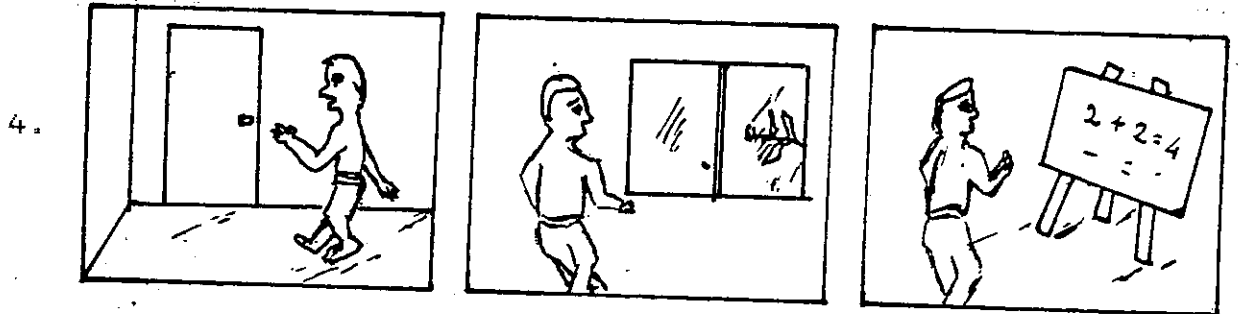
C



A

B

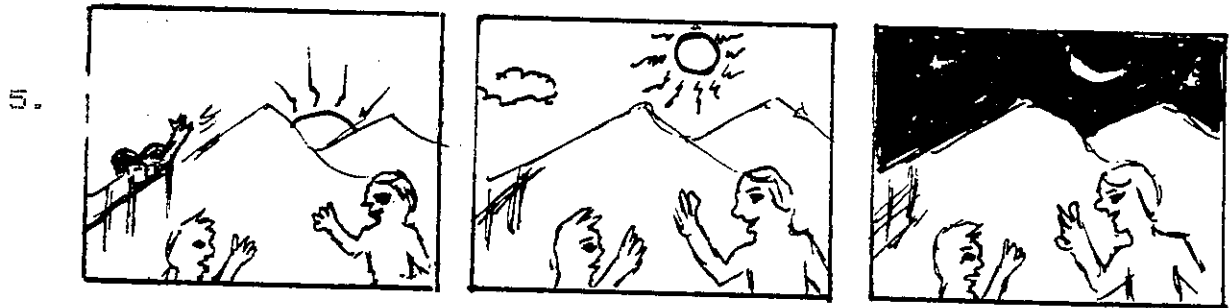
C



A

B

C

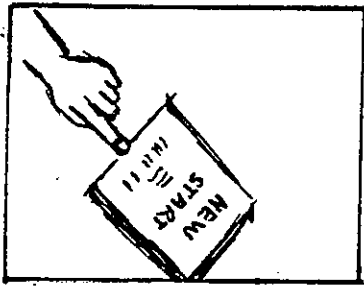


A

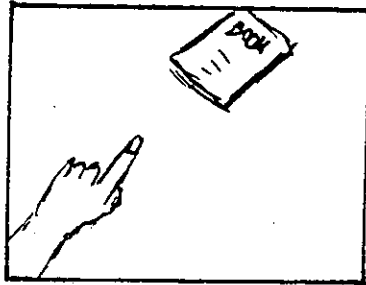
B

C

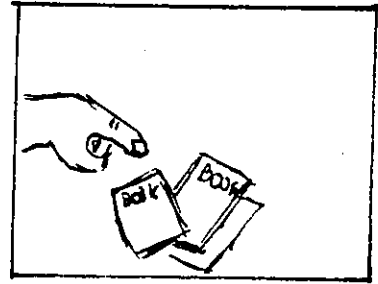
6.



A

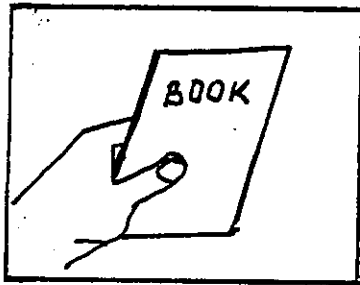


B

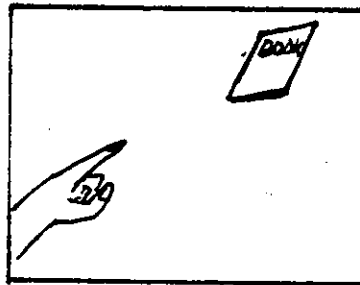


C

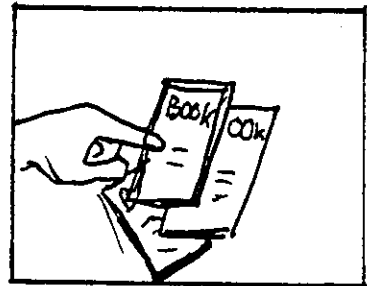
7.



A

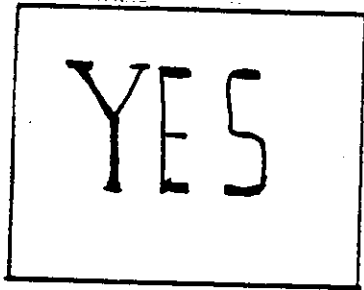


B

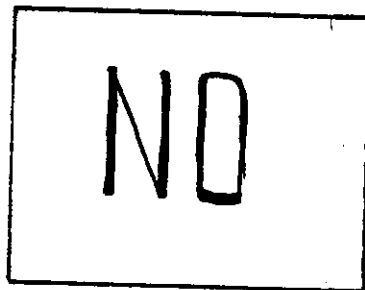


C

8.

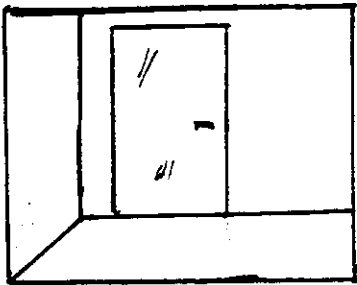


A

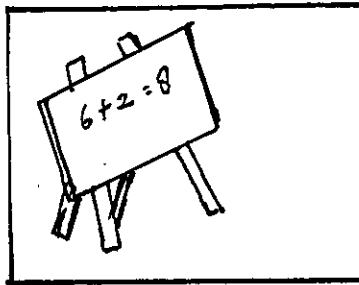


B

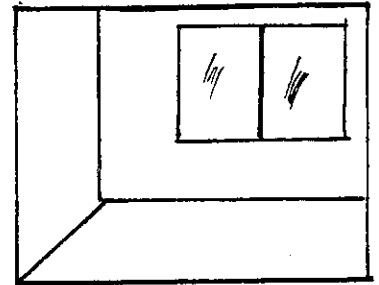
9.



A

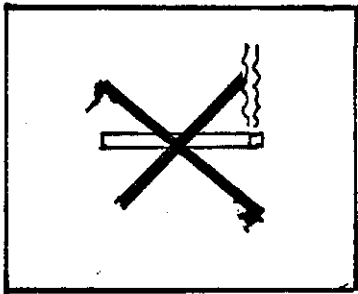


B

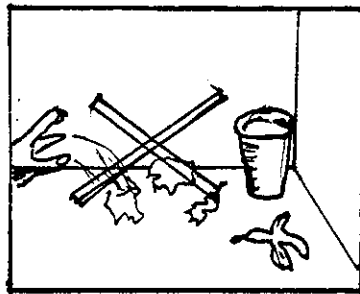


C

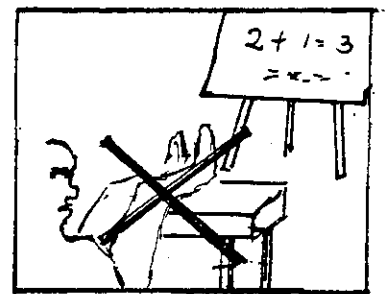
10.



A



B



C

Questions

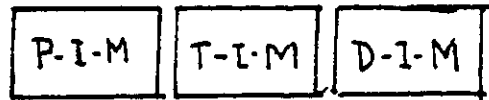
1. - Hi Dave, how are you ?
 - A. Fine, thanks. How do you do ?
 B. Fine, thanks. Good bye.
 C. Fine, thanks. How about you ?

A B (C)

2. - I'd like you to meet my sister Anne.
 - A. Nice to meet you Anne.
 B. Long time no see Anne.
 C. See you again Anne.

(A) B C

3. - What is your name ?
 - Tim.
 - How do you spell that ?
 - T-I-M.



A (B) C

4. - What is this in English ?
 - A book.



A B (C)

5. - Is this your umbrella ?
 - No, that's my umbrella



A (B) C

6. - What are these called ?
 - They're pencils.



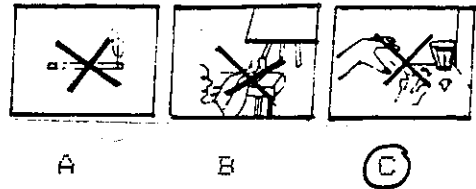
A B (C)

7. - Please open your book.



A (B) C

8. - Please keep your
classroom clean.



From number 9 through 12 you will be asked questions
about yourself. Choose the correct answer about you.

9. - You are a student, aren't you ?

- A. No, I am not.

B. Yes, I am.

C. Yes, I am not.

A B C

10. - You are an Indonesian,
aren't you ?

- A. Yes, I am.

B. No, I am not.

C. Yes, I am not.

A B C

11. - You live in Galang, don't you ?

- A. Yes I do

B. No, I am not.

C. Yes, I don't.

A B C

12. - You aren't from Vietnam, are you ?

- A. No, I am not.

B. Yes, I am.

C. No, I am.

A B C

Answer Sheet

CLASSROOM ORIENTATION

Level : C/D/E

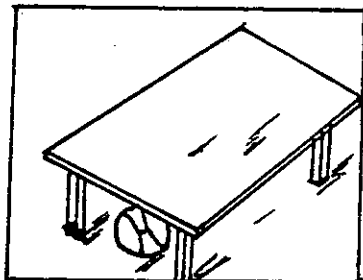
Name _____

Class _____

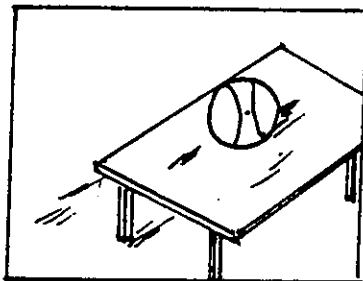
There are two types of answers : Pictures and oral responses

A. Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

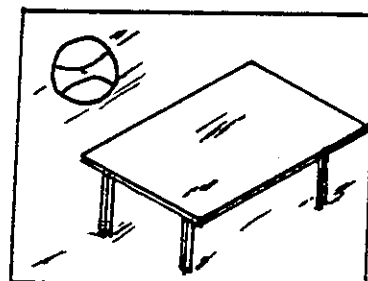
Example : - Where is the ball ?
- It's under the table.



(A)



B



C

The right answer is A. Circle A on your answer sheet.

B. Listen to the questions and the three oral responses on the tape. Choose the correct response and circle the letter that corresponds to your choice.

Example : - Hello Jim !
- A. Good bye
B. Hi Don, how are you ?
C. I am fine, thank you.

A

(B)

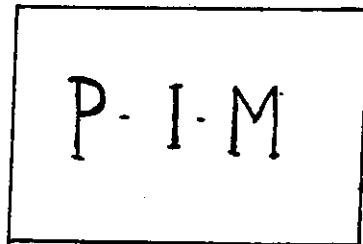
C

The correct answer is B. Circle B on your answer sheet.

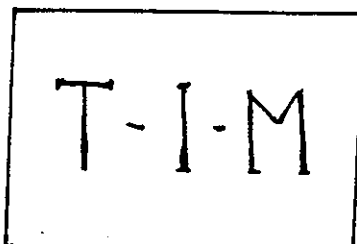
1. A B C

2. A B C

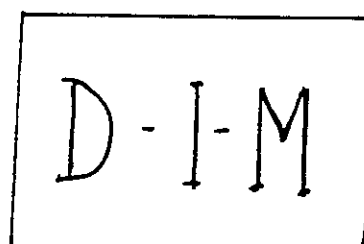
3.



A

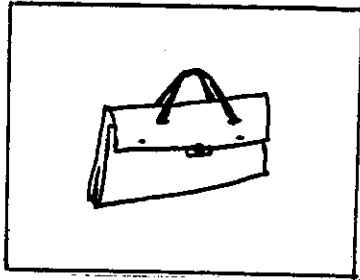


B

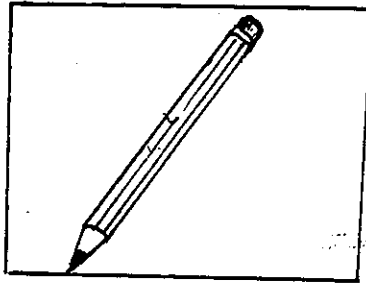


C

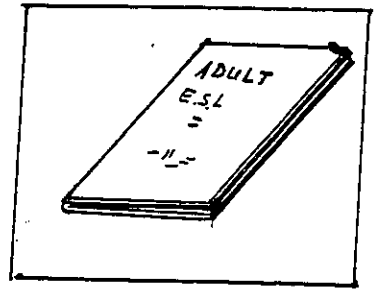
4.



A

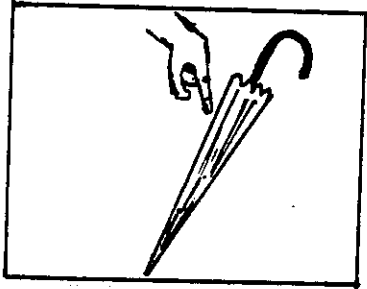


B

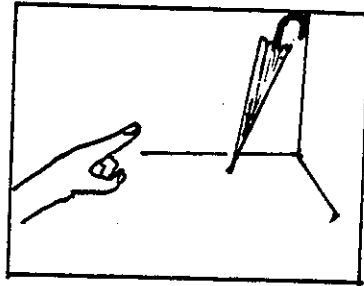


C

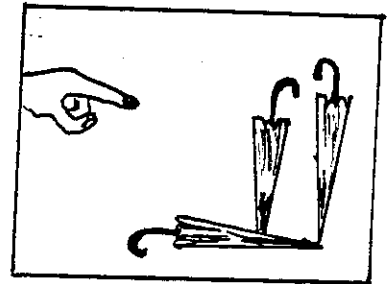
5.



A

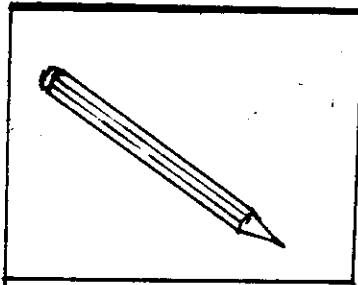


B

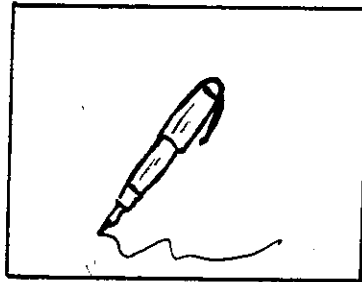


C

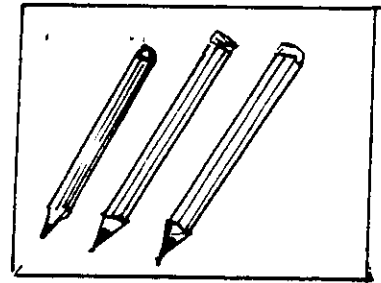
6.



A

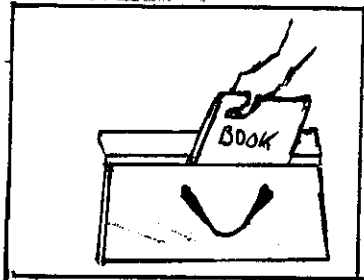


B

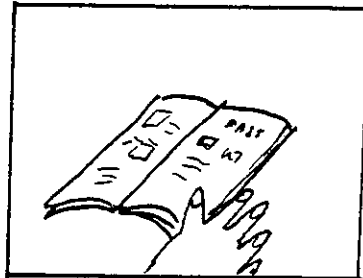


C

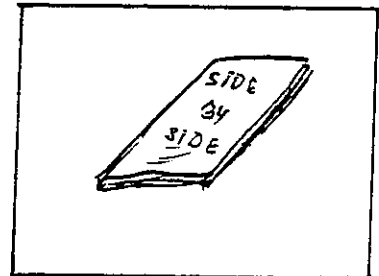
7.



A

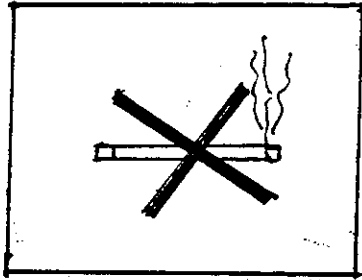


B

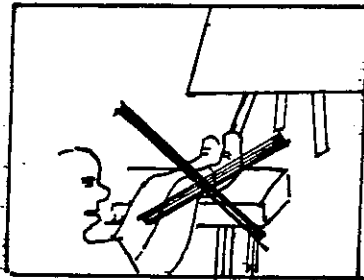


C

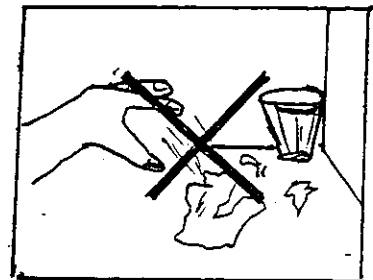
8.



A



B



C

From number 9 through 12 you will be asked questions about yourself. Choose the right answer about you.

9.

A

B

C

10.

A

B

C

11.

A

B

C

12.

A

B

C

TIME ORIENTATION

Level : A/B

Competencies Tested

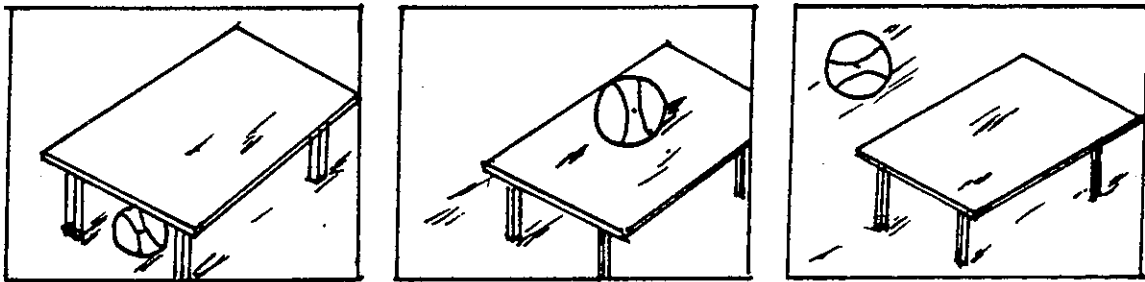
- ask and answer questions about time
- identify morning, noon, afternoon and night
- identify the day and date
- describe daily schedules
- to state one's birthdate

Directions

Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

Example

- Where is the ball ?
- It's under the table.



(A)

B

C

The right answer is A. Circle A on your answer sheet.

Questions

1. - What time is it?
- It's three o'clock.

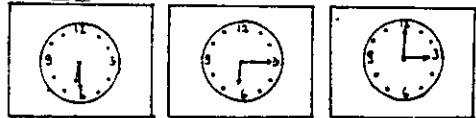


(A)

B

C

2. - What time is it ?
- It's a quarter past six.

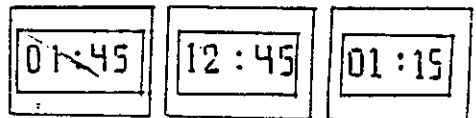


A

(B)

C

3. - Can you tell me the time?
- It's a quarter to one.



A

(B)

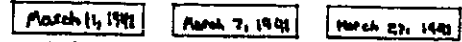
C

4. - What does your brother do in the morning?
 - He studies English.



A B C

5. - What is your birthdate?
 - March 11, 1941.



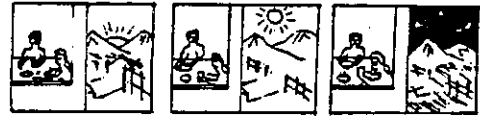
A B C

6. - Today is Saturday.
 - What day is tomorrow?



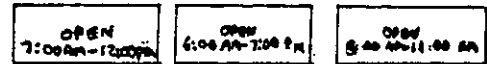
A B C

7. - What are Bob and Jane doing?
 - They are having their dinner.



A B C

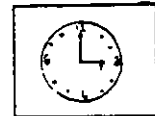
8. - What time is the office open?
 - It's open from 8:00 to 11:00 in the morning.



A B C

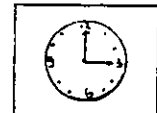
For questions 9 through 12, you will hear a word on the tape. Please match what you hear with the appropriate picture.

9. TIE



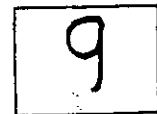
A B

10. TIME



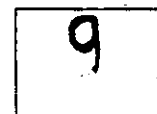
A B

11. NINE



A B

12. NIGHT



A B

Answer Sheet

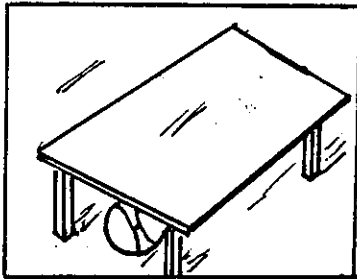
TIME ORIENTATION
Level: A/B

Name _____
Class _____

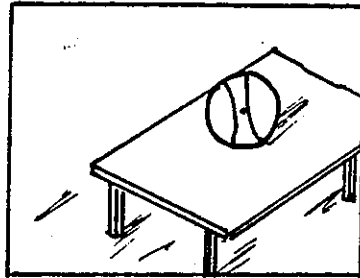
Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

Example

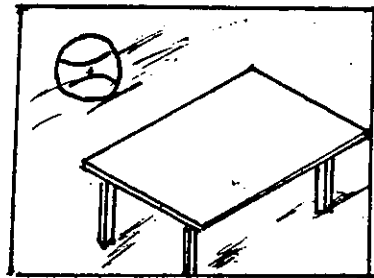
- Where is the ball?
- It's under the table.



A



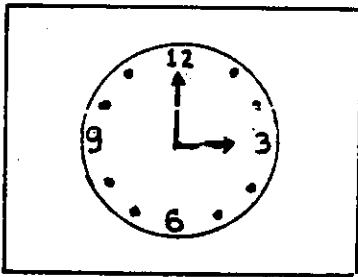
B



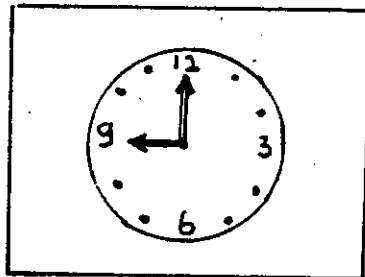
C

The correct answer is B. Circle B on your answer sheet.

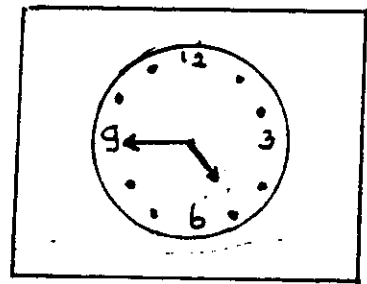
1.



A

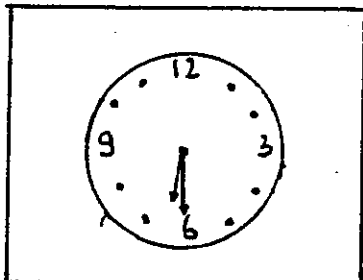


B

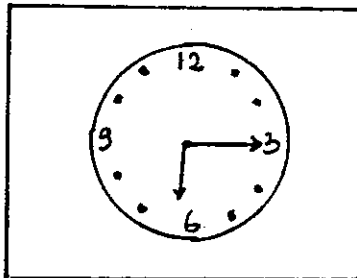


C

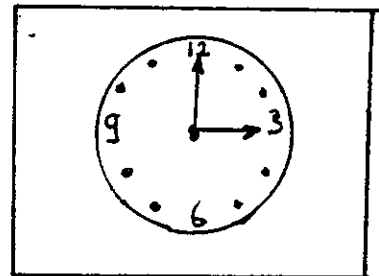
2.



A

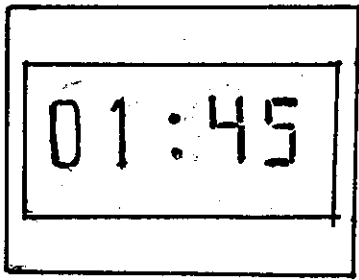


B

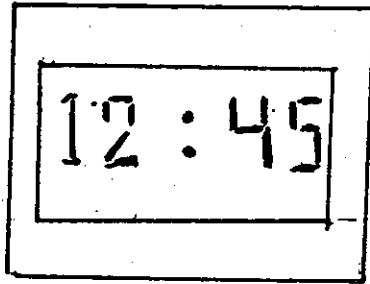


C

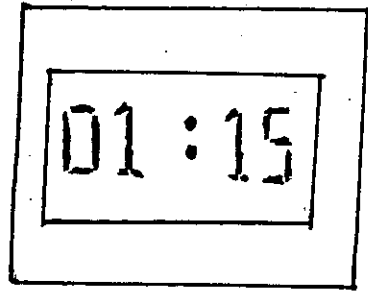
3.



A



B

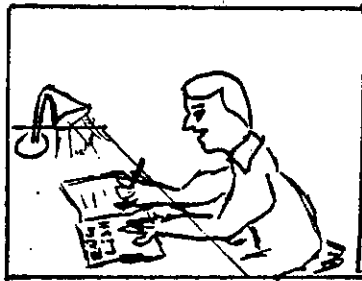


C

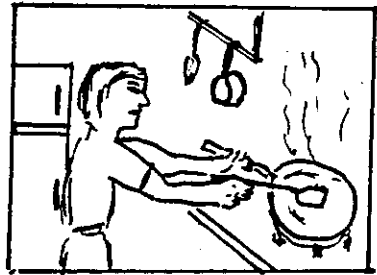
4.



A

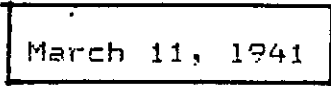


B

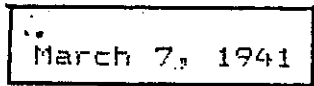


C

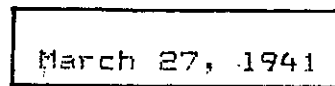
5.



A

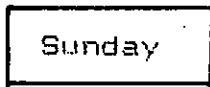


B

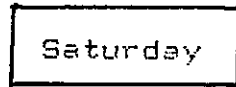


C

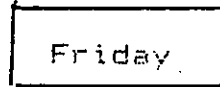
6.



A

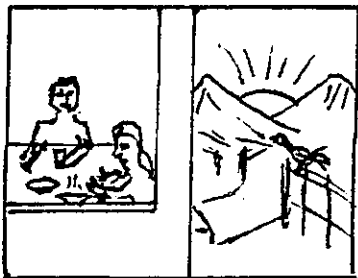


B

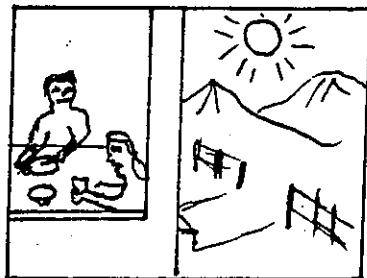


C

7.



A



B



C

8.

OPEN
7:00 AM-12:00 PM

OPEN
6:00 AM-7:00 PM

OPEN
8:00 AM-11:00 AM

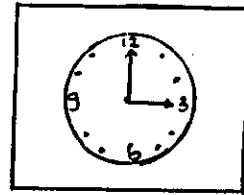
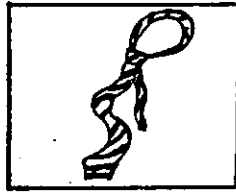
A

B

C

For questions 9 through 12, you will hear a word on the tape. Please match what you hear with the appropriate picture.

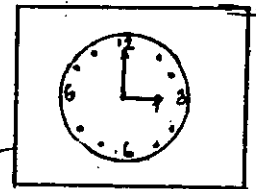
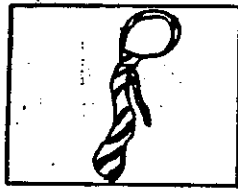
9.



A

B

10.



A

B

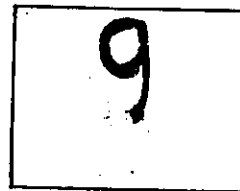
11.



A

B

12.



A

B

TIME ORIENTATION

Level: C/D/E

Competencies Tested

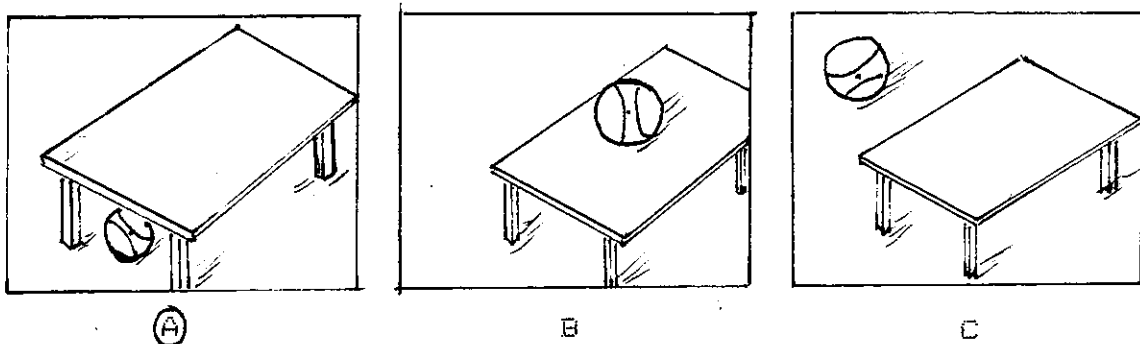
- ask and answer questions about time
- identify the day and date
- describe daily schedules
- state one's birthdate

Directions

Listen to thr questions. Choose the picture that is the correct answer, and circle the letter under that picture. Listen to the example question.

Example

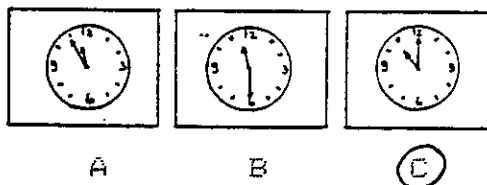
- Where is the ball?
- It's under the table.



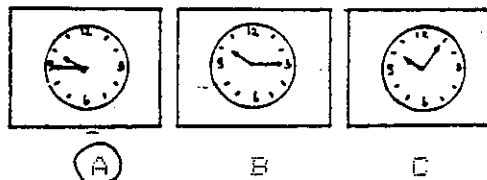
The correct answer is A. Circle A on your answer sheet.

Questions

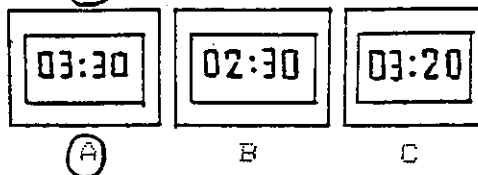
1. - What time is it now?
- It's 11:00 o'clock.



2. - Excuse me, what time do you have?
- It's a quarter to ten.



3. - Excuse me, can you tell me the time?
- It's half past three.



4. - What does your brother do in the morning?
- He studies English.



A B C

5. - What does your sister do in the afternoon?
- She washes her clothes.



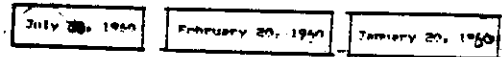
A B C

6. - Today is Monday. Mary went to the movies yesterday.
- When did she go to the movies?



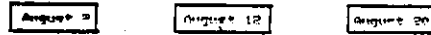
A B C

7. - What is your birthdate?
- February 20, 1960.



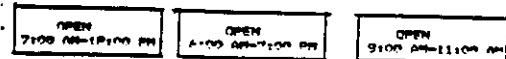
A B C

8. - When will you go to America?
- The second of August.



A B C

9. - When is the office open?
- From 8:00 to 11:00 in the morning.



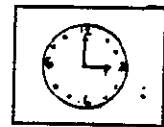
A B C

For questions 10 through 13, you will hear a word on the tape. Please match what you hear with the appropriate picture.

- 10 . TIE

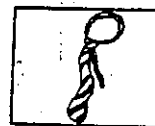


A



B

- 11 . TIME



A



B

12 . NIGHT



A



B

13 . NINE



A



B

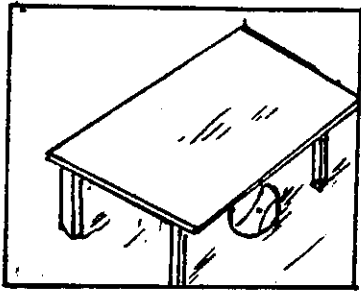
Answer Sheet

TIME ORIENTATION
Level : C/D/E

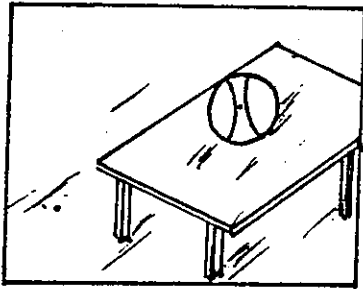
Name : _____
Class : _____

Listen to the questions on the tape. Choose the picture that is the correct answer, and circle the letter under that picture.

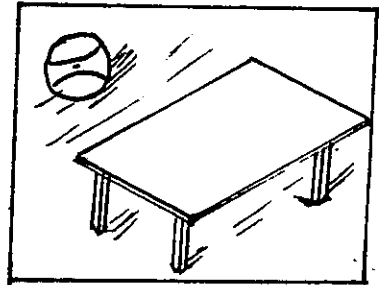
Example: - Where is the ball?
 - It's under the table.



(A)



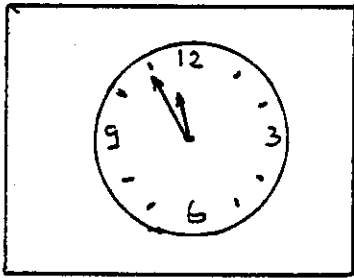
B



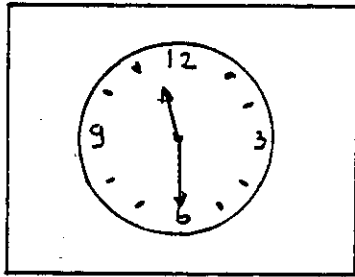
C

The correct answer is A. Circle A on your answer sheet.

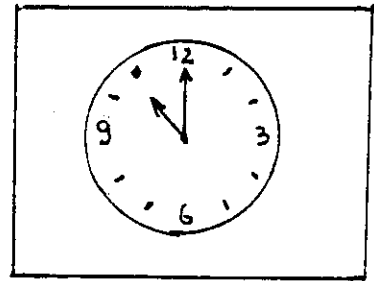
1.



A

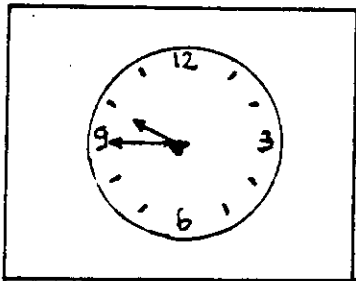


B

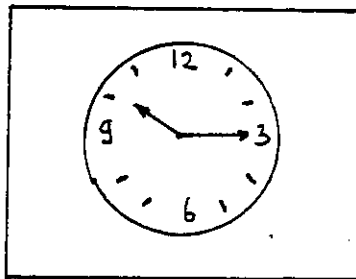


C

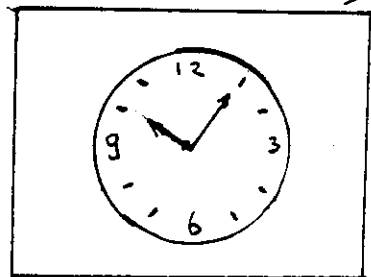
12.



A

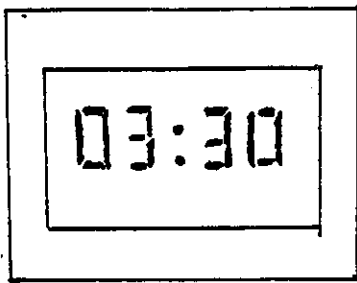


B

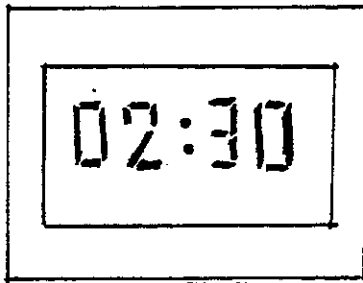


C

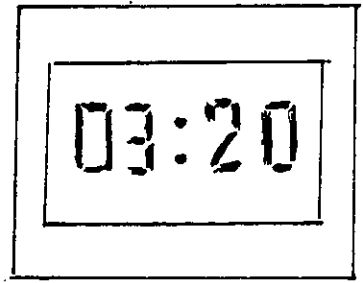
3.



A



B

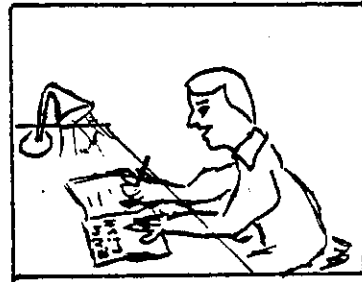


C

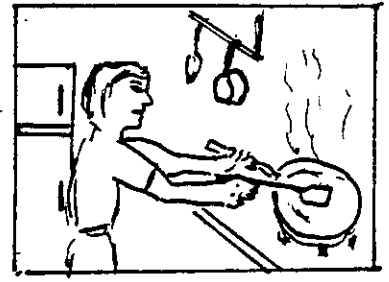
4.



A



B



C

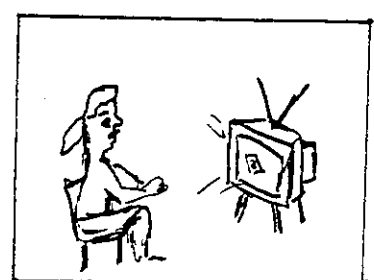
5.



A



B

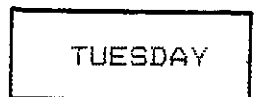


C

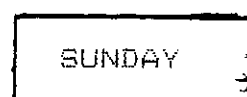
6.



A

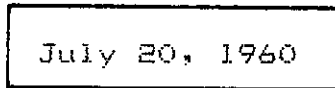


B

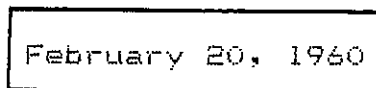


C

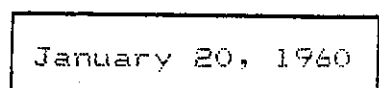
7.



A

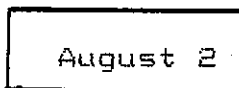


B

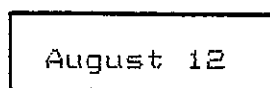


C

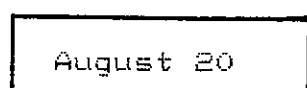
8.



A



B



C

9.

OPEN
7:00 AM-12:00 PM

OPEN
6:00 AM-7:00 PM

OPEN
8:00 AM-11:00 AM

A

B

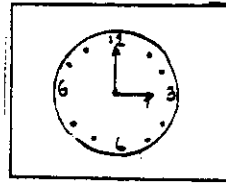
C

For questions 10 through 13, you will hear a word on the tape. Please match what you hear with the appropriate picture.

10.

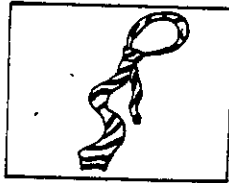


A

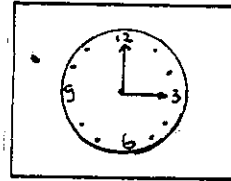


B

11.



A



B

12.



A

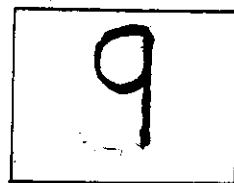


B

13.



A



B

Competencies Tested

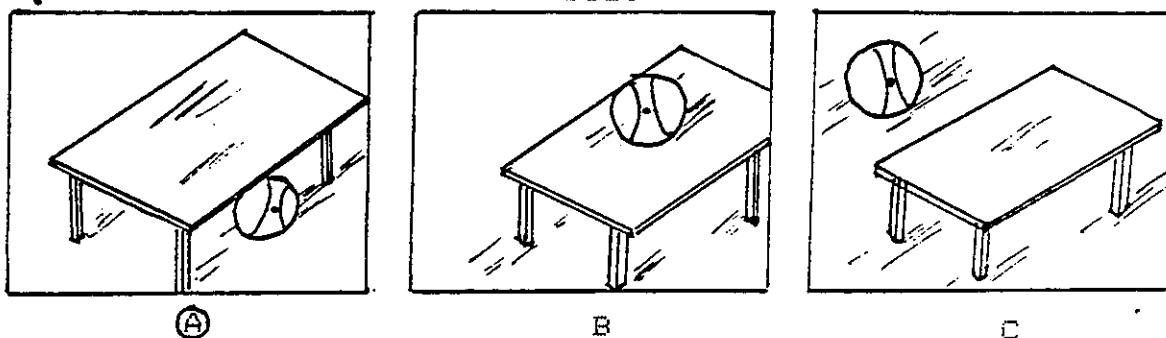
- describe clothing preferences or needs
- request different sizes and prices
- ask for measurements of food items
- ask for food prices
- ask directions to locate shopping areas

Directions

Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

Example

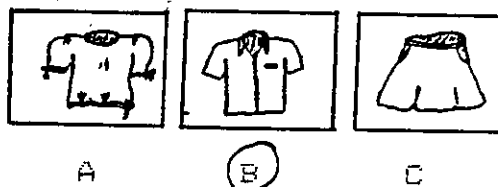
- Where is the ball?
- It's under the table.



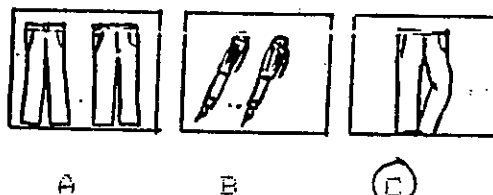
The right answer is A. Circle A on your answer sheet.

Question

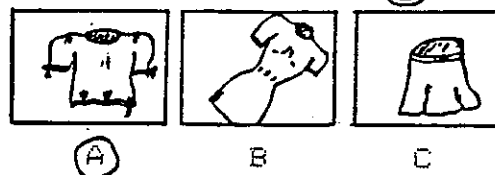
1. - Can I help you?
- I want to buy a shirt.



2. - Can I help you ?
- I want to buy a pair of pants.



3. - May I help you ?
- I want to buy a blouse.



4. - What size do you want?
 - I want small, please.



(A) B C

5. - How does it fit?
 - It's too small.



A (B) C

6. - How does it fit?
 - It's too big.



(A) B C

7. - Excuse me, where can I find milk?
 - It's in the dairy section.



A B (C)

8. - Can I help you?
 - I want a pound of beef, please.



A B (C)

9. - How much is it?
 - It's seven dollars and twenty cents.



A B (C)

10. - How much is it?
 - Three for two dollars.



(A) B C

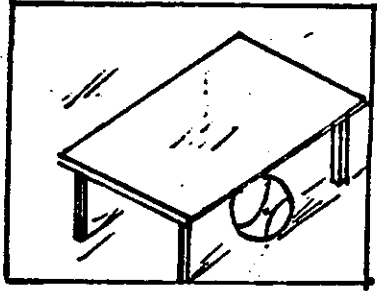
Answer Sheet

SHOPPING
Level: A/B

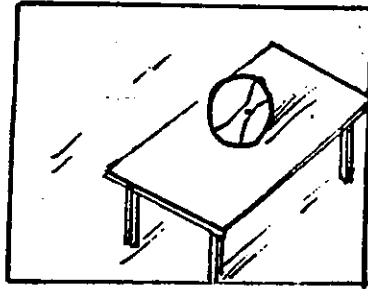
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer, and circle the letter under that picture.

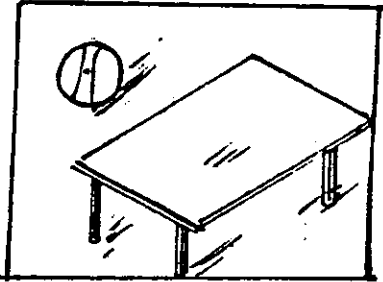
Example: - Where is the ball?
 - It's under the table.



A



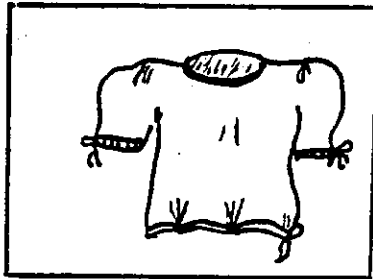
B



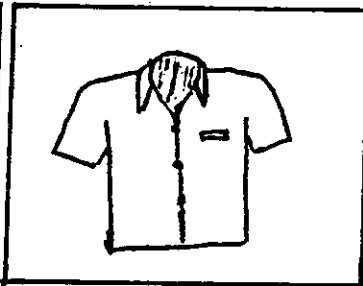
C

The correct answer is A. Circle A on your answer sheet.

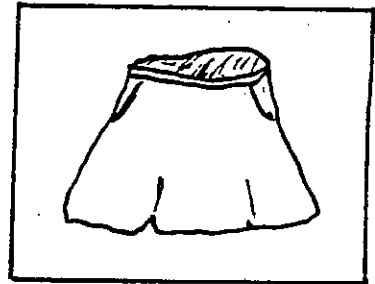
1.



A

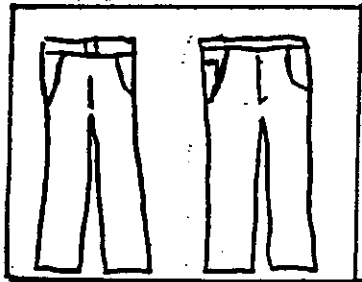


B

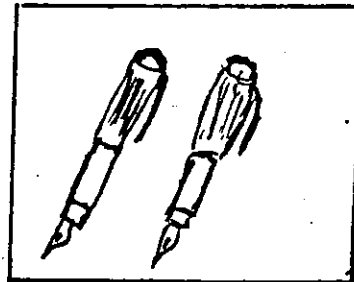


C

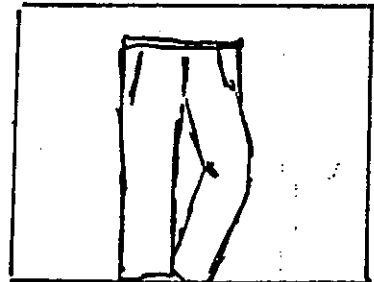
2.



A

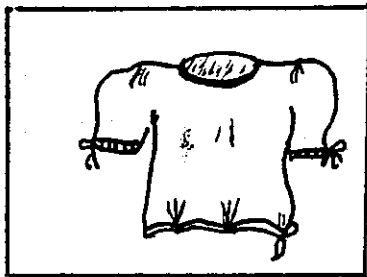


B

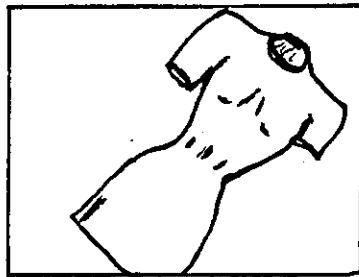


C

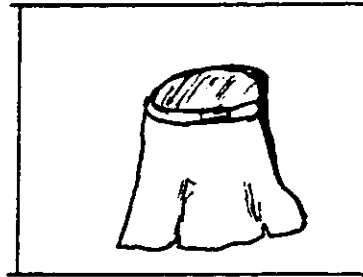
3.



A

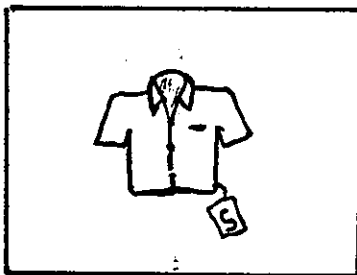


B

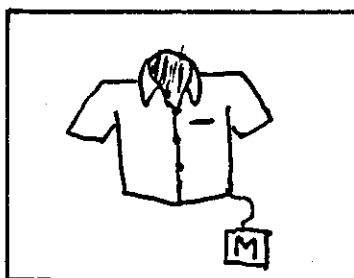


C

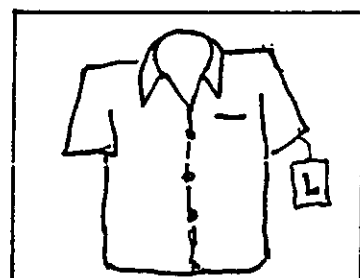
4.



A

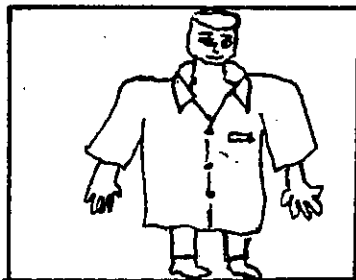


B



C

5.



A

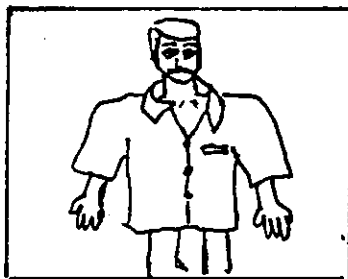


B



C

6.



A



B



C

7.

HEALTH AND
BEAUTY AIDS
SECTION

MEAT AND
POULTRY
SECTION

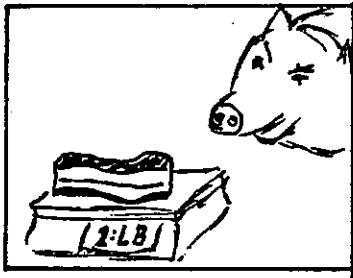
DAIRY
SECTION

A

B

C

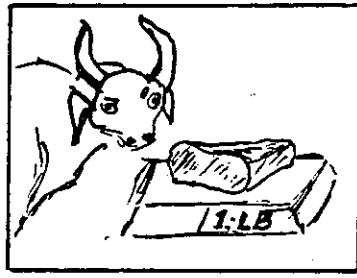
8.



A



B



C

9.

\$ 7.70

A

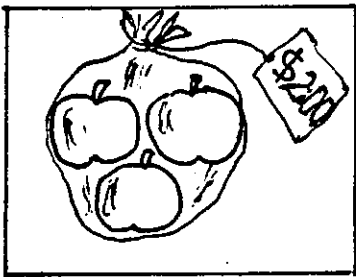
\$ 11.20

B

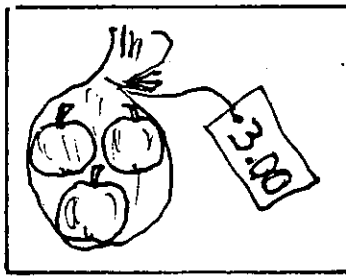
\$ 7.20

C

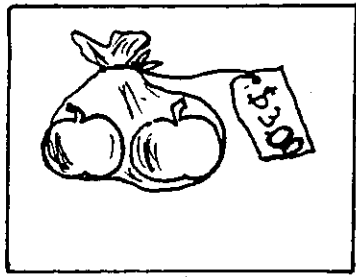
10.



A



B



C

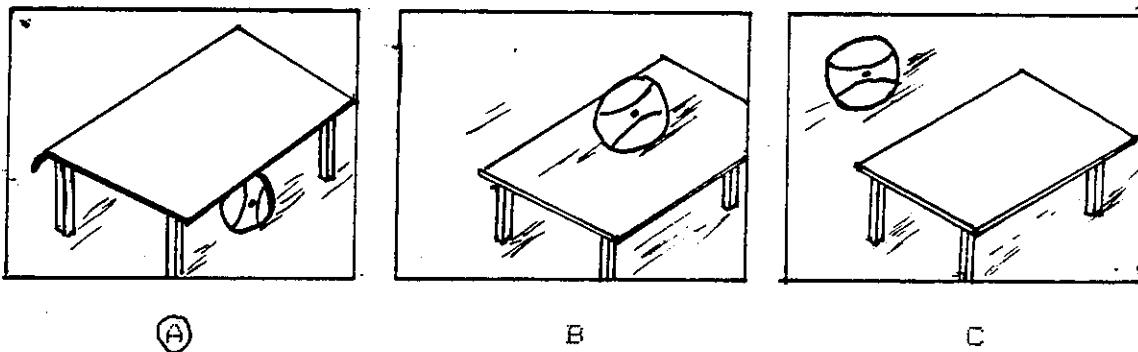
Competencies Tested

- describe clothing preferences or needs
- request different sizes and prices
- compare clothing prices
- get correct change
- ask directions to locate shopping areas
- ask for measurements of food items
- ask for food prices
- identify type of packaging

Directions

Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

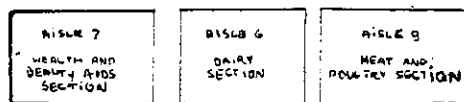
- Example
- Where is the ball?
 - It's under the table.



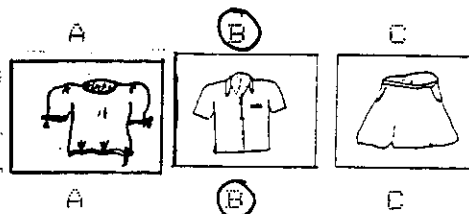
The right answer is A. Circle A on your answer sheet.

Questions

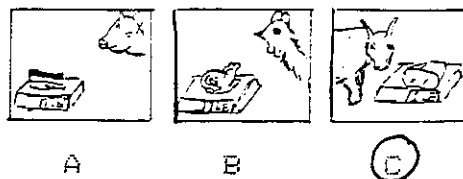
1. - Excuse me, where is the milk?
 - It's in Aisle 6, Dairy Section.



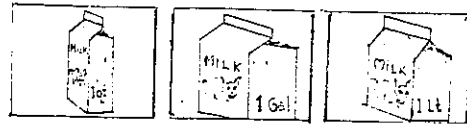
2. - Can I help you?
 - I want to buy a shirt.



3. - What can I do for you?
 - I want a pound of beef, please.



4. - Can I help you?
 - Yes, I need a quart of milk, please.



(A) B C

5. - May I help you?
 - I need a pair of cheap boots.
 - Here is one of the cheapest pairs, sir.



A B (C)

6. - Look at this!
 - Wow, this is the most expensive dress I know of.



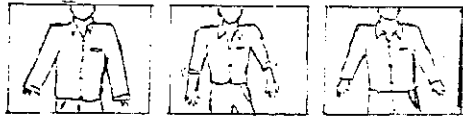
A B (C)

7. - How do they fit?
 - They're too big.



(A) B C

8. - Does it fit you?
 - The sleeves are too long.



(A) B C

9. - Mom... I'm going to the supermarket.
 - Buy me a can of soup, will you?



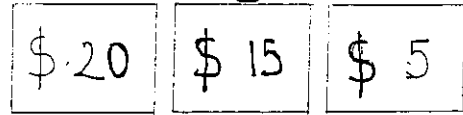
A (B) C

10. - I need a pair of pants.
 - What size do you want?
 - Medium please.



A (B) C

11. - How much is it?
 - \$15.
 - Here is \$20 bill.
 - How much is the change?



A B (C)

12. - How much are these oranges?
 - They're three for two dollars.



A B (C)

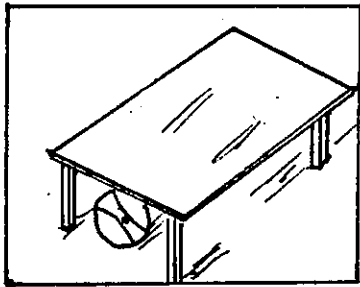
Answer Sheet

SHOPPING
Level: C/D/E

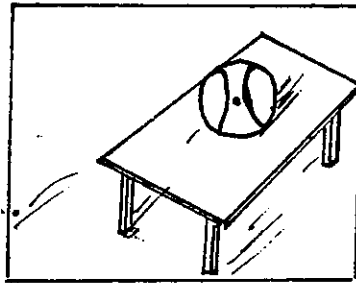
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer, and circle the letter under that picture.

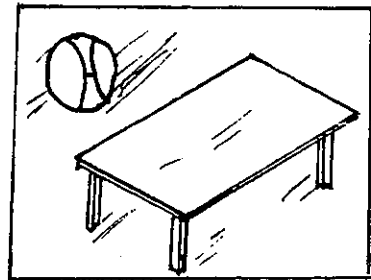
Example: - Where is the ball?
 - It's under the table.



A



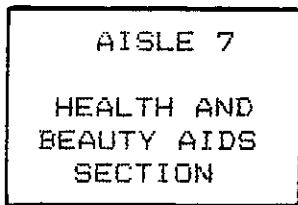
B



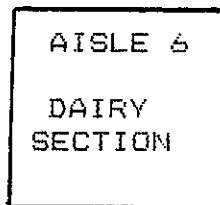
C

The correct answer is A. Circle A on your answer sheet.

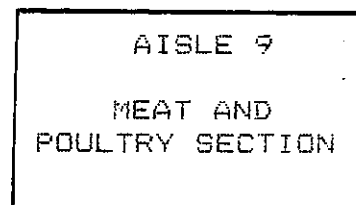
1.



A

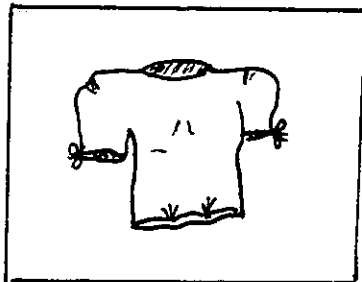


B

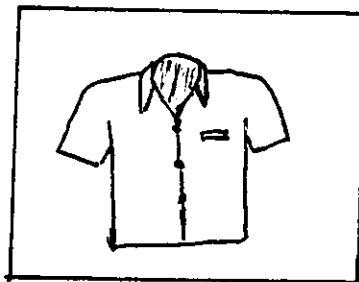


C

2.



A

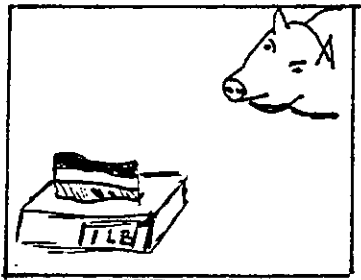


B

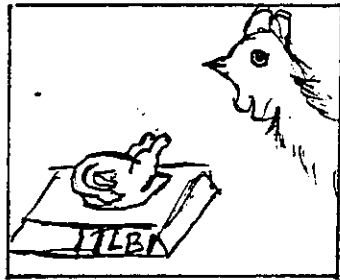


C

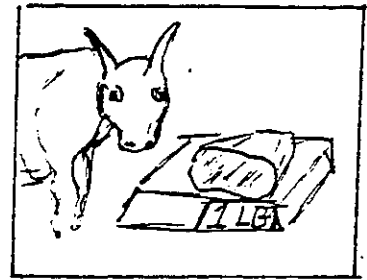
3.



A

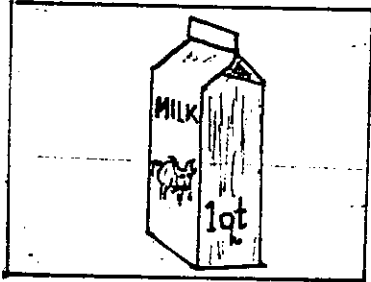


B

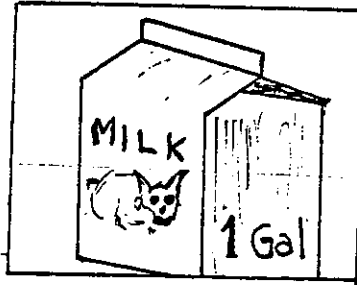


C

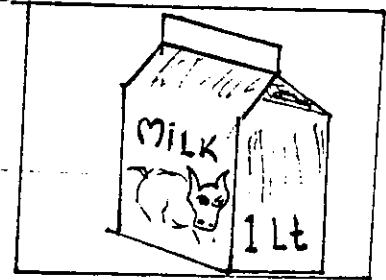
4.



A



B



C

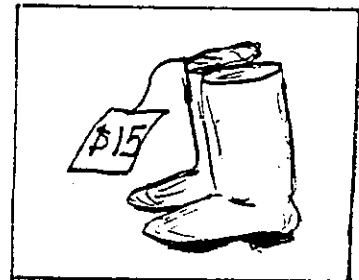
5.



A

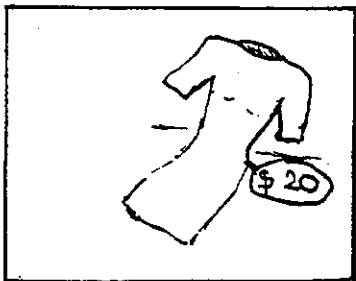


B

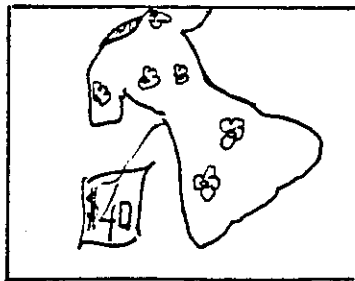


C

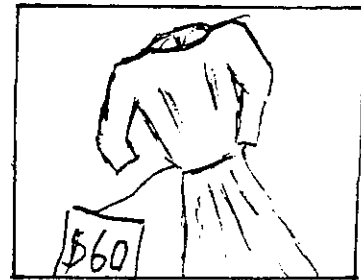
6.



A

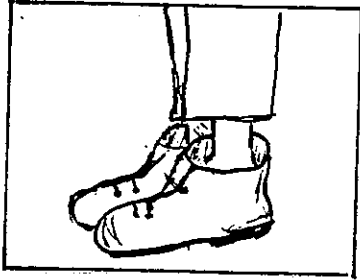


B

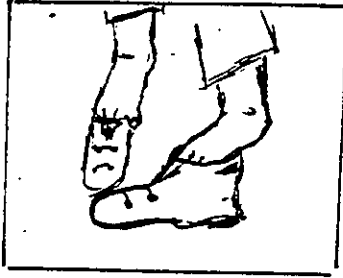


C

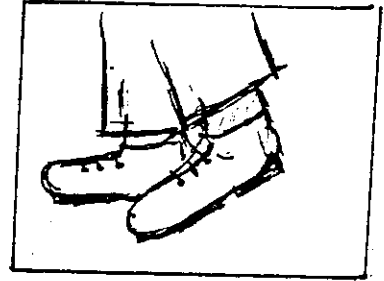
7.



A

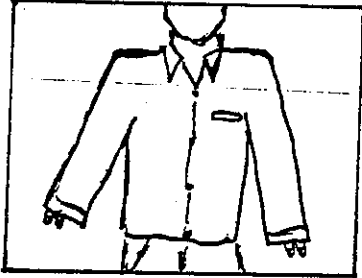


B

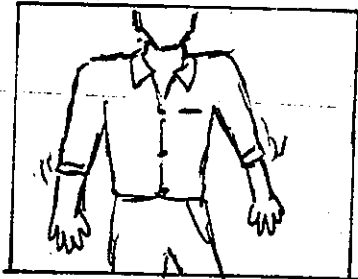


C

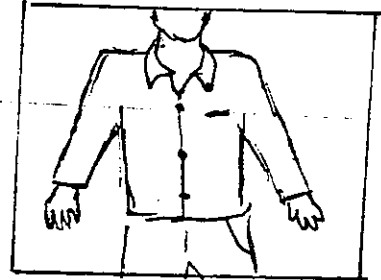
8.



A

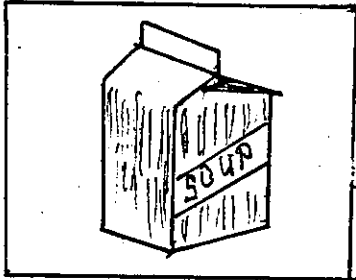


B

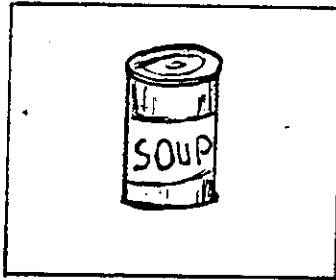


C

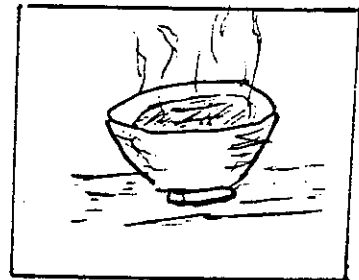
9.



A

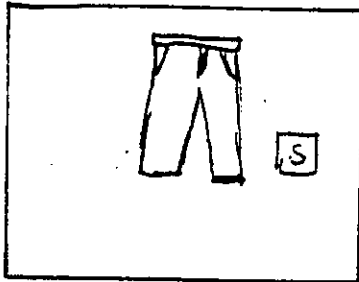


B

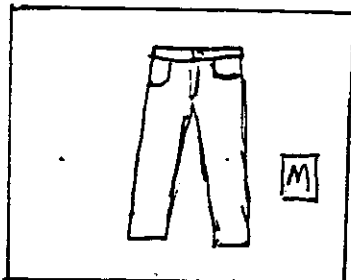


C

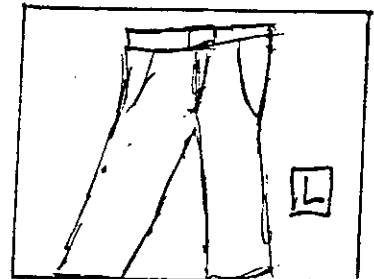
10.



A



B



C

11.

\$ 20

\$ 15

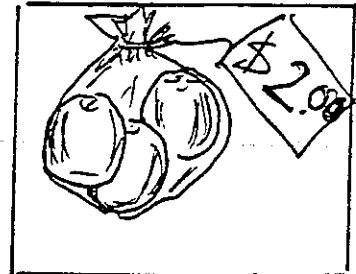
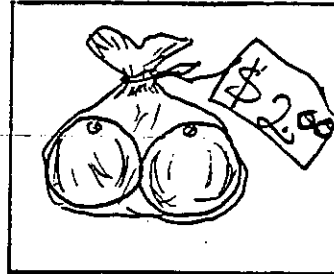
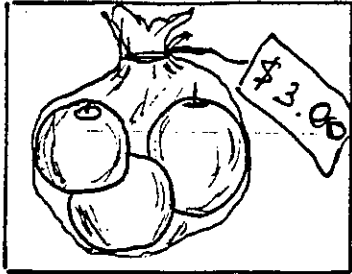
\$ 5

A

B

C

12.



A

B

C

TELEPHONE

Level: A/B

Competencies Tested

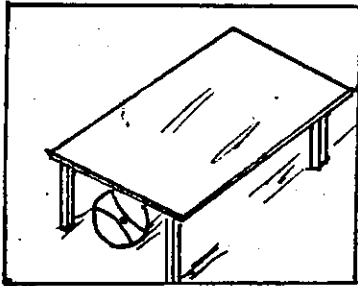
- use ordinal numbers
- recognize and act upon an emergency situation
- make and confirm dates and appointments
- initiate and answer telephone calls
- respond appropriately to recorded messages
- make long distance phone calls
- give vital information over the telephone

Directions

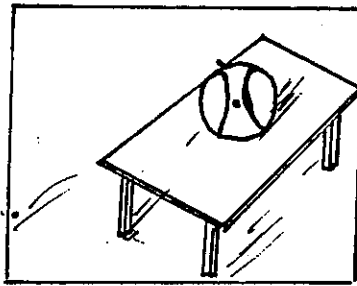
Listen to the questions. Choose the picture that is the correct answer and circle the letter under the picture. Listen to the example question.

Example

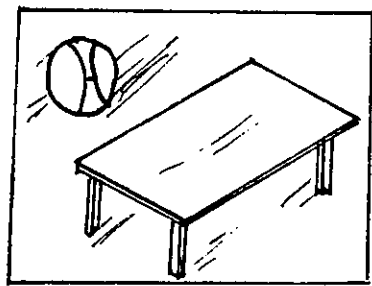
- Where is the ball?
- It's under the table.



(A)



B

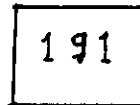


C

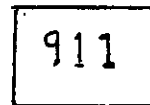
The right answer is A. Circle A on your answer sheet.

Questions

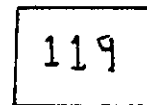
1. - Help! Please call emergency, 911.



A



(B)



C

2. - Emergency, can I help you?
- Help! My house is on fire!



A

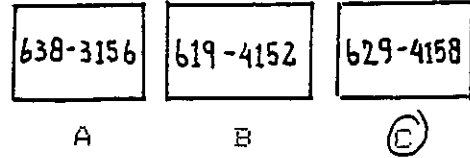


(B)

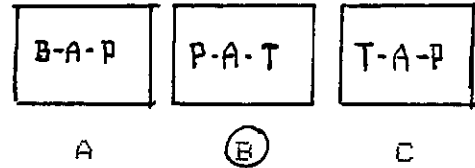


C

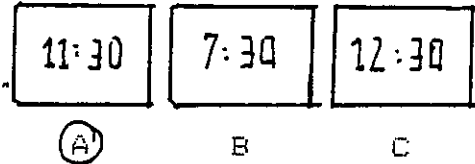
3. - What is your telephone number?
- 629-4158



4. - Please spell your name!
- P-A-T.



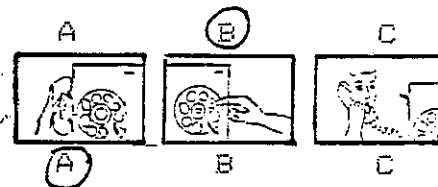
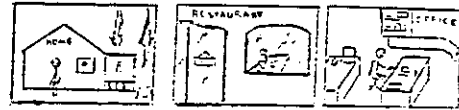
5. - Can I have an appointment with the doctor tomorrow?
- Okay. Please come at 11:30.



6. - Hi, this is Molly. Can I speak to Nelly, please?
- Who is Molly calling?



7. - Carl Brown's office.
- Can I speak to Mr. Brown please?
- I'm sorry, he is not here. He just went to lunch



8. - ...Please hang up..!

9. - I want to make a long distance call.
- Dial 1 before the Area Code and the number.

408-499-5209

408-1-499-5209

1-408-499-5209

A

B

C

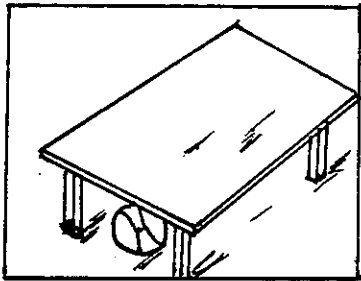
Answer Sheet

TELEPHONE
Level: A/B

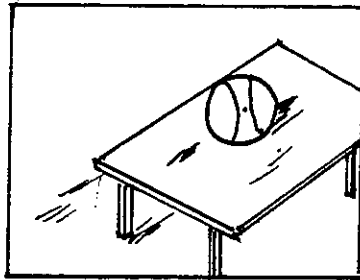
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

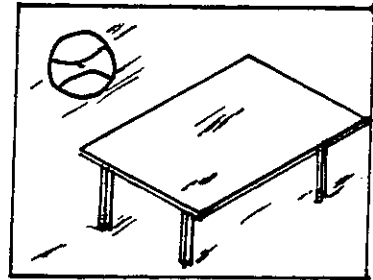
Example: - Where is the ball?
 - It's under the table.



A



B



C

The correct answer is A. Circle A on your answer sheet.

1.

191

A

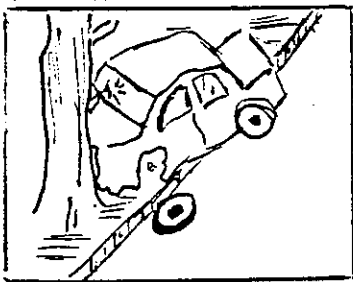
911

B

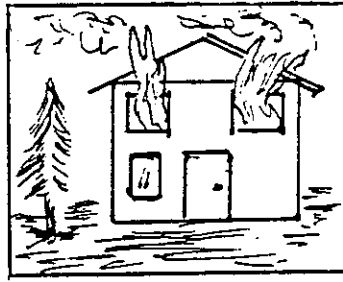
119

C

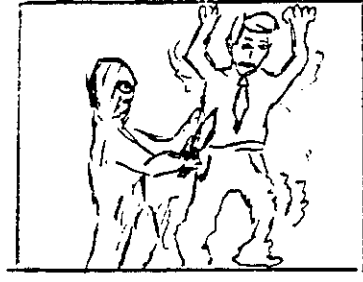
2.



A



B



C

3.

638-3156

A

619-4152

B

629-4158

C

4.

B-A-P

P-A-T

T-A-P

A

B

C

5.

11:30

7:30

12:30

A

B

C

6.

Molly

Mary

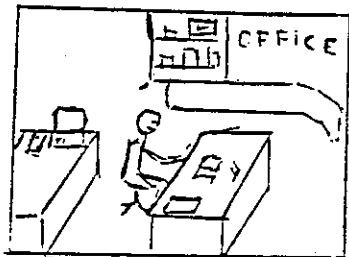
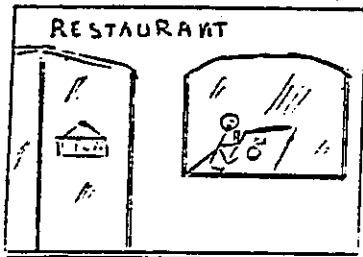
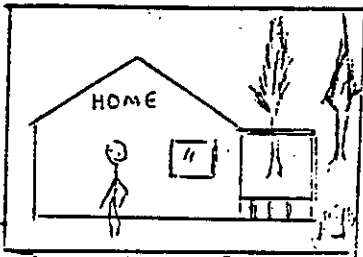
Nelly

A

B

C

7.

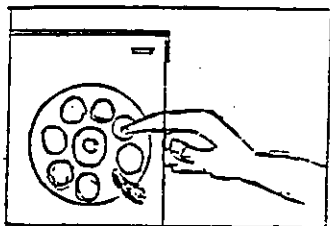
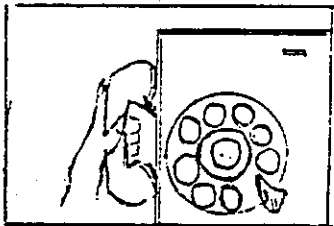


A

B

C

8.



A

B

C

9.

408-499-5209

408-1-499-5209

1-408-499-5209

A

B

C

TELEPHONE

Level: C/D/E

Competencies Tested

- to use ordinal numbers
- to recognize an emergency situation
- to make and confirm dates and social appointments
- to initiate and answer telephone calls
- to respond appropriately to recorded messages.
- to make long distance calls
- to give vital information over the telephone

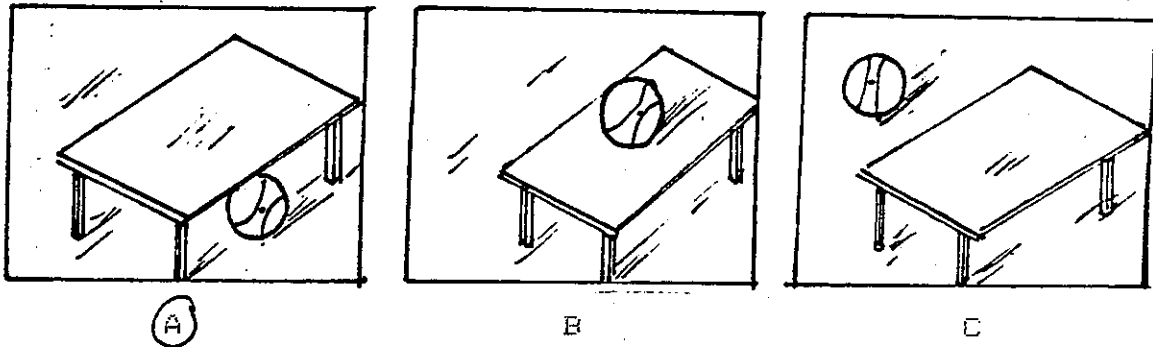
Directions

There are two types of answers : pictures and oral responses

- A. Listen to the questions. Choose the picture that is the correct answer and circle the letter under the picture. Listen to the example question.

Example

- Where is the ball ?
- It's under the table.



The right answer is A. Circle A on your answer sheet.

- B. Listen to the questions on the tape and read the three written responses on the answer sheet. Choose the correct response and circle the letter that corresponds to your choice.

Example

- Hello, Mark!
- A. Good bye
- B. Hi Don. How are you ?
- C. I'm fine, thank you.

A

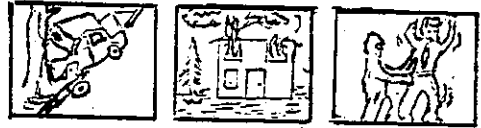
B

C

The right answer is B. Circle B on your answer sheet.

Questions

1. - Police station, Sergeant Miller speaking.
 - There's a car accident in front of my house.



(A) B C

2. - What is your name and address?
 - I'm Bostick. I live at five Apple Street.



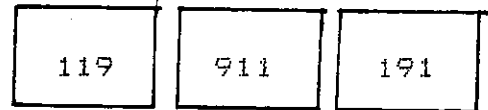
(A) B C

3. - Is anyone hurt?
 - The driver is unconscious.



(A) B C

4. - My son is choking.
 Help! Call emergency



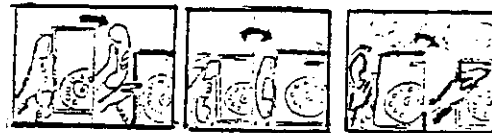
A (B) C

5. - Hold on please.



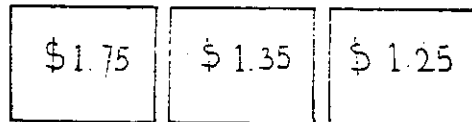
A B (C)

6. - Please hang up and dial again.



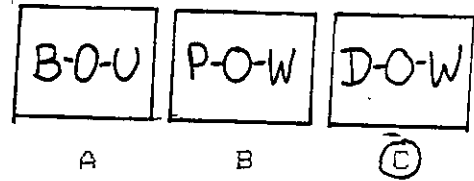
(A) B C

7. - Please deposit one dollar and seventy five cents.

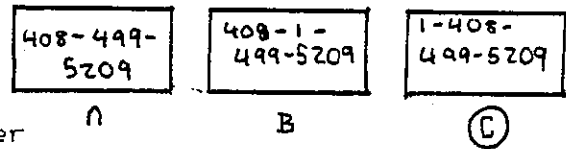


(A) B C

8. - Please spell your name.
- D-O-W



9. - I want to make a long distance call.
- Dial one before the area code and the number



Numbers 9 to 14 are a set of telephone conversations. Listen and choose the correct response.

9. - Hello, is Michael there?
- A. looking
 B. speaking
C. hearing
10. - Hi, Michael. This is Don. How are you?
- A. How are you too?
B. Are you fine?
 C. I'm fine, thanks.
11. - Listen, can you come to my party tomorrow night at eight.
- A. Yes, I'm busy
B. Yes, I won't be there
 C. Yes, I'll be there
12. - Great. See you tomorrow night.
- A. See you, bye.
B. Speak to you.
C. Hear from you.
13. - Hello, can I speak to Steve ?
- A. He's out. Do you want to leave a message ?
B. He's out. Do you want to take a message ?
C. He's out. Do you want to write a message ?
14. - Yes, please tell him to call Diane before six
- A. Okay, I'll tell him to call you after six.
 B. Okay, I'll tell him to call you before six.
C. Okay, I'll tell him not to call before six.

Answer Sheet

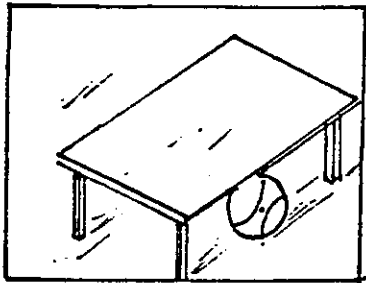
Telephone
Level : C/D/E

Name _____
Class _____

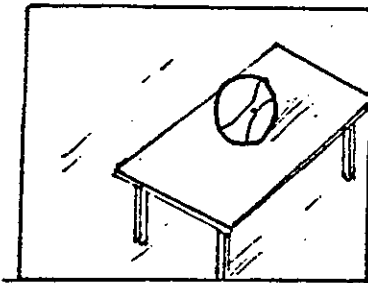
There are two types of answers : pictures and oral responses

A. Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

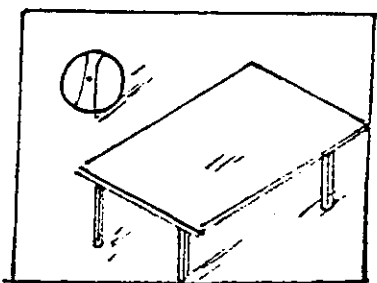
Example : - Where is the ball?
 - It's under the table.



(A)



B



C

The right answer is A. Circle A on your answer sheet.

B. Listen to the questions on the tape and read the three written responses. Choose the correct response and circle the letter that correspond to your choice.

Example : - Hello, Mark!
 - A. Good bye.
 - B. Hi Don, how are you?
 - C. I'm fine, thank you.

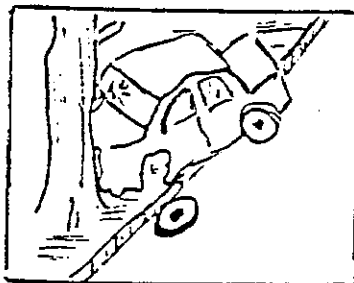
A

(B)

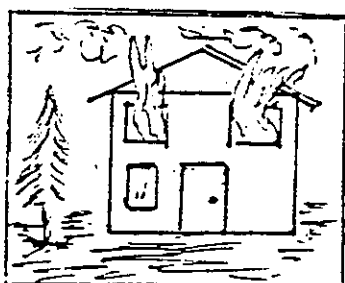
C

The right answer is B. Circle B on your answer sheet.

1.



A



B



C

2.

BOSTICK
5 Apple St.

BOSTICK
5 Fire St.

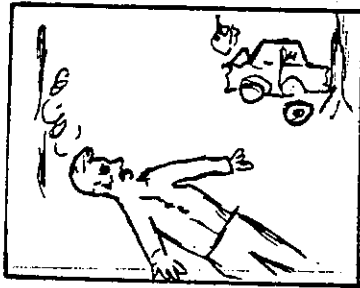
BOSTICK
50 Pine St.

A

B

C

3.



A

B

C

4.

119

911

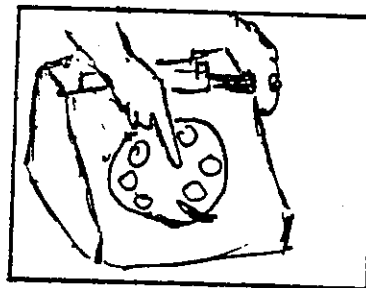
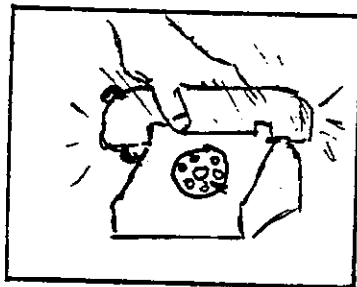
191

A

B

C

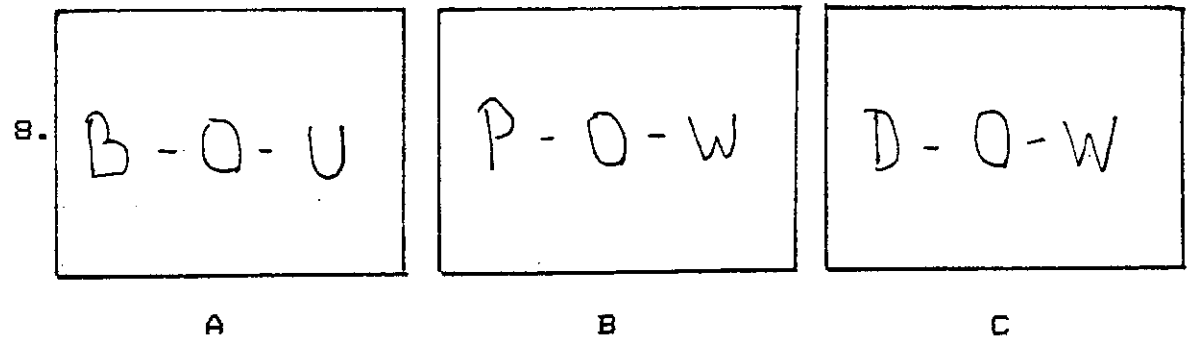
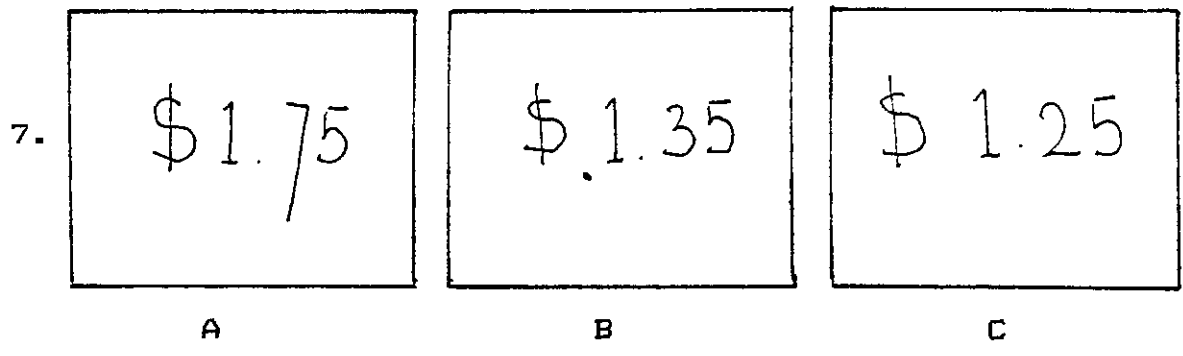
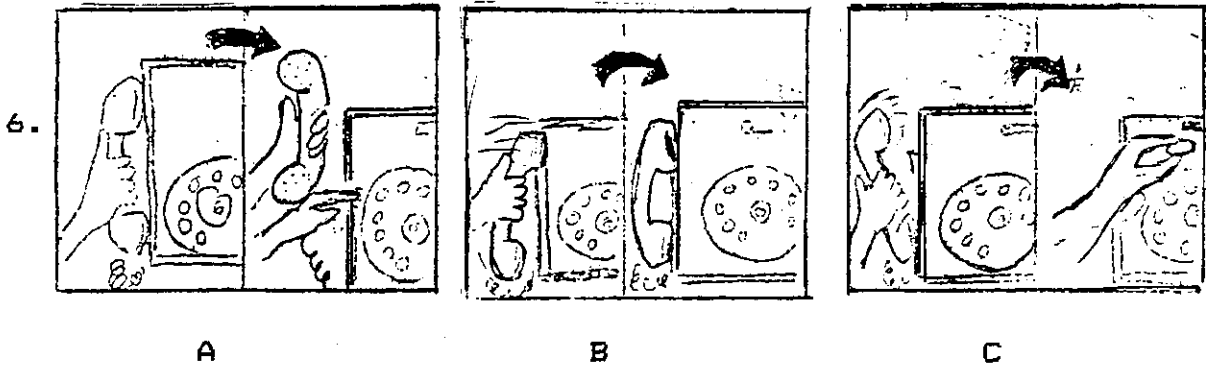
5.



A

B

C



Numbers 9 to 14 are a set of telephone conversations. Listen and choose the correct response.

9. A B C

10. A B C

11. A B C

12. A B C

13. A B C

14. A B C

Teacher's Guide

HEALTH

Level: A/B

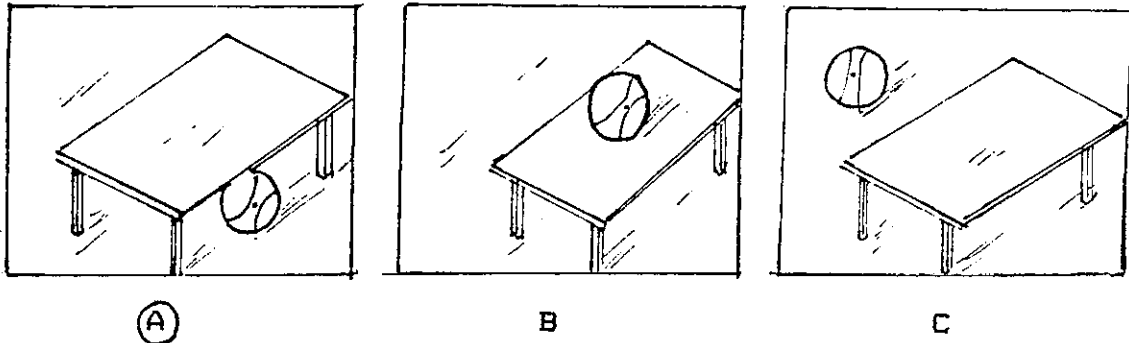
Competencies Tested

- describe one's physical condition
- respond to questions about symptoms
- respond to questions about the location of illness or injury
- follow a doctor's oral instructions about treatment
- accept and change appointments
- respond to examination instructions

Directions

Listen to the questions. Choose the picture that is the correct answer, and circle the letter under that picture.

- Example
- Where is the ball?
 - It's under the table.



The right answer is A. Circle A on your answer sheet.

Questions

1. - What's the matter?
- I have a headache.



A B (C)

2. - What's the matter?
- My son has a stomach ache.



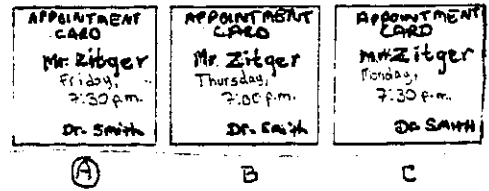
(A) (B) C

3. - Where does it hurt?
- It's my leg.



(A) B C

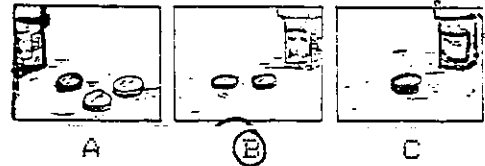
4. - Dr. Smith's office.
 - This is Ron Zitger, I need an appointment with the doctor.
 - Can you come Friday at 7:30 p.m.?
 - Yes, thanks.



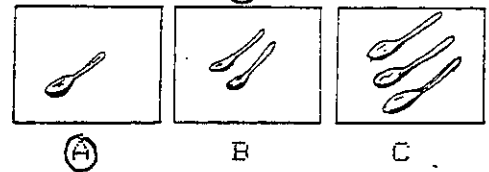
5. - Please lie down.



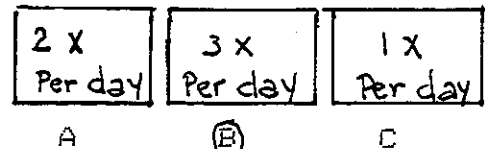
6. - How many should I take?
 - Two tablets a day.



7. - How much should I take?
 - One teaspoon a day.



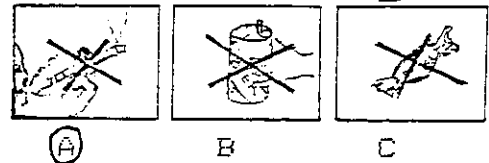
8. - How often should I take it?
 - Three times a day.



9. - Open your mouth.



10. - Please don't smoke!



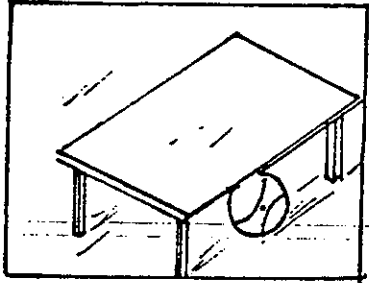
Answer Sheet

HEALTH
Level: A/B

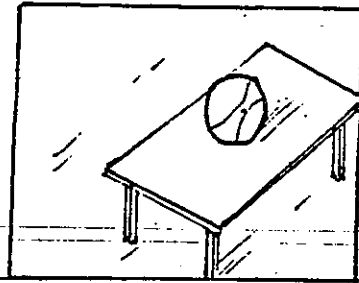
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer, and circle the letter under that picture.

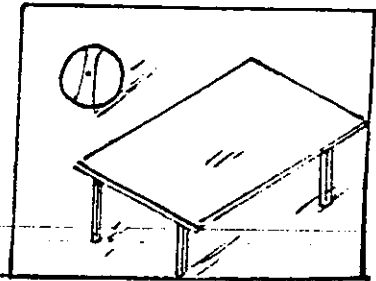
Example: - Where is the ball?
 - It's under the table.



(A)



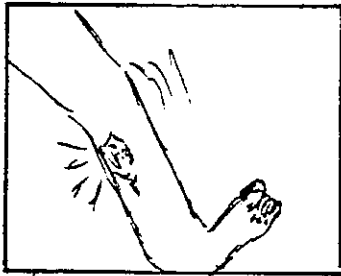
B



C

The correct answer is A. Circle A on your answer sheet.

1.



A

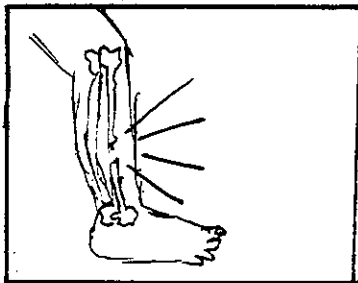


B



C

2.



A

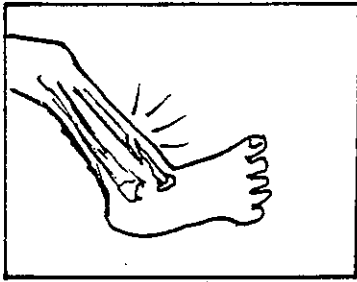


B

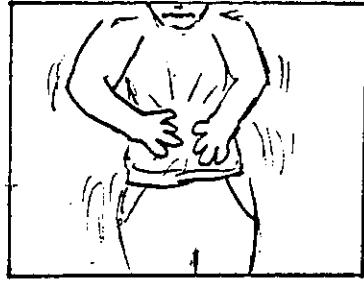


C

3.



A

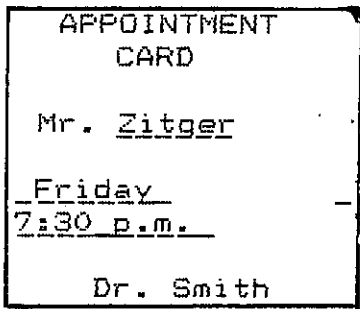


B

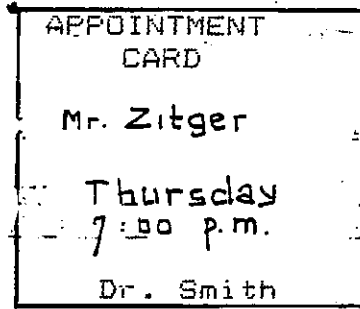


C

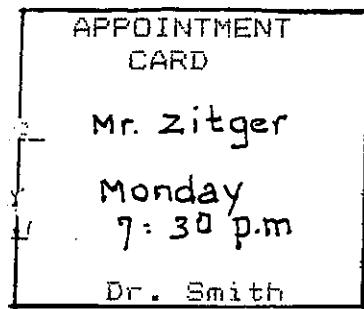
4.



A



B

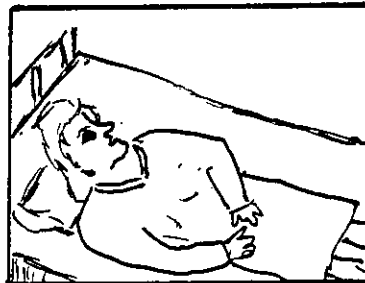


C

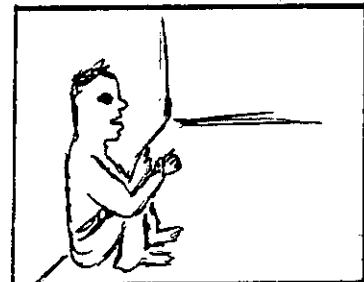
5.



A

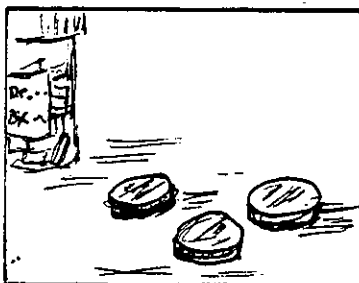


B

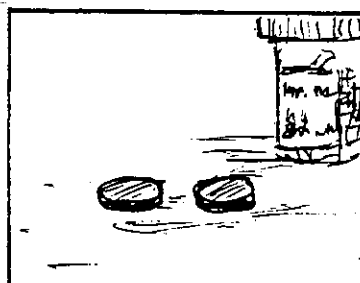


C

6.



A

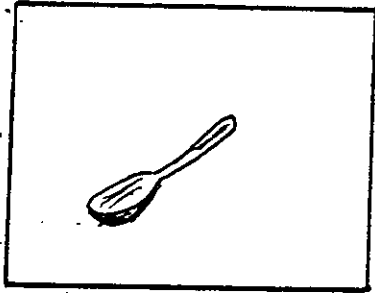


B

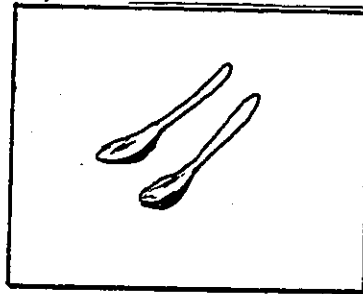


C

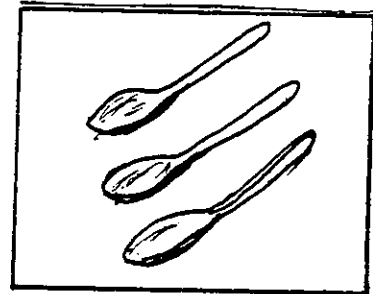
7.



A

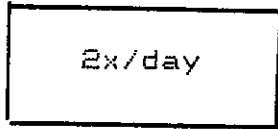


B

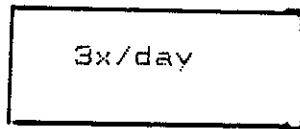


C

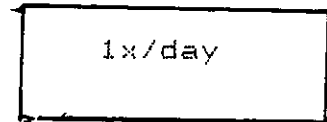
8.



A



B



C

9.



A

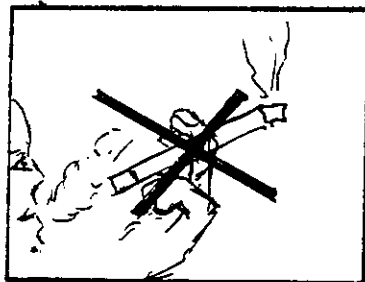


B

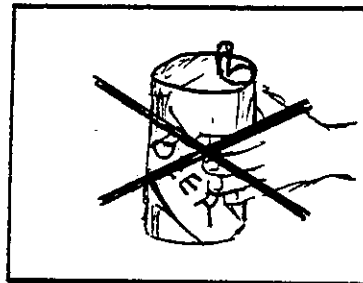


C

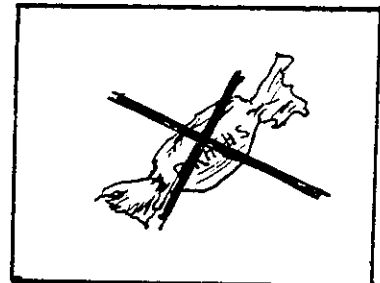
10.



A



B



C

Teacher's Guide

HEALTH

Level: C/D/E

Competencies Tested

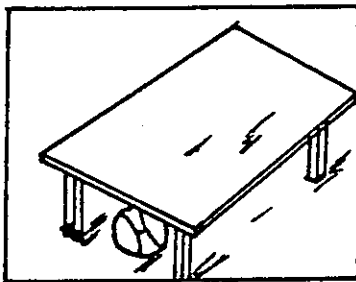
- describe one's physical condition
- respond to questions about symptoms
- respond to questions about the location of illness or injury.
- describe physical characteristics
- follow a doctor's oral instructions about treatment
- accept and change appointments
- respond to examination instructions

Directions

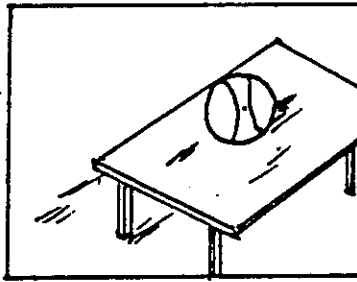
Listen to the questions. Choose the picture that is the correct answer, and circle the letter under that picture. Listen to the example question.

Example

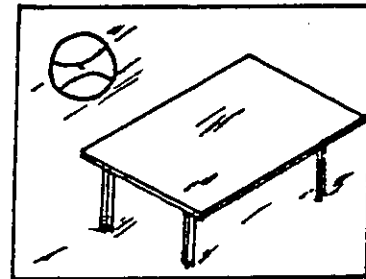
- Where is the ball?
- It's under the table.



(A)



B

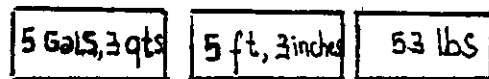


C

The correct answer is A. Circle A on your answer sheet.

Questions

1. - What's your height ?
- 5 feet, three inches.

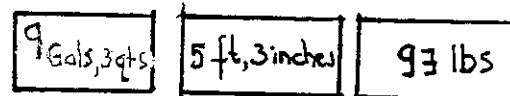


A

(B)

C

2. - What's your weight ?
- 93 pounds.



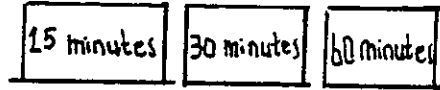
A

B

(C)

3. - My name is Joe Boyle.
I have an appointment
for 11:00 a.m. today.
- Yes, Mr. Boyle. Have a seat.
The doctor will see you in
half an hour.

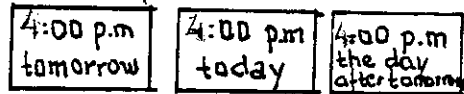
- How long does Mr. Boyle have
to wait?



A B C

4. - Hello, Dr. Jones' office.
- This is Jim. I have an
appointment for 3:00 p.m.
tomorrow. I'd like to
reschedule it.
- When do you want to come?
- the day after tomorrow
- Is 4:00 p.m okay ?
- Yes, thanks.

- When is Jim's new
appointment with the
doctor?



A B C

5. - What's the matter?
- I have a stomach ache.



A B C

6. - What happened?
- I broke my arm!



A B C

7. - What's the matter?
- I cut my finger!



A B C

8. - Please lie down!



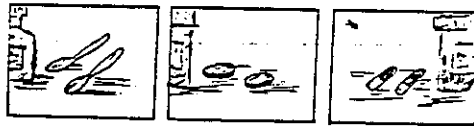
A B C

9. - How many should
I take?
- Two tablets a day.



A B C

10. - How much should I take?
- Two teaspoons a day.

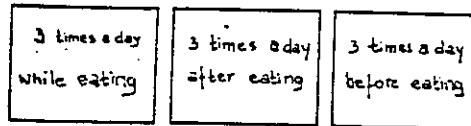


(A)

B

C

11. - How often should I take it?
- Three times a day, after meals.



A

(B)

C

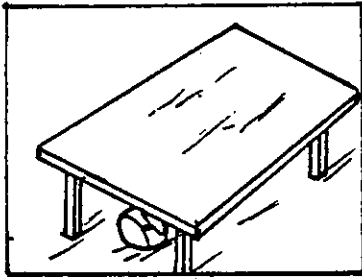
Answer Sheet

HEALTH
Level : C/D/E

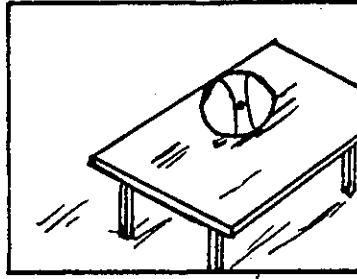
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

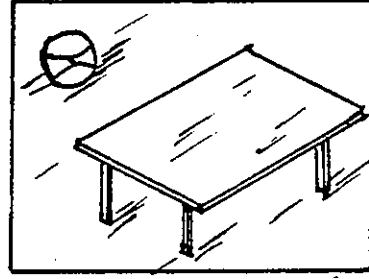
Example : - Where is the ball ?
- It's under the table.



A



B



C

The right answer is A. Circle A on your answer sheet.

1.

5 Gals, 3 qts

5 ft, 3 inches

53 lbs

A

B

C

2.

9 Gals, 3 qts

9 ft, 3 inches

93 lbs

A

B

C

3.

15 minutes

30 minutes

60 minutes

A

B

C

4.

4:00 P.M
tomorrow

4:00 P.M
today

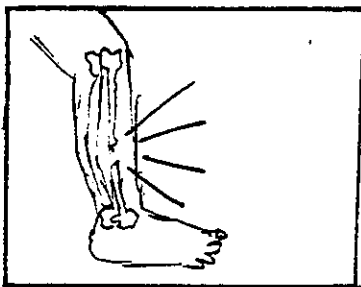
4:00 P.M the day
after tomorrow

A

B

C

5.

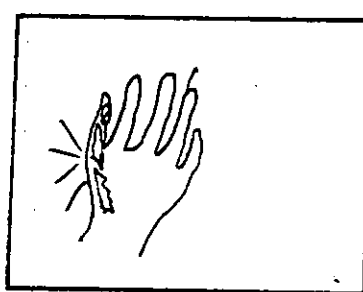
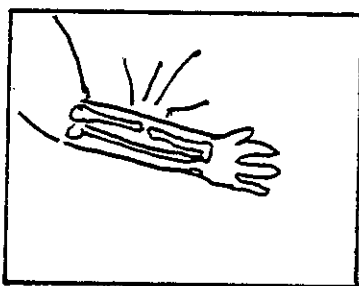
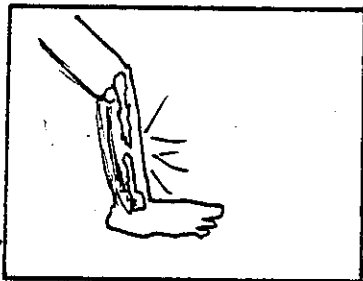


A

B

C

6.

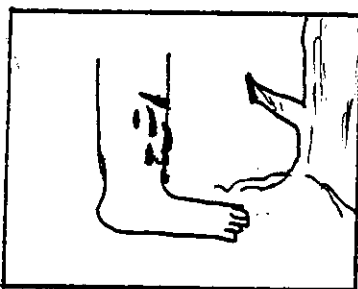


A

B

C

7.



A

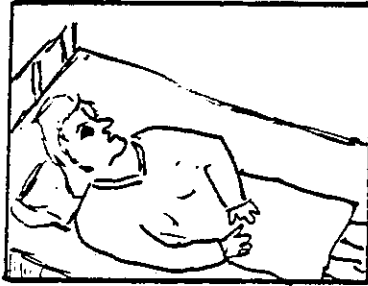
B

C

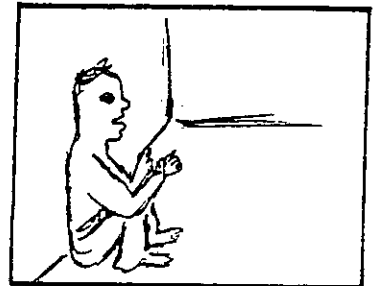
8.



A

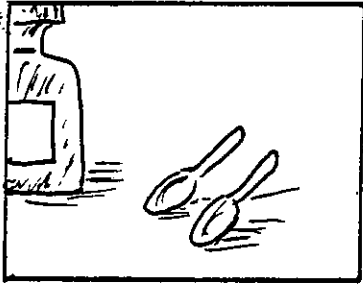


B

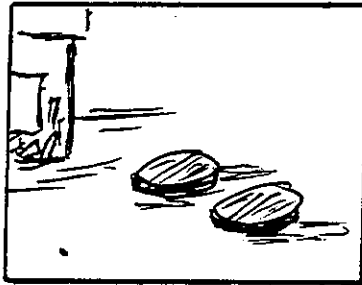


C

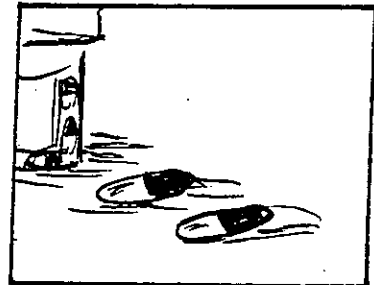
9.



A

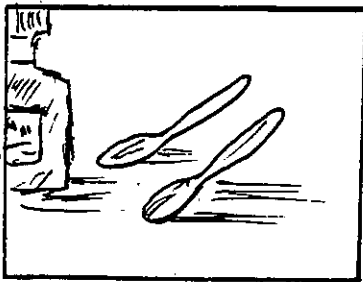


B

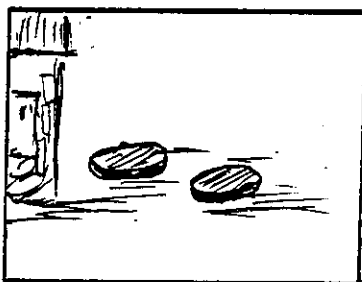


C

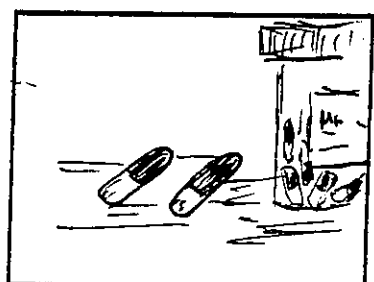
10.



A



B



C

11.

3 times a day
while eating

A

3 times a day
after eating

B

3 times a day
before eating

C

Teacher's Guide

EMPLOYMENT
Level : A/B

Name _____
Class _____

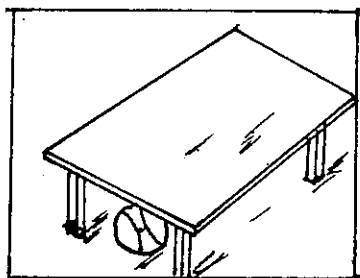
Competencies Tested

- describe one's past and present occupations
- indicate the length of time that one worked
- indicate a need and preference for a job
- indicate one's salary
- give appropriate information when applying for a job
- read help wanted ads
- notify employer of lateness or sickness
- respond to specific questions about a work schedule
- describe working activity
- follow basic instructions on the job

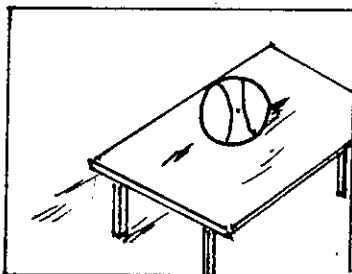
Directions

Listen to the questions. Choose the picture that is the correct answer and circle the letter under that picture. Listen to the example question.

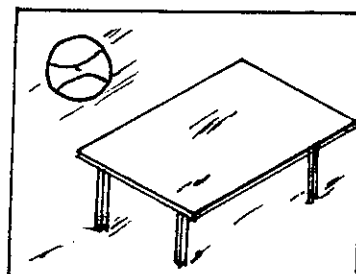
- Example
- Where is the ball?
 - It's under the table.



(A)



B

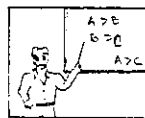


C

The correct answer is A. Circle A on your answer sheet.

Questions

1. - What was your job in Vietnam?
- I was a farmer.



A

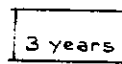


(B)

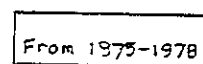


C

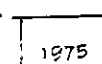
2. - When were you a farmer?
- I was a farmer from 1975-1978.



A



(B)



C

3. - What job do you want in America?
 - I want to be a mechanic.



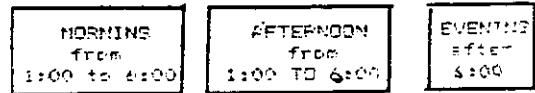
(A) B C

4. - What is he doing?
 - He's washing clothes.



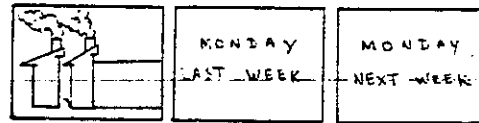
(A) B C

5. - Can you work mornings?
 - No, but I can work in the afternoon from 1:00 to 6:00.



A (B) C

6. - When can you start working in this factory?
 - Monday, next week.



A B (C)

7. - Your pay is \$5.00 an hour, and you will receive your check every Friday.



A B (C)

- How much is the pay?

8. - Please put the spoon next to the plate.



A (B) C

9. - Johnson's Factory.
 - Hello, this is Duc. I'm late. My car is broken. I'll be in at 9:30.

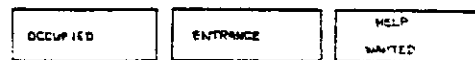


(A) B C

- Why is Duc late?

10. - That shop needs a worker.

- Really?
 - There's a Help Wanted sign on the door.



A B (C)

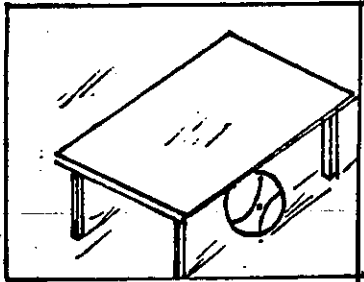
Answer Sheet

EMPLOYMENT
Level: A/B

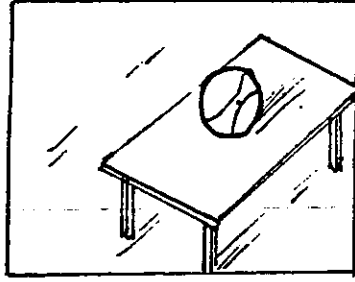
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer and circle the letter under that picture.

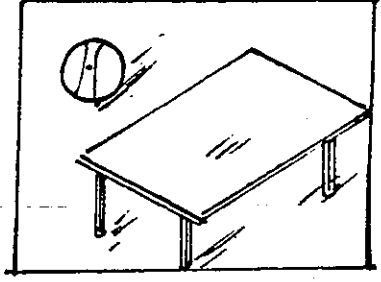
Example: - Where is the ball?
- It's under the table.



(A)



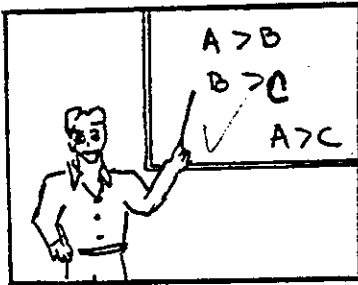
B



C

The correct answer is A. Circle A on your answer sheet.

1.



A

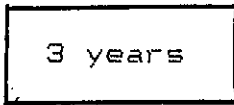


B



C

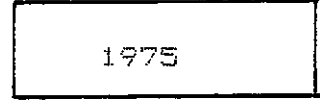
2.



A

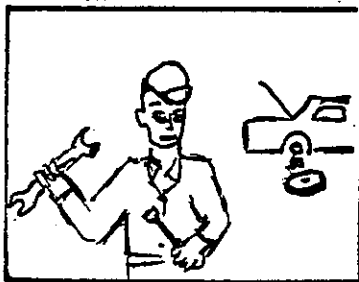


B



C

3.



A



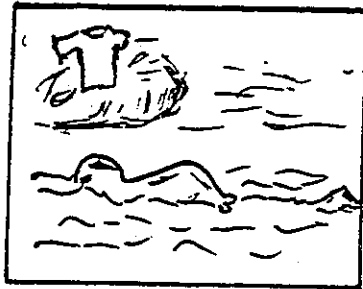
B



C



A



B



C

5. MORNING
from
1:00 to 6:00

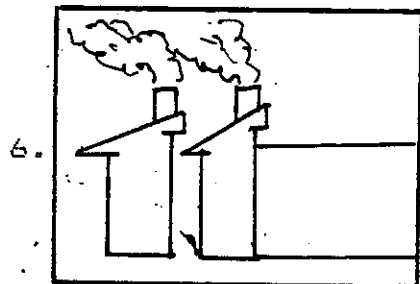
A

AFTERNOON
from
1:00 TO 6:00

B

EVENING
after
6:00

C



A

MONDAY
LAST WEEK

B

MONDAY
NEXT WEEK

C

7. \$5 Check

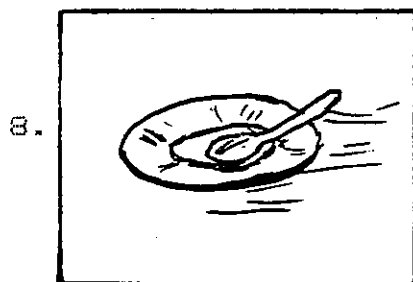
A

\$5 Every Friday

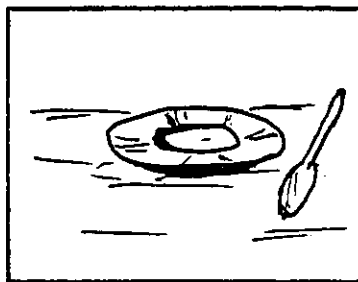
B

\$5 an hour

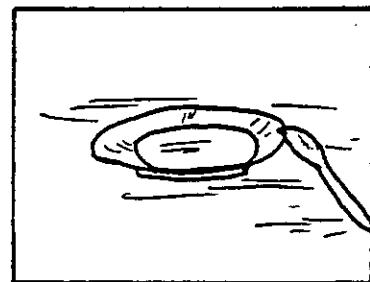
C



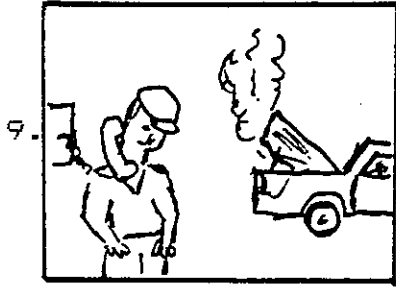
A



B



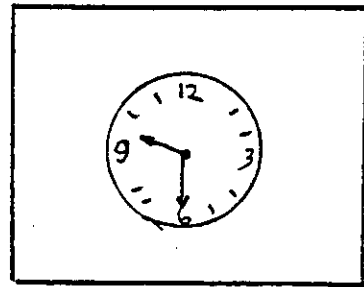
C



A

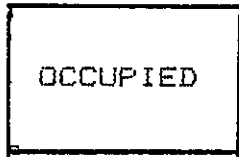


B



C

10.



A



B



C

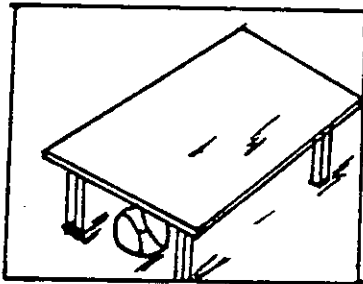
Competencies Tested

- describe one's past and present occupations
- indicate the length of time one worked
- indicate need and preference for a job
- notify employer of lateness or sickness
- read help wanted ads
- indicate one's salary
- respond to specific questions about work schedules
- give appropriate information when applying for a job

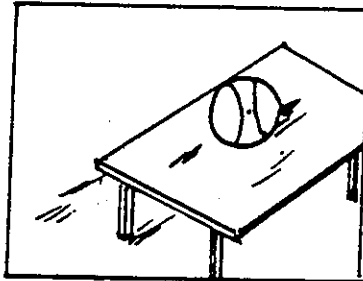
Directions

Listen to the questions. Choose the picture that is the correct answer, and circle the letter under that picture. Listen to the example question.

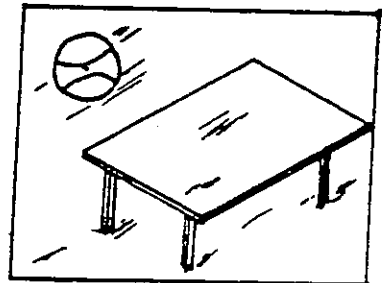
- Example
- Where is the ball?
 - It's under the table.



(A)



B

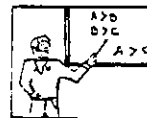


C

The correct answer is A. Circle A on your answer sheet.

Questions

1. - What was your job in Vietnam?
 - I was a teacher before 1975, and a fisherman after 1975.
- What was his job after 1975?



A



B



(C)

2. - What did you do in your country?
 - I was a teacher for four years, from 1975 to 1979 in Saigon.



- When was he a teacher?

A B C

3. - Are you presently employed?
 - No, I used to be a waiter, but I was laid off.



- What does he do now?

A B C

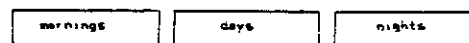
4. - What do you want to be in the U.S. ?
 - I want to be a gas station attendant.



- What does he want to be?

A B C

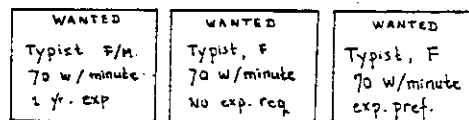
5. - Would you rather work days or nights?
 - I'd rather work the night shift so that I can study in the mornings.



- When does he want to work?

A B C

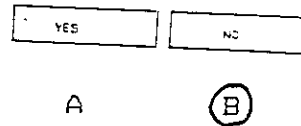
6. - Here is a job opening.
 - What does it say?
 - Wanted, typist, female, at least 70 words per minute, experience preferred.



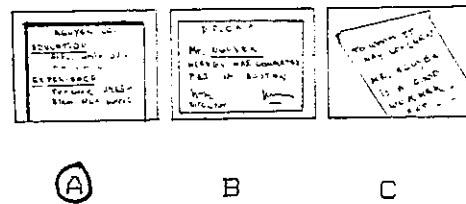
- Which of the following ads does he read?

A B C

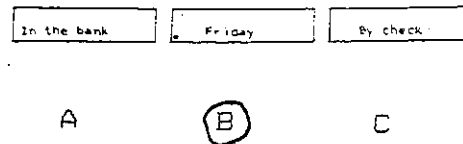
7. - Do you have any opening for a cook?
 - That position has been filled. We still need a busboy, though.
 - Thanks, but I'm not interested.
- Will he take the job as as a busboy?



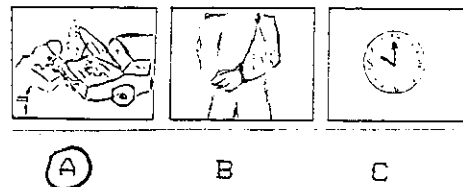
8. - I'm looking for a full time job.
 - Yes, please submit a resume to the personnel office.
- What should be given to the personnel office?



9. - What about the salary?
 - It's \$5 an hour. You will receive your pay check on Fridays. You can cash it in the bank in front of this factory.



10. - Jones' department store.
 - Hello, this is Mac Sanders. I'll be late, my car broke down. I'll be in around 10:00.
- Why will Mac Sanders be late ?



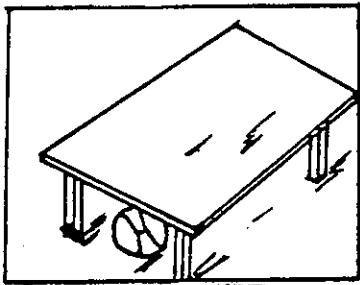
Answer Sheet

EMPLOYMENT
Level: C/D/E

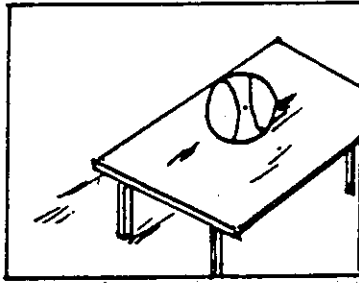
Name _____
Class _____

Listen to the questions on the tape. Choose the picture that is the correct answer, and circle the letter under that picture.

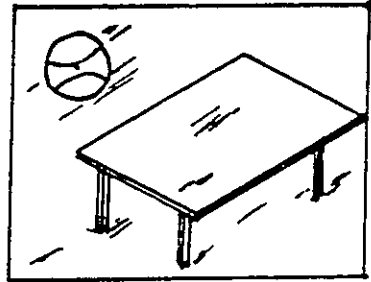
Example: - Where is the ball?
 - It's under the table.



A

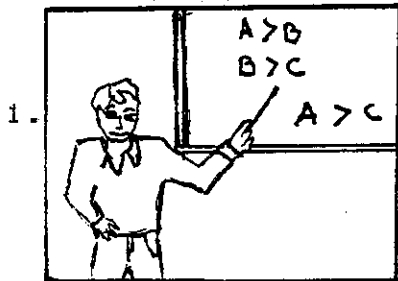


B



C

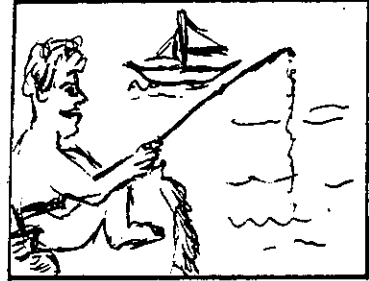
The correct answer is A. Circle A on your answer sheet.



A



B



C

2. 4 years

A

SAIGON

B

1975 - 1979

C



A



B

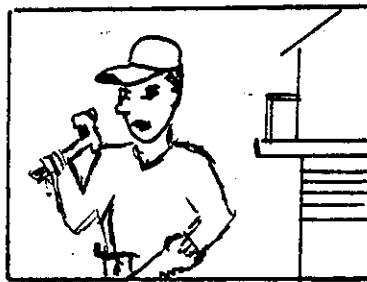


C

4.



A

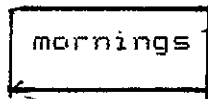


B

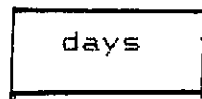


C

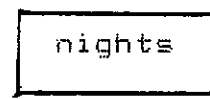
5.



A



B



C

6.

WANTED
 Typist F/M.
 70 w/minute
 1 yr. exp

A

WANTED
 Typist, F
 70 w/minute
 No exp. req_h

B

WANTED
 Typist, F
 70 w/minute
 exp. pref.

C

7.

YES

A

NO

B

8.

NGUYEN LOI
 EDUCATION
 Dipl. Univ of.

 EXPERIENCE
 Teacher, 1965-
 BINH HUU SCHOOL

A

DIPLOMA
 Mr. NGUYEN
 HEREDY HAS COMPLETED
 P.E.T. IN. BOSTON
 Wm
 Director

B

TO WHOM IT
 MAY CONCERN
 MR. NGUYEN
 IS A GOOD
 WORKER
 AND ---

C

9.

In the bank

Friday

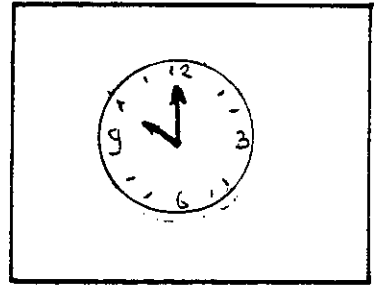
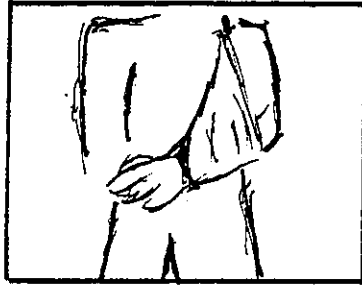
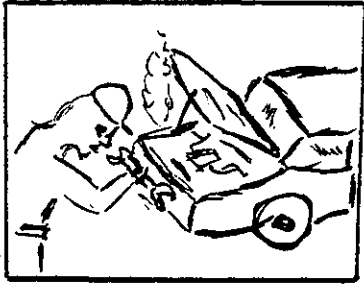
By check

A

B

C

10.



A

B

C

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10 Ligon, Fred. Opening Lines 1. Ed. Patrick Moran.
Bangkok, Thailand: the Consortium: Experiment in International
Living, Save the Children Federation, and World Education, 1983.

APPENDIX II

11

Description of ESL Levels

The ESL Level Descriptions are intended to provide information about English language ability of an average student who has completed the Intensive ESL (English as a Second Language) component of the U.S. State Department-funded pre-arrival training program for adult Indochinese refugees in Southeast Asia. These five levels (A-E) are described below in brief paragraph summaries; these descriptions also appear on the reverse of students' certificates of course completion.

A-Level

Most students who have completed A-level have minimal survival English ability, and are not literate in their native language. Most of these students, who began the course with zero-level English ability now:

- Can understand extremely simple, carefully-phrased questions, directions, requests and statements common in basic survival situations. Need frequent repetitions, paraphrases and slowed speech.
- Can express simple needs using short phrases, and respond in one or two words to direct questions on familiar subjects.

Literacy is limited to reading and writing numbers 0-10, reading and writing the alphabet, producing the most basic personal information on simple forms (name, address, age, marital status), and recognizing high-frequency survival sight words such as those found on signs.

A native speaker of English who is used to dealing with Southeast Asian refugees will have considerable difficulty communicating with most A-level students.

11 Bureau of Refugee Programs U.S. Department of State, English as a Second Language Resource Manual, Vol III, Part 1, Intensive English as a Second Language and Cultural Orientation, p.13 - 15, 1983.

B-Level

Most students who have completed B-level have minimal survival English ability and, due to literacy skills in their native language, students at this level are somewhat better able to function in situations that require reading and writing skills. Most of these students:

- Can understand very simple, carefully-phrased questions, directions, requests, and statements common in basic survival situations. Need frequent repetitions, paraphrases and slowed speech.
- Can express simple needs using short phrases, and respond in one or two words to direct questions on familiar subjects.

Literacy skills for B-level students include control over numbers 0-100 and the alphabet, including limited oral spelling, producing basic personal information on simple forms, and recognizing common survival sight words.

As with A-level students, a native speaker of English who is used to dealing with Southeast Asian Refugees will have considerable difficulty communicating with most B-level students.

C Level

Most students who have completed C-level are somewhat proficient in English, i.e., have functional English ability, and are literate in their native language. Most of these students:

- Can understand simple directions, requests and questions spoken slowly and common in survival situations, but require and can ask for clarification.
- Speak with considerable conscious effort, but can express simple needs and describe own background using simple phrases and very limited vocabulary. Can engage in basic conversations on familiar subjects but lack the ability to participate in many social situations. Make common errors in pronunciation and grammar.

Literacy skills for C-level students include control over numbers 0-100 and the alphabet, including oral spelling, producing basic personal information on forms, and recognizing common survival sight words.

A native speaker of English who is used to dealing with

Southeast Asian refugees, pays close attention and requests clarification will be able to communicate with most C-level students.

D Level

Most students who have completed D-level are moderately proficient in English, i.e., have functional English ability. They are literate in their native language and have a knowledge of the English alphabet. Most of these students:

- Can understand directions, requests, and questions in a variety of contexts, but are likely to ask for and may require clarification.
- Use short sentences, circumlocutions and limited vocabulary to express needs and describe background, including brief work history. Linguistically can function independently (in person) in routine survival situations, but will need help with any complications or difficulties. Are uncomfortable and usually less effective in interactions on the phone. Make common errors in pronunciation and grammar, but can repeat, spell or re-word what has been said.

Most D-level students can read simplified materials, with occasional misinterpretations and frequent reference to a bilingual dictionary. Can complete written worksheets and most forms with assistance. Can write a short personal note or letter in English, which although ungrammatical, can be generally understood.

A native speaker of English who is used to dealing with Southeast Asian refugees will be able to communicate with most D-level students.

E-Level

Most students who have completed E-level are fairly proficient in English, i.e., have functional English ability. They are literate in their native languages and have literacy skills in English. Many E-level students have received 12 or more years of education, including formal English training. Most of these students:

- Can understand non-technical instructions and conversational speech, with some need for clarification.

- Use some circumlocutions to express needs and describe background, including work history. Have a vocabulary sufficient to give explanations and can ask for clarification in specific terms. Can function independently in most survival situations, and are generally able, though reluctant, to communicate by phone. Can participate with some confidence in social situations and can talk about a variety of everyday subjects. Make some errors in pronunciation and grammar.

E-level students can handle reading and writing tasks that are similar to those described for D-level, but with greater facility and control. In fact, many E-level students have stronger skills in reading and writing than in listening and speaking.

A native speaker of English who is not used to dealing with Indochinese refugees and who is attentive will be able to communicate with most E-level students.

APPENDIX III

Competencies from Opening Lines 1

Greetings/Classroom

A

- To identify oneself.
- To greet and be greeted.
- To say good bye.
- To respond to or request a need for repetition.
- To ask for identification of classroom items.
- To respond to classroom instructions.
- To indicate lack of comprehension or confusion.

B

- To respond to questions asking for identification of items.
- To ask someone to speak slowly.
- To use yes/no questions to verify something's name.

C

- To introduce others and respond to introductions.
- To state reasons for being absent.
- To ask for clarification or repetition.

D

- To initiate and respond to various greetings and leavetakings.

Language/Nationality

A

- To introduce oneself by name
 - nationality
 - ethnic group
 - native language
 - country of the origin

B

- To identify classmates by name.

C

- To ask questions about another's personal background.

D

- To name the languages one speaks.
- To state the place and date of one's birth.
- To describe the location of one's place of birth.

Family

A

- To identify family relationships.

D

To name the appropriate specialist to visit.

Housing (2)

A

To describe one's house and the function of rooms.

To give one's address.

To identify the houses of classmates.

B

To act appropriately as a guest or host.

To identify the personal belongings of classmates.

To narrate personal information.

C/D

To describe one's housing situation.

To describe the location of one's house.

To describe furniture.

To find out the use of household articles and appliances.

To describe household activities.

Employment I

A

To describe one's past and present occupations.

To describe one's work skills.

To narrate one's name, address and country of origin.

B/C

To describe the past occupations of one's family members.

To indicate the length of time one worked.

To indicate means of getting to work.

D

To indicate own general strengths related to work.

To indicate one's salary.

Directions

A

To ask for and give locations of the local community services.

To ask for, understand and follow directions to a place.

B

To state address of oneself and one's classmates.

To respond to questions about locations.

To narrate information about one's destination.

C

To ask for and give directions to stores.

To answer questions about one's own route.

To ask for and use information to locate unfamiliar medical facilities

D

To clarify by repeating and rephrasing explanations and instructions.

To ask for clarification by giving alternatives.

Shopping (1)

A

To describe one's shopping needs.

To ask for information about location of shopping areas.

B

To ask for directions to locate shopping areas.

To describe one's errands.

To describe daily schedules.

To describe one's shopping preferences and desires.

C/D

To return items for refund.

To give reasons for returning or exchanging items.

Calendar/Telephone

A

To ask and answer basic questions about time

To identify the day (today, yesterday, tomorrow)

To describe family schedules.

To identify morning, afternoon, evening, and night.

B

To ask about and give the date when asked.

To identify the current month and names of the twelve months.

To give one's birthdate.

C

To ask for assistance using a pay phone.

To indicate to a caller whether a person is there.

To use a calendar.

To use ordinal numbers.

To initiate and answer telephone calls.

To make and receive long distance and collect calls.

D

To respond appropriately to recorded messages.

To ask for help making a long distance call.

To respond appropriately when dialing or receiving a wrong number.

To call the operator for information.
To give a short telephone message.

Geography/Weather

A

To state one's: first and last names
marital status
ID number
To spell one's first and last names.
To give one's destination in the U.S.
To describe the locations of towns and states

B

To describe one's family members (number, names, ages).
To identify one's sponsor's name, address, contact person
and telephone number.

C/D

To recognize important states and cities on a map of the U.S
To use compass points.
To describe location of states in relation to each other.
To describe weather in the United States.
To state the location of relatives in the United States.

Housing (2)

A

To respond to instructions for using common household
objects.
To ask for instructions for using common household objects.
To locate and give directions to rooms.
To identify common household objects, rooms and facilities.
To ask for location of household activities.

B

To give the location of household items
To ask permission to use household items or facilities.
To describe common household activities.

C/D

To describe the storage of household articles and food.
To follow instructions for using an appliance.
To describe the working condition of an appliance.

Shopping (2)

A

To get correct change when paying for an item.
To ask for the location of food items in a market.
To ask for food prices.
To ask for comparative prices.
To ask for a measurement of food items.

To recognize common units of measurement.
To recognize and count money.

B

To indicate that change is incorrect.
To ask for the location of clothing items.
To indicate one's clothing preferences and needs.
To compare clothing sizes.
To request different sizes or prices.
To ask about prices in single terms for comparative shopping.

C/D

To describe the departments in a department store.
To ask for directions in a department store.
To locate cashier, pay for merchandise and indicate means of payment.
To weigh food items.
To ask for the correct change when wrong change is given.
To state satisfaction and dissatisfaction with clothing.
To request a particular style of clothing.
To ask for a receipt.

Appointments

A/B

To state and identify the time on a clock.
To describe one's daily activities by the hour.
To make appointments (in person and by phone).
To demonstrate an understanding of how to use the telephone.

C/D

To make a social appointment.
To ask for job openings.
To change or cancel an appointment.
To use a telephone directory.
To give a reason for cancelling or changing an appointment.

Transportation

A

To ask for the location of stores and businesses.
To ask for information/clarification about public transportation (cost, access, destination, arrival and departure times)
To respond to questions about destination.
To follow oral directions and a simple hand-drawn map in a familiar setting.

B

To ask for help for directions and locations.
To purchase tickets.
To ask for a bus transfer.

C/D

- To ask for information about bus stops and schedules.
- To buy a city-to-city bus ticket.
- To find out travel times, distances and duration of travel.
- To ask where to get off a bus or train.
- To find out different means of getting to a place.

Post Office/School

A

- To ask for stamps and aerogrammes.
- To ask about mailing prices and make purchases.
- To locate places to mail letters (US MAIL, POST OFFICE)
- To correctly address an envelope or package
- To respond to questions about the education of one's children.

B

- To respond to questions about one's address and destination.
- To locate places to mail letters (mail slots).
- To ask questions about school for one's children.

C

- To find out about the availability of adult ESL classes.

D

- To ask for information about mailing by different means.
- To describe the education of one's child.
- To ask and respond to questions about school enrollment.

Medical (2)

A

- To set up and verify appointments.
- To ask questions about the location of appropriate medical facilities.
- To give information about injury or illness.
- To respond to instructions during a medical exam.
- To spell one's name.
- To answer questions about injury, illness and general condition.

B

- To answer questions about injury of a family member.
- To accept and change appointments.
- To describe an illness or injury of a family member.

C

- To describe medical history of oneself and a family member.
- To indicate need for an interpreter.

D

- To respond to questions about means of payments (insurance).

To get information about a hospital patient's location and condition.
To call and report lateness for an appointment.
To make appointments giving name, address, telephone number and problem.

Drugstore

A

To respond to questions about symptoms.
To purchase medicines.
To follow instructions for taking medicine.

B

To ask about instructions for taking medicine.
To ask questions of a medical examiner about oneself or a family member.
To ask for clarification of a prescription.

C/D

To find appropriate over-the-counter medication.
To get a prescription filled and refilled.
To buy non-drug items in a drugstore.
To ask questions about treatment plan.

Employment 2

A

To indicate a need and preference for a job
To provide information about one's present occupation.
To provide information about one's past occupation.
To answer questions about one's job history and work experience.
To identify entry-level jobs in the U.S.

B

To respond to questions about one's job skills.
To respond to questions about one's educational background.
To indicate one's job preferences (to employer, friends or sponsor)

C

To give appropriate information when applying for a job.
To indicate duties, qualifications and working hours of employees in entry level jobs.
To describe work experience in detail.
To describe areas of previous study.
To state ability to use tools, equipment and machines.

Employment (3)

A

- To ask questions about a job opportunity.
- To respond to specific questions about a work schedule.

B

- To set up appointments for a job interview.
- To ask and respond to questions about work availability, hours and dates.

C

- To compare different kinds of jobs
- To prepare for a job interview.

D

- To make a follow-up call about a job application.
- To respond to an employer's decision about a job.
- To request a change in hours or position.
- To state intention to resign and give reasons.
- To request a letter of reference.
- To find out about benefits.
- To begin and end an interview appropriately.

Job Skills

A

- To respond to questions about work progress and completion.
- To make appropriate excuses for absence and tardiness.
- To ask questions about job-related functions.
- To respond to commands about safety and job functions.
- To ask for clarification about instructions.
- To identify common job tools and instruments.

B

- To follow simple two-step oral instructions.
- To ask for permission to be excused from work.
- To ask for help.
- To ask for feedback from a supervisor.
- To report work progress and completion of task.

C

- To ask or tell where a co-worker is.
- To give and follow instructions in a work situation.
- To report problems encountered in completing a task.
- To state the degree of completeness of a task.
- To find locations in a workplace.
- To respond to feedback from a supervisor.
- To identify what part of instructions are not understood.

D

To ask for clarification with a complete question.

Banking

A

To ask to cash a check or money order
To provide proper identification (ID)
To ask for change
To provide exact change
To follow instructions for cashing a check.

B

To purchase a money order
To ask for assistance in filing out a money order.
To get information or clarification by using basic question words.

C

To ask for a check or money order.

D

To purchase an international money order.
To open a savings or checkings account with assistance.
To ask questions about banking services (interest, charges)
To handle problems (a lost passbook, errors, etc)

Housing (3)

A

To state one's housing needs.
To set up an appointment to inspect housing.
To ask questions about available housing.
To identify common household furnishings and facilities.
To make complaints over the phone.

B

To ask about the location of housing.
To request repair work.
To indicate broken or non-working household facilities.

C

To compare different kinds of housing.
To arrange time to make household repairs.

D

To ask for the description of a rental agreement.
To make arrangement to move in and out.
To follow instructions on use of housing.
To respond appropriately to complaints.
To explain the exact nature of a problem and the cause.

Sponsor

A

- To make family introductions.
- To indicate one's needs and preferences for food and drink.
- To describe one's luggage and belongings.
- To describe one's feelings.

B

- To describe the departure from one's homeland.
- To identify means of transport used to leave one's homeland.
- To describe conditions in the refugee camp.
- To give the name of sponsor, teacher and other familiar people.
- To state the length of one's stay and English study in camp.

C/D

- To describe one's own country.
- To describe one's experience in a refugee camp.
(including pre-arrival education training)
- To follow the instructions given by refugee agencies.
- To ask for clarification and repetition.
- To ask someone to spell something.
- To ask the meaning or pronunciation of a word.

Emergencies

A/B

- To describe emergency needs and situations.
- To give personal information to emergency services.
- To ask for emergency medical help.
- To narrate an emergency situation and information.
- To identify appropriate emergency services.

C/D

- To describe a person's appearance.
- To ask about the legality of an activity.
- To give clarification in response to basic question words.

Finance

A

- To describe one's current employment situation.
- To describe household budget.
- To describe savings, expenditures and income.

B

- To make financial projections.

C/D

- To describe one's income before and after taxes
- To calculate the interest when buying on credit.

Social Life

A

- To introduce oneself and one's family.
- To identify oneself and ask for someone on the phone
- To respond to the request to hold (on the telephone)
- To ask permission to do something.

B

- To make and respond to invitations.
- To make polite requests and observations in a social context.

C/D

- To describe one's feelings about cultural conflicts.
- To describe polite and impolite actions.
- To describe one's own customs.
- To thank someone using appropriate language.
- To give and receive compliments.
- To accept, decline or show uncertainty about invitations.
- To ask about appropriateness of actions according to customs.

Community/Restaurant

A

- To order and buy fast food items.
- To describe one's daily activity.
- To identify community services.

B

- To ask for help using a vending machine.
- To follow on-the-job instructions.
- To ask for on-the-job help.
- To introduce oneself to a co-worker.

C

- To indicate the need for help resolving problems.
- To state the appropriate agency or service for solving problems.
- To give advice.
- To ask about and identify co-workers.
- To engage in small talk (interest, background, plans).
- To order food in a restaurant.

D

- To read names of coins on coin-operated machines.
- To report and explain problems using vending machines.

Departure

A

- To respond to instructions given in airplanes.
- To indicate one's food and drink preferences.
- To ask for information about airplane facilities.
- To ask for help for oneself, family members or others.

B

- To respond to and ask questions about one's own and others' times of departure and arrival.

C/D

- To describe flight information.
- To describe one's feelings about learning.
- To understand flight announcements.
- To make requests during a flight.

Arrival

A

- To ask for help when lost.
- To follow instructions given in airports.
- To answer personal information questions.

B

- To ask for help in finding belongings and family members.
- To describe one's family group.
- To narrate a need for help or assistance.

C/D

- To describe a flight
- To describe one's feelings on arrival.
- To describe one's needs on arrival.
- To compare one's own customs with American customs.

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