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Student-Teaching in Greece: Organization, Precision, and Awareness in the Classroom

Frederica Hermansen

School for International Training

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STUDENT-TEACHING IN GREECE:
ORGANIZATION, PRECISION, AND AWARENESS
IN THE CLASSROOM

Frederica Hermansen
MAT 5
June 1974



The week outlined an Activities sheet #20 places an emphasis on prepositions, on which we spent a great deal of time. In modern Greek the preposition on, at and to are represented by one word, "seh". Our usage of them in place and time designations presents difficulties to Greeks and required a lot of explanation, followed by practice.

The students had four pages of notes (rules) to study, after which they were to answer questions using the proper preposition according to the rules given. We had gone over the rules and each student was given his own copy.

On Tuesday we played a game using the prepositions. Some 12-15 prepositions on duplicate flash cards were passed out to each student, while the class was divided into two teams. I had a page of statements or questions (included here) from which I read a statement, leaving out the preposition. When I finished reading, the boy on each team with the right answer was to stand up. More than one standing meant no point, while a completely wrong answer was minus one point. It was very successful. Naturally it was necessary, as always, to state the rules clearly and stick by them throughout the game.

We played a variation of this game the following Tuesday, as described in Activities Sheet #21.

The exercises assigned from English 900 were also concerned with correct usage of prepositions, in the context of the lesson studied. During the remaining weeks of the term we occasionally picked out prepositions from our readings, and stated why they were used, as a further review.

SECTION I

1. Anatolia College English Department materials.
2. English Department Philosophy.
3. Student-teaching Evaluation Sheets.

INTRODUCTION

The purpose of this study is to show how the concept of precision and awareness in the classroom was put into practice. It is based on the idea that, in a classroom situation where discipline is a problem, learning is maximized when the organized plans of the teacher are presented to the student in such a way that he can work within and around a given structure. It allows for a good deal of creativity.

The information and material presented here are compiled from a semester of student-teaching at Anatolia College in Thessaloniki, Greece. It is presumed they will be most useful to the prospective teacher enroute to Greece, although the general format of organized lesson plans, lab and workshop materials may be of interest to any new teacher.

In Greece, discipline is a problem in the classroom for several reasons. Success and advancement are granted to a Greek student solely on the basis of his performance on exams. These exams are given at the end of each year, with special exams for entrance into the university and even into high school. Throughout schooling, tremendous course loads put a heavy pressure on the student, who knows that he must pass his courses and do well on the exams. He is placed in a position of student vs. administrator, resulting in close comradeship with fellow students. Understanding this is important because of the student code thereby developed: cheating is acceptable and expected. This is difficult for a new and foreign teacher to grasp. In addition, school is viewed as a necessary evil and quite apart from the student's normal everyday life. There is small if any communication between teacher and student. The students are in the classroom to obtain and categorize information for the upcoming examinations, and of this the teacher must be aware. Therefore, a teacher who is organized and presents precise materials to his students, with an awareness of what is required and what can be handled, will gain the greatest amount of cooperation and success in his classroom.

This study consists of five sections. The first contains the basic materials at Anatolia College English department, its philosophy, and two evaluation sheets drawn up by the head of the department for student teachers. The second is a summary of an ESL workshop presented at the beginning of the semester as a general review, plus information for the teacher of Greeks. Sections III, IV, and V deal with a classroom of 21 twelve-year-old boys who had all had some prior knowledge and experience in English. The first describes the general organization of the classroom and the semester's activities, the second is concerned with language lab, and the third (Section V), the final Spring project of puppet shows in English.

4th. Form

Praninskas, Rapid Review
Miller, Junior Word Wealth
Mackin, A Higher Course of English Study
Oregon Curriculum, Literature II

5th. Form

Oregon Curriculum, Literature IV
Praninskas, Rapid Review

6th. Form

English Elective Program (consult course description sheet)

1

1st. Form (beginning)

Macmillan, English 900 Book 1,2
 Dixon, Essential Idioms (beginning)
 Macmillan, The Silver Elephant

1st. Form (upper)

Macmillan, English 900 Book 3,4
 Dixon, Essential Idioms (beginning)
 Dixon, English Graded Exercises (part)
 Macmillan, The Silver Elephant

2nd. Form (lower)

Macmillan, English 900 Book 3,4
 Dixon, English Graded Exercises (all)
 Dixon, Essential Idioms (beginning and intermediate)
 Macmillan, The Island of Truth

2nd. Form (upper)

Macmillan, English 900 Book 5,6
 Alexander, Practice & Progress (Units 1-2)
 Dixon, English Graded Exercises (all)
 Dixon, Essential Idioms (beginning and intermediate)
 Macmillan, The Island of Truth

3rd. Form

Alexander, Practice and Progress
 Dixon, Essential Idioms
 Sachs, Now Read On
 Praninskas, Rapid Review (Part I)

3) Reading

- a) to be able to read and appreciate literature at a level equivalent to an eleventh grade high school student in America.

4) Writing

- a) to be able to organize and write a research paper.
- b) to be able to write critical essays on assigned topics.
- c) to participate in creative writing exercises.

It should be noted that behavioral measures for the advanced stage are TOEFL and Michigan. The faculty will construct tools for measuring performance at the beginning and intermediate stages using the TOEFL and Michigan as models.

English Department Philosophy
and Objectives

1972-1973

Philosophy

To equip each student with all the skills necessary for the highest possible level of individual performance in a second language -- the skill areas being listening, speaking, reading, and writing; the highest level of performance being proficiency.

1. Program Objectives

A. Anatolia Certificate in English

1) At the conclusion of the sixth form, a student will earn the Anatolia Certificate if:

- a) he passes the preliminary test of the Michigan Proficiency Examination or
- b) achieves a score of 450 on the TOEFL examination
- c) in addition to either a or b, the student must have maintained an average of 15 or better in his English classes.

B. Anatolia Honors Certificate in English

1) The student will earn an Honors Certificate if he passes the preliminary test of the Michigan Proficiency Examination and scores 450 or above on the TOEFL and has maintained an average of 18 or above in his English classes.

C. A student who does not succeed in either A or B will earn only a Greek diploma and will receive no recognition of proficiency in English.

II- Program Structure

The program will be organized in three stages -- beginning, intermediate, and advanced. The beginning stage will consist of first and second forms; intermediate stage, third and fourth; and the advanced stage, the fifth and sixth forms. The program will be a "progression of skills" through these stages

A. Beginning (forms 1 and 2)

1) Listening

- a) to be able to comprehend a native speaker in an everyday conversational situation with a passive vocabulary of 3,000 words

2) Speaking

- b) to be able to participate in an everyday conversational situation with an active vocabulary of 1,250

①

2

3) Reading

- a) to be able to read and to understand variations of basic sentence patterns with a passive vocabulary of 3,000 words.

4) Writing

- a) to be able to write learned sentence patterns and variations of these patterns in paragraph form with an active vocabulary of 1,500 words
- b) penmanship -- at the end of the first form, to be able to write legibly.

B. Intermediate (forms 3 and 4)

1) Listening

- a) to be able to comprehend and take notes on a simple lecture given by the teacher or other native speaker.
- b) to be able to comprehend relatively complex unedited passages.

2) Speaking

- a) to be able to organize and present an oral report.
- b) to be able to participate in class discussions.
- c) to be able to generate the language freely in conversation.

3) Reading

- a) to be able to read and comprehend relatively complex unedited passages.
- b) to satisfactorily complete the library course in Introduction to Basic Research Skills

4) Writing

- a) to be able to generate a paragraph using a topic sentence and supportive details
- b) to be able to combine paragraphs into well organized compositions.
- c) to be able to outline the main ideas in an unedited essay.

C. Advanced (forms 5 and 6)

1) Listening

- a) to be able to comprehend the language in any given situation.

2) Speaking

- a) Level 3 in each category of the oral interview in the Michigan Preliminary Examination.

ANATOLIA COLLEGE

Classroom Observation Form

(Name of Teacher)	(Subject and Form)	(Date)	Excellent	Good	Average	Not Observed
Classroom environment (Ventilation, decoration, chair arrangement, etc.)						
Students interest in lesson (Are students bored or interested?)						
Attention to individual differences (Is teacher concerned about the slow as well as the fast?)						
Discipline and control						
Teacher preparation (Has teacher planned for the lesson?)						
Use of audio-visual aids (Blackboard, other books than texts, film, etc.)						
Balance between lecture and discussion						
Clarity of presentations to the class						
Voice quality						
General teaching technique (Any variety observable)						

(Signature of observer)

Every classroom visit should be followed by a personal conference with the teacher. Please note additional comments, after conference here:

Instructor

Date

Class

Lesson Objective & Supportive Activities

1. What are the lesson objective for this particular class; i.e., what are you trying to accomplish during the instructional period under observation? List these objectives according to order of presentation.

Lesson Objectives

- 1.1. _____
- 1.2. _____
- 1.3. _____
- 1.4. _____

2. What supportive activities are planned to accommodate the lesson objectives? Note that lesson objective 1.1. is to be supported by activity 1.1.

Supportive Activities

- 1.1. _____
- 1.2. _____
- 1.3. _____
- 1.4. _____

Explanatory Notes:

SECTION II

ENGLISH LANGUAGE TEACHING WORKSHOP

This workshop, presented to Anatolia College English Department by Pierce College (Athens) at the beginning of the semester, provides helpful suggestions not only for the teacher of Greeks, but for the ESL teacher in general.

It includes, here summarized, suggestions for presenting grammar, various useful materials, a quick review of method techniques, and specific section dealing with problems that Greeks in particular have with English.

Along with a basic review of what MAT candidates are taught in methodology, this workshop emphasized the need for complete organization of material. It became clear that, in the situation where students must memorize a substantial amount of grammar and English usage, both teacher and student must follow the text and utilize it in various ways. Greatly stressed was the need for review. This means that, much more than a spontaneous overflow of communication with students (as American teachers are wont to want), a good deal of precision is necessary, a good deal of planning and organization.

Miss F. Herman sen

INFORMATION

TO: All English Department Teachers

Date: February 13, 1974

From: Lem Eldridge, Chairman of English

Subject: E L T Workshop

The following teacher training and information program will be presented to members of the English department on Friday February 15th. and Saturday February 16th. from 8:30 until 1:00. Would all department members please make every effort to attend. The program will be presented by Miss Sue Lake of Pierce College and coordinated by Bart Holstein of Longman Group Limited.

Meet in Anatolia Business School

Friday February 15th.

8:30-10:00	Philosophy of E L T and New Concept English
10:00-10:15	Coffee break
10:15-11:00	Lesson Organization <u>First Things First</u> Sample lesson
11:00-11:45	Classroom Teaching Session (New Concept English) presented to a group of beginning students
11:45-12:00	Discussion break
12:00-12:45	Language problems common to Greek students
12:45- 1:00	Discussion break

Saturday February 16th.

8:30- 9:30	The language laboratory and E L T
9:30-10:15	Pierce College language program (organization & materials)
10:15-10:30	Coffee break
10:30-10:45	Lesson Organization <u>Practice & Progress</u>
10:45-11:20	Classroom Teaching session (New Concept English) intermediate students
11:20-11:30	Discussion break
11:30-12:45	Program coordination and supplementary materials
12:45- 1:00	Discussion

Section II continued

WORKSHOP: SUMMARY

In teaching grammar points, remember:

- Do not stress academic work. Allow a "free stage" in which there is a created situation for every grammar structure. Eg., a hospital situation to demonstrate the passive voice. Students use what has been drilled.
- Drill slow students last; let strong students help weak ones.
- Teach the spoken language; enunciate; speak naturally. Learning may be slow but will come.
- Gear everything to the environment.
- Review everything. The first part of each new lesson should be a review of the previous one.
- Check the students by use of questions, eg., When?, How?, or What? (for vocabulary).

Useful materials:

- Blackboard.
- Flash cards.
- Pictures., eg., for count and non-count nouns.
- Spiral notebooks full of pictures.
 1. prepared by the teacher.
 2. created by the student.
- Songs.
- Wall charts.
- Memory tricks, eg., ING=now
do=every time
present perfect tense= ? time
- Bulletin board.
- Notebooks as grammar books.

Section II continued.

Techniques:

- Combining structures. Instead of going over and over the particular structure, present it on the first day. On the second day use comparatives with it, on the third day create a new situation, or role-play. Use text as reinforcement.
- Short answer drills.
- Substitution with verb review, and flash cards.
- A situation with a new idiom, for review; eg., "I used to. Are you used to?"
- In reading a dialogue, reread it with a ridiculous error which the students are to pick up. Or, choose new vocabulary words, asking students to tell you about them.
- Choral repetition in a soft voice, gradually building up.
- Spot drills for beginning students.
- Double slot substitution, eg., Mary went to the store.
Joe went to the library.
- Transformation drill (positive to negative, etc.)
- Make one sentence from two.
- Minimal pairs for pronunciation practice.
- Situationalized drill: have students ask a volunteer questions about what he/she is doing.
- Selection tables: groups of words for word order.
Eg., I the store many times have been to

Lab suggestions:

Coordinate and synchronize lab and class. Keep track of errors made in the lab. Highly motivated students go through quickly; slow ones have difficulty keeping attention. The teacher should work, listening in while students speak, and helping them.

Teaching in Greece:

The final portion of the workshop was dedicated to the special problems of Greeks learning English. Suggestions were presented for overcoming specific problem areas. These, enumerated, may help the reader to understand why certain points of emphasis, such as intensive preposition study, were a part of the student-teaching curriculum.

Section II continued.

1. To build vocabulary:

- Use the text, but gear the grammar to Greek life.
- Describe peoples' characters.
- Stress idioms.
- Use phrasal (2-word) verbs.
- Use situations, eg., sewing:
 - take up a hem.
 - take in a dart.
 - take out a seam.

2. Greeks have problems with these structures:

- simple vs. progressive tense. There is no progressive in Greek.
- used to (past simple).
- double subject.
- too and very (the same word in Greek).
- ago (Greek translates before).
- Passive voice (not used in Greek).
- Conditional (not used much).
- if, when, after, and until. (These are followed by future tense in Greek).
- Past vs. Past Perfect Tense. For this you can try using examples with dead and alive people, eg., Lincoln wrote the Gettysburg address. I had read it. I have read it.
- Prepositions (different in Greek).
- Gerunds and infinitives. Following verbs these present difficulties and need some rules.
"I intend to eat something. I intend on eating something."
- Stress. Greeks stress weak forms. This can be helped by misspelling words, eg., I w sther. (I was there) ice moke. (I smoke).
I wen tskool (I went to school).
- Intonation. A good way to help this is to have the same question asked to different people. A lot of practice with the niceties and polite forms in English is a help.

SECTION III

LESSON PLANS, ASSIGNMENTS, GAMES

This section includes the major assignments of the semester, and lesson plans in the form of Activities Sheets. These sheets represented the existing format the class was using, a format which I continued and found good.

Classes in English are held 8 times a week, plus two lab periods/week at Anatolia. In Greece, language is taught only at private schools, and Anatolia is fortunate in having English as a major subject with maximum time allotment per week. The books we used were English 900, Essential Idioms, and Easy Reading Selections. This year (1973-73) English 900 tapes were used in the language laboratory. My class used all three books, plus outside work. We spent an average of two periods a week on English 900, alternating the other periods with either a story, idioms, or discussions of grammar brought up in their homework. My class wrote dialogues about once a week, using the new vocabulary they had learned.

Another project initiated by my supervisor, which I continued, was Current Events Reports. These consisted of one topic chosen by a student in an assigned category, such as World News, Human Interest, Sports, etc. (Time magazine topics). Sources for these reports were magazines or newspapers, English Where possible. If the article was in Greek, the report nonetheless had to be in English. Each report was about four or five minutes long, including some visual aids. The reports took a whole period, and were a very good way to judge students' impromptu speaking.

2 These Activities Sheets, read each Monday as an exercise in English reading and comprehension, provided the mainstay for maximum cooperation between teacher and students. Each student knew exactly what was expected of him, and could thus work within the structure of the program. The planned activities were flexible; any subject generating much interest was allotted more time, while those that became uninteresting were changed. Working with these sheets was a group effort, and showed that the students were willing to cooperate when they knew what they had to do. In the situation of discipline problems, the best organization or class time is the best remedy.

Also included are some games and assignments which proved useful. Every teacher has to devise his/her own activities according to the situation he/she is in. In this case I decided to stress self-help (the exercise of correcting dialogues) and work with prepositions. If the exact exercises are not in themselves useful, perhaps they will give an idea to the new teacher for similar improvising during student teaching.

Mr. Lem F. Eldridge
Anatolia College
1st. Form English

English Activities #17 for the Week
of February 18th. through February 22nd.

Monday

Mr. E. will begin the period by talking about the somewhat disappointing semester examinations. He will then go over the most frequently missed errors, having each student correct the mistakes by writing the answers in his notebook.

The second hour Mr. E. will continue going over the semester English examinations. The student will read the correct answer for each test question. Mr. E. will also mention about Miss F. Hermansen, the student teacher assigned to work with our class for part of the semester. Bring EN 900 Book #4 to class tomorrow.

Tuesday

Mr. E. will spend the 1st. part of the hour completing the semester examination review. He will then begin with book #4 in EN 900. Intonation. Mr. E. will then assign current event topics for reports to be given on Friday. Bring EN 900 to class tomorrow.

Wednesday

Mr. E. will begin the class by introducing Miss Hermansen, our student teacher for the next eight weeks. Miss Hermansen will then present the English activities for the 17th. week of school. She will then ask introductory questions so that she can become familiar with each student. The remaining class period will be spent going over Substitution Drills, Reading Practice, Conversation, and Participation Drills.

The second hour we will continue with the EN 900 exercises. Participation grades will be given.

H.W.: write a dialogue using fifteen (15) words from the Word List and eight (8) from the Verb Forms, p. 12 in the text. Continue to work on current event reports. Bring EI to class tomorrow.

Thursday

We will spend the entire period going over the idioms presented in lesson #12 in EI, p. 45. Turn in H.W..

H.W.: continue to work on current event reports. Mr. E. & Miss H. will be looking for a good delivery, that is, a report that is given with clear direct speech and easy to follow.

Friday

We will spend the entire two periods with current event reports.

Question for the week: what was the total number of days the Skylab orbited the earth.

Miss Hermansen
Anatolia College
First Form English

Name _____

English Activities No. 18 for the Week
of February 25 through March 1.

Monday

Holiday.

Tues day

We will continue with Current Events reports.
Miss H. will discuss, briefly, the homework
assignment.

H.W.: Bring English Graded Exercises to class
tomorrow. Write the prepositions on p. 40.

Wednesday

We'll finish the Current Events reports. Then
Miss H. will discuss the dialogues from last week
with you, and explain the problems you had with
the grammar. We will go over your homework for
today, and look at the PRESENT CONTINUOUS TENSE,
p. 45, and GERUNDS, p. 120, in EGE.

H.W.: Correct the sentences taken from the
dialogues, on the sheet that Miss. H. has given
you.
Bring EKS to class tomorrow.

Thursday

We will begin the story, "Mr. Traver's First Hunt"
on p. 32.

H.W.: EME, Vocabulary and Idiom Review, A and B,
p. 34-35.

Friday

We will finish the story and discuss it in class.
We'll go over the exercises at the end of the
story orally.

Question for the Week: Exactly what and where is the Grand Canyon?
The Painted Desert?

The following exercise for homework is a variation on the Workshop's suggestion for reading a dialogue aloud, and reading it again with ridiculous errors. This homework sheet represents sentences taken from each student's homework dialogues of the previous week.

The object of this lesson was to give each student an idea of difficulties some of his classmates-as well as himself-were having in English. Since the majority of the vocabulary used was part of a lesson we had done, the exercise also served as a review of that lesson.

2/27/74

Miss Hermansen
Anatolia College
First Form English

Name

The following sentences are taken from your dialogues of last week. Rewrite them correctly.

1. Please take a decision.
2. From Jim listened that the weather was fine.
3. If we'll go to the beach instead of going to the mountains we must take our wheel-house while we have a house in the mountains.
4. Yesterday I attempted to telephon Mr Chappel But I didn't be able to.
5. Let's go anyplace anywhere but that place must be beuaifule and every morning to take our breakfast with a special toast and then play something difficult and nobody never win.
6. I doubt we will do something?
7. I doubt to go to the sea.
8. I'm and a winter swimmer too and I don't afraid the cold sea.
9. And I changed it in someplace without spend nothing.
10. But if I won't make a chance I will come to the mountains instead of going to the beach.
11. Can you go anyplace along?
12. For me it's difficult to think over about it.
13. I want to go to the Pallas' beach.
14. Yesterday I imagined to stay home but I went to the coast.
15. It's beatiful to entertain me somebody but it isn't possible.
16. I prefer to go in every place instead of staying in the town.
17. I will go at someplace maybe I will go at the sea or at the seasure.
18. Can you explain me why you will go in the mountains?
19. I would did the same with you if the facts were like that.

Miss Hermansen
Anatolia College
First Form English

English Activities Sheet No. 19
for the week of March 4 - 8, 1974.

Monday

Miss H. will make Current Events assignments. We will have various students tell the story of "Mr. Travers' First Hunt" in their own words. Orally we will go over the exercises at the end of the story, with a general review of the vocabulary. Miss H. will explain the causative form in English grammar, when we do the Structure Review on p. 38 of ERS. You don't need your books.

In English 900 we will begin Unit 2, p. 13ff.

H.W.: Write a summary of the story, ERS, in your own words. Tell what happened, and why the situation was ironic. Minimum: 60 words.

Tuesday

We will do some rôle-play from the ERS story. Miss H. will be Miss Paddock and you will play the other parts. We will omit the actual hunting scene. Then, if we have time, we will play some word games.

Wednesday

Today we will continue with Unit 2 in Eng. 900. We'll work on the dialogues, p. 20, with small hand puppets. Miss H. will explain gerund and infinitive complements in English grammar for exercise 3, p. 23.

H.W.: Write a dialogue using 10 verb forms and 20 words from the word list, p. 24. Bring EGE tomorrow.

At the beginning of the afternoon class, Mr. E. will take a class photograph. Meet on the steps at 1:00.

Thursday

Today we will practice the points of English grammar that we learned this week, with exercises in EGE, p. 160 and pp. 120-123.

H.W.: Current Events Reports.

Friday

Both periods will be spent on the Current Events reports, which will be graded mainly on your creative effort. Make them diversifying, interesting, and informative.

Question of the Week: When did Beethoven live, and how many symphonies did he write?

3/5/74

Roh-play

Mr. Travers' First Hunt

Scene I Miss Paddock tells Mr. Travers that he must say he loves horses.

Scene II Young Paddock asks T. if he rides.

Travers says there's nothing he likes better than riding.

Young Paddock is happy, and offers to give Satan to T. for the hunt. He says that Satan is difficult to control, and that he killed a workman last year.

Scene III Mr. Paddock asks his daughter to make T. give up horses. He says that T. is a brave rider, but that someday he will break his neck.

Scene IV Young Paddock offers Satan as a present to T.

Travers can't accept. He explains that Miss P. has made him give up riding, and that he has given his word to her that he will.

All the men protest loudly.

Travers says that it's difficult for him to give up riding, but it shows what sacrifices a man will make for the woman he loves.

English Activity Sheet for the Week
of March 11 through March 15, 1974.

Monday: We'll begin with Current Events reports from Saravelos, Adamides, and Varsano. Then we will read the Activities Sheet. Miss H. will distribute mimeographed information about prepositions in English grammar. We'll read these and have some time for questions. We will do some review of the causative form.

H.W.: Miss H. will give you a sheet of questions to be answered with complete sentences. Refer to the preposition rules for your answers.

Tuesday: In the lab we'll have the songs "Day by Day", "Some Day Soon", "Will the Circle Be Unbroken". We'll go over the words to these songs with the litto sheets Miss H. has made up. We'll show some pictures of a rodeo, with the song "Some Day Soon".

In class there will be two current events reports. After these we will play a team game, testing your knowledge of the prepositions we are learning.

H.W.: EGE pages 101 and 102. Write the answers on a separate piece of paper to hand in to Miss H. tomorrow. Bring English 900 to class tomorrow.

Wednesday: We'll have 4 Current Events reports. Mr. E. will be present while Miss H. meets with the volunteer committee to discuss the Spring project. Committee members are Adamides, Kehayias, Saravelos, Varsano, and Zaghariades. We will go over Base Sentences and Verb Study in Eng. 900, Unit 3. Miss H. will help you with word order and adverb placement in English sentences.

H.W.: On a piece of paper write the sentences from p. 130, EGE, correctly. Bring Eng. 900 tomorrow.

Thursday: In the lab we'll do lessons from Unit 3, Eng. 900. In class we'll have the rest of the Current Events reports and reading practice from Eng. 900, p. 31-32.

H.W.: Eng. 900, p. 34. Write exercises 1 and 2 on a piece of paper, with complete sentences.

Friday: First we'll discuss the Spring project. We'll review prepositions and word order by asking each other questions and by doing some dialogues using hand puppets. We will also make our own sentences using flash cards with parts of speech. Your homework is to begin collecting the materials we will need for the Spring project.

Question for the Week: At this time, what two plays are being organized at Anatolia for the Spring? Who's presenting them?

PREPOSITIONS

DEFINITION: A preposition is a word used to show the relations of a noun or pronoun to some other word in the sentence.

COMMON PREPOSITIONS

about	below	from	toward
above	beneath	in	under
across	beside	into	underneath
after	besides	like	until
against	between	of	unto
along	beyond	off	up
amid	but (except)	on	upon
among	by	over	with
around	concerning	past	within
at	down	since	without
before	during	through	
behind	except	throughout	
	for	to	

WHEN TO USE:

UNTIL introduces a time phrase which expressed a specific time, not duration. It is never used before a place word.

examples: until dinner was ready
 until he ate dinner
 We'll study until we know it.

FOR introduces time phrases that express duration.

examples: for two or three days
 for a little while
 They played soccer for two hours.

BY is used for something which will be finished at or before the time mentioned.

examples: by next year
 by tomorrow
 Your homework should be finished by this time tomorrow.

SINCE indicates that a situation has remained unchanged, starting in the past and continuing now.

example: Since the beginning of the year we have been trying to speak English well.
 (we use present perfect tense)

DURING indicates a period of time which is limited.

examples: during the morning
 during our class
 During this period we will study Lesson 3.

"WHICH PREPOSITION?"

Miss M. M. M.
Anatolia College
Pinar from English

according to
accustomed to
afraid of
angry with (someone)
about (something)
apologize to (someone)
for (something)
ask for

based on
believe in one
blame (something) on (something)
blame (someone) for (something)
borrow from

capable of
combine with
compliment (someone) on
composed of
confidence in
consist of
content with
convince (someone) of (something)

depend on (upon)
derive from
disagree with
disappointed in (with)
due to

followed by
fond of

independent of
insist on
interested in
introduce to
invite (someone) to
(some place)

laugh at
lead to
limited to
listen to

married to

necessity for

object to
out of

privilege of
proud of
provide for

reason for
recover from
in regard to
remind (someone) of (something)
in respect to
have respect for
get rid of

satisfied with
separate from
similar to
substitute for
succeed in
superiority of (something)
to (something else)

tired of
translate from (one language)
into (another)

wait for (someone) at (some
place)

Miss Hermansen
Anatolia College
First Form English
March 11, 1974

* PREPOSITIONS FOR PLACE *

Rules	Examples
IN before continents countries states cities and towns	in Europe in South America in Greece in New York in Chicago in Volos
ON before streets	on Egnatia on Tsimiski Street
AT before numbers of buildings	at 25 Ermou Street.

* PREPOSITIONS FOR TIME *

Rules	Examples
IN before months years seasons special expressions	in September in June in 1942 in winter in summer in the morning in the evening
ON before days of the week dates	on Monday on July 4 th on the 25 th of March on Friday
AT before the time of day special expressions	at seven thirty at noon at 5:30 at midnight at night

* MOTION VERBS + TO *

a) Jack rides downtown.
He walks home.
He hurries to class.
He runs to school.
He goes to church.
He goes to bed.
He goes to New York.
He walks to the library.
He walks to the store.
He hurries to the movies.
He travels to the country.
He flies to the city.

* PREPOSITIONS *

Miss Hermansen
Anatolia College
First Form English
March 11, 1974

RULES

IN often indicates the position of something surrounded.

ON often indicates contact with a surface.

AT is often used in expressions of positions.

IN is also used to indicate one's course of study, profession, or business.

EXAMPLES

in the cafeteria
in the lab
in the dorm

the pencil on the desk
the sentence on the blackboard

the blond girl at the table.
someone at the door.

in political science
in English
in engineering
in medicine (a doctor).

MOST COMMON PREPOSITIONS

AT BY FOR FROM IN
OF ON TO WITH

Miss Hermansen
Anatolia College
First Form English
March 11, 1974.

HOMEWORK

Answer in complete sentences.

1. What will you be doing during 8th period tomorrow?
2. How long will you be in school?
3. When were you born?
4. How long have you been studying English?
5. Where do you go when you want to swim?
6. Do you spend your vacations near Thessaloniki?
7. Where can you buy books?
8. By what date will we be ready for our Spring project?
9. In what season do Americans play baseball?
10. When we're playing basketball, where do we try to throw the ball?
(if we're trying to score)
11. Is Greek food different from American food? Is it the same as
American food?
12. How long did they play football?
13. With whom did you go to the movies?
14. What do you write with?
15. Are Joe and Bob good in mathematics? What about English?
16. Why do a lot of people come to Thessaloniki during September?
17. Since when have you been speaking English?
18. Where does your mother have her hair done?
19. What do you tell your parents about school?
20. What do you do between classes at school?

1. The book is ~~xxx~~ the desk. (on)
2. The students are ~~xxx~~ school. (at)
3. You drink milk ~~xxxx~~ a glass. (from, out of)
4. Mary is not going to the movies. Everybody ~~xxxxx~~ Mary is going. (except)(but)
5. How far is it ~~xxxx~~ the sea from here? (to)
6. When it's time for lunch, we must hurry ~~xxx~~ the dining room. (to)
7. He ran ~~xxxx~~ the classroom. (into)
8. Susan and I are going to the theater. I am going ~~xxxx~~ Susan. (with)
9. You can buy fish ~~xxx~~ the market. (at)
10. He sat down ~~xxx~~ the table. (at)
11. Every morning I get ~~xx~~ the bus at 7:30. (on)
12. Every morning I get on the bus to come ~~xxxx~~ school. (to)
13. Where am I standing? I'm standing ~~xxxxxx~~ the desk. (beside)
14. You have to go to bed at 9:30. You can stay up ~~xxxxx~~ 9:30. (until)
15. Sometimes you can find flowers ~~xxx~~ a garden. (in)
16. In the garden sometimes you will find a wild flower ~~xxxx~~ the other flowers. (among)
17. Many ~~xxx~~ you are very good students. (of)
18. She's been reading Greek ~~xxxxx~~ 1969. (since)
19. We'll be speaking English ~~xxxxx~~ we die. (until)
20. The tall man ~~xxxx~~ blond hair is a doctor. (with)
21. I asked her ~~xxxx~~ say it again. (to)
22. When you go to America, you'll go ~~xxxx~~ plane. (by)
23. John has to go to the doctor this afternoon ~~xxxx~~ 4:00. (at)
24. Can you tell me the color ~~xxx~~ that pencil? (of)
25. If you're sitting next to someone, you're sitting ~~xxx~~ him. (beside)
26. I expect you to finish your homework ~~xxx~~ 9:30 tonight. (by)
27. Before leaving Greece, I'll go to Athens ~~xxxx~~ a few days. (for)
28. We pour water from the bottle ~~xxxx~~ a glass. (into)
29. This boy is brilliant in all his classes, ~~xxxx~~ geography. (except)
30. I am holding a piece ~~xxx~~ paper. (of)
31. Bring your English 900 ~~xxx~~ class tomorrow. (to)
32. Bring English 900 ~~xxx~~ tomorrow's lesson. (for)
33. We'll be studying English 900 ~~xxx~~ we finish the book. (until)
34. Some ~~xxx~~ you talk too much in class. (of)
35. Do you come ~~xxxx~~ Thessaloniki? (from)
36. School will be over ~~xxx~~ 20 minutes. (in)
37. She has been sick ~~xxx~~ yesterday. (since)
38. To catch the bus, we stand ~~xxx~~ the bus stop. (at, beside)
39. Yesterday I read ~~xxx~~ three hours. (for)
40. You can write ~~xxx~~ a pen. (with)
41. Tomorrow we have a meeting ~~xxx~~ discuss the Spring project. (to)
42. He was late for class; he didn't come ~~xxx~~ time. (on)
43. We don't feel lonely when we're ~~xxx~~ friends. (among, with)
44. Everybody was in class ~~xxxx~~ John. (except)
45. We can sing songs ~~xxx~~ in the lab. (in)
46. Is your mother ~~xxx~~ home today? (at)
47. Mr. Jones has been smoking cigarettes ~~xxx~~ he was 17 years old. (since)
48. If you want to swim, you take a ride ~~xxx~~ the seashore. (to)
49. When you get to the seashore, you can jump ~~xxx~~ the sea. (into)
50. I don't want to go alone, I want to go ~~xxx~~ somebody. (with)
51. Athens is far ~~xxxx~~ here. (from)
52. Someone ~~xxxx~~ you is going to have a fine stamp collection. (among, of)
53. I'd like ~~xxx~~ speak Greek as well as you all speak English. (to)

SECTION IV

LANGUAGE LABORATORY

In the lab we not only worked closely with the lesson (English 900) through tapes in conjunction with the tapes, but we also used songs.

With the tapes available I transcribed the words of the songs on the following few pages. This gave the students diversion as well as enabling them to sing along, for excellent practice in enunciation, intonation, and pronunciation.

During the first part of lab sessions with songs, we discussed new vocabulary and the general meaning of the songs.

While this was not part of the assigned curriculum, it added interest to the program. Students are never bored with American songs, and delight in singing along with them. This improves their diction, as well as overcoming any inhibitions they may have in speaking. Try it - any age group loves singing, especially in the privacy of their lab booth.

SONG

YOU'VE GOT A FRIEND

--Carole King

When you're down and troubled
and you need some love and care,
And nothing, nothing is going right,
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night.
You just call out my name
And you know wherever I am,
I'll come running to see you again.
Winter, Spring, Summer or Fall,
All you have to do is call
And I'll be there.
You've got a friend.

SOME

"DAY BY DAY" --from GODSPELL

Day by day, day by day
O dear God, three things I pray:
To see Thee more clearly,
love Thee more deeply,
follow Thee more closely,
day by day.

"LOVE IS JUST A FOUR-LETTER WORD"
-- Carolle King

Seems like only yesterday I left my mind behind
Down in the gypsy cafe with a friend of a friend of mine.
She sat with baby heavy on her knees;
Yet spoke of life, much grief, and slavery
With eyes that showed no trace of misery.
Praise in connection first that she uttered
That love is just a four-letter word.
Outside a rattling store-front window
Cats scowled in the break of day.
Me, I kept my mouth shut, to you I had no words to say.
My experience was limited and underpaid.
You were talking while I hear, to the one who was the father
of your kind. You probably didn't know I did, but I heard
You say that love is just a four-letter word.

(continued)

Miss Hermansen
Anatolia College
First Term English
Language Laboratory

I said goodbye. I noticed pushed far within from my own games
Drifting in and out of lifetimes unmentionable by name
Searching for my double, looking for
Complete evaporation to the core.
Though I tried, and failed at finding any door
I must have thought that there was nothing more absurd
Than that love is just a four-letter word.
Though I never know just what you meant
When you were speaking to your man
I could only think in terms of me, and now I understand.
After waking enough times to think, I see
The holy kiss that's supposed to lead to Eternity
Blow up in smoke; its destiny falls on strangers, travels free.
Yes I know now traps are only set by me.
And I do not really need to be assured
That love is just a four-letter word.
Strange it is to be beside you many years, the tables turned.
You'd probably not believe me if I told you all I've learned.
And it is very, very weird indeed
To hear words like "forever" and "please".
The chips run through my mind, I cannot cheat.
It's like looking at a teacher's face to hide
I can say nothing to you but repeat what I heard
That love is just a four-letter word.

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Anatolia College
First Form English
Language Laboratory

SONG

"SOME DAY SOON"

--Judy Collins

There's a young man that I know. His age is 21.
He came ~~down~~ from down in southern Colorado.
He just got out of the Service and he's looking for his fun.
Some day soon, (I'm) going with him, some day soon.
My parents cannot stand him, because he rides the rodeo.
My father says that he will leave me crying.
I would follow him right down the roughest road I know.
Some day soon (I'm) going with him, some day soon.
And when he comes to call, my Pa ain't got a good word to say.
(I) guess it's because he's (he was) just as wild in the younger days.
So blow, you old blue Northern, blow my love to me.
He's driving in tonight from California.
He loves his damned old rodeo as much as he loves me.
Some day soon (I'm) going with him, some day soon.

"GOODBYE DON'T MEAN I'M GONE" --Carole King

Don't it seem like time goes on
And here we are, still carrying on,
Reaching out for one another
Like a telephone call from an old friend or brother.
And you are there to share a song in the making.
Goodbye don't mean I'm gone.
I know how alone you are, and it's so hard to be so far
From the one who means the most to you
When you would so much rather have him close to you.
I hope you know you haven't been forgotten. Goodbye don't mean I'm gone.
I'll never be what you think you see.

Page 2

If I can help you deal with what you see as real
That makes me glad to have known you, the way I do.
You know I'd like to see more of you.
But it's all I can do to be a mother,
With babies in one hand and a pen in the ~~the~~ other.
You know my love is always there for the taking.
Goodbye don't mean I'm gone.

"WILL THE CIRCLE BE UNBROKEN?" --Joan Baez

Will the circle be unbroken?

By and by, Lord, by and by.

There's a better home awaiting

In the sky, Lord, in the sky.

CHORUS

I was standing by the window one dark and cloudy day,

When I saw that hearse come rolling, for to carry my mother away.

(chorus)

Well, I told the undertaker, "Undertaker please drive slow,

For this body you are hauling, Lord I hate to see her go."

(chorus)

I followed close behind her, tried to hold up and be brave.

But I could not hide my sorrow, when they laid her in the grave.

(chorus)

SECTION V

SPRING PROJECT - PUPPET SHOW

For our Spring Project my class did a puppet show. Its preparation took about three weeks. The boys made their puppets from paper maché, helped make the stage, split into groups of 4, wrote (for the most part) their plays, and learned their parts. The plays (five of them) were presented to an audience of different classes on four separate occasions, all during English class time. Each group had a coordinator who delegated responsibilities, so that one boy was helping to make the stage, another working on the backdrops, another making the program/invitations (also included), and so on. Both the President and the Vice President of Anatolia were invited and came to the puppet shows. Each show lasted about 20 minutes.

The project was planned largely outside of class, as we continued reading practice during actual class time as much as possible. During class, as outlined, we studied the story of Rip Van Winkle for continued formal study of pronunciation, passive understanding, and expanded vocabulary. (This was not too successful as the students were increasingly excited about the upcoming shows and their preparation).

The project itself exemplified a successful conclusion to our total endeavor of providing a precise awareness of goals in the classroom. It came toward the end of the semester, so that my supervisor and I felt that we could present several ideas for a project, and let the students take the initiative. They decided upon a puppet show, and apart from the overall organization and general supervision, all specifics came from the boys themselves. While the planning stages among the students may not have taken place in English (especially the making of the paper maché puppets), the resulting individual plays were written in English. I edited them and directed them, minimally.

Included are the Activities sheets outlining the development of the project, the plays (as performed) and the five invitation/programs drawn up by one member of each group. Following the productions we had a cast party at my supervisor's house, when the boys presented me with a card signed by all and a small present while they played "To Sir with Love" on the record player. It marked the end of my student-teaching.

This is a wonderful project, which also works with any age group. Students can speak without inhibition behind a screen, and make their puppets say anything they want. While some mistakes are inevitable, students take pride in getting a point across. It also stimulates working within the given structure, without thought to being controlled by a teacher. Every year of ESL teaching should include a puppet show, as a means of showing a teacher what he/she has accomplished. Its organization, and careful attention, can be the most rewarding project of the year.

Miss Hermansen
Anatolia College
First Form English

English Activities Sheet No. 21
for the week of March 18-22, 1974.

Monday: Each group will have a box for puppet show materials. We will go over the Activities Sheet and two papers concerning the Spring project. We will then divide into the five groups so that you can discuss your stories, or plots. Each group coordinator will ask his group questions about the stage. Miss H. and Mr. E. will help you.

Miss H. will return your homework papers and go over any difficulties. We will begin reading "Rip Van Winkle" in ERS, p. 116.

H.W.: ERS p. 118, A & B. You can write A in your books but write B on a piece of paper to be turned in.

During 7th period Miss H. will meet with Group I to discuss its plans for a puppet show.

Tuesday: Today we'll play the Prepositions Game again. We'll play it a different way this time. The prepositions will be on each side of the blackboard at the front of the room. Two teams will line up and after Miss H. has read the sentence, the first person in each line will run up to the blackboard to find the correct preposition.

ab: Group II will meet.

H.W.: Each coordinator should telephone the members of his group to discuss his part in the play. We begin practice on Friday.

7th period - Miss H. meets with Group III.

Wednesday: In class we'll be reading Part II of "Rip Van Winkle" in ERS. We'll be looking at word order of the sentences and picking out various prepositions to see how they're used.

H.W. ERS p. 121. Do A in the book and B on a piece of paper.

7th period - Miss H. meets with Group IV.

Thursday: Lab: Miss H. will meet with Group V, Conference room. In class we'll continue reading "Rip Van Winkle", Part III.

H.W.: ERS, p. 124, Vocabulary & Idiom Review. Write complete sentences on a piece of paper.

Friday: Each group will have a turn to explain its plot to the class. Do not tell the whole story. Then we'll discuss plans for next week. We'll read Part IV of our story during the second period. You should meet with your group during 7th period to plan what to bring on Tuesday, when we start making puppets in class.

Happy holiday!

NAME _____

Miss Hermansen
Anatolia College First Form English
March 18, 1974

Instructions for Group Coordinators
Spring Puppet Show

- I. a) Write the names of the people in your group, and their telephone numbers.
b) Assign duties to each member of your group. (One person should be in charge of the program/invitation, one should be working on the stage, one should take care of music and props if you have them, etc.)
c) Start writing the play. Give a copy of it to everyone in your group.
d) Decide the title of your show.

- II. This week, we'll be working on the stories, or plots, of your plays. Miss H. will meet with each group during 7th periods and lab periods. By Friday each group must be ready to tell the class what his show will be about. You should know who the characters are, so we can begin making the puppets next week. We will use 7th periods and one or two class periods next week (March 26-29) making the puppets. The week after that we should be ready for rehearsals. We can invite another class, maybe a Pinewood class, to watch a dress rehearsal. The plays can be presented for the Anatolia audience on Thursday and Friday, April 4 and 5.

NAMES AND TELEPHONE NUMBERS OF YOUR GROUP

- 1.
- 2.
- 3.
- 4.
- 5.

Miss Hermansen
Anatolia College
First Form English
March 18, 1974

NAME _____

STAGE DESIGN FOR PUPPET SHOWS

Each group coordinator should ask his group these questions.

1. How many puppets will be on the stage at the same time?
2. How big are your puppets?
3. What size should the stage be?
4. Will any puppets come down from the top, in from the sides, or up from the bottom in your play?
5. What kind of a stage can we make to let the puppets appear from the top, bottom, or sides?
6. Should the audience see your feet?
7. Will you be standing or sitting down?
8. How will you hide your heads?
9. Should the puppets be in front of your faces or above them?
10. How can you project your voices so that everyone can hear you?

From the answers to these questions, make a diagram of the stage on the back of this paper. Give me the answers and the drawing on Wednesday.

Also, should the stage be too heavy for four of you to carry?

If you decide to make one stage, everyone will help make it. Each group can then add paintings, pictures, etc. to the front of it for its play.

No. 22
English Activities Sheet for
the week of March 25-29, 1974.

Miss Hermansen
Anatolia College
First Form English

Monday: Holiday.

Tuesday: During the lab period we will read the Activities Sheet and listen to English 900.

During class period we will be meeting in the Ladas study room to begin making our puppets. After we mix flour, salt and water with a little bit of glue, we can dip pieces of newspaper into it and paste them onto the mold of the head (light bulb, pine cone, orange, etc.). You must finish one or two layers and let it dry overnight.

Wednesday: During the first hour Groups I and II will meet with Miss H. while Groups III, IV and V meet with Mr. E. Meet at the classroom. Each group should have typed copies of its story ready for each student so that we may begin practicing.

This afternoon meet in Ladas for puppet and stage construction. For the stage we need an old sheet, and any decorations you want. Add one or two more layers of paper maché to your puppet.

H.W.: Make the costume for your puppet. Bring it to school tomorrow.

Thursday: During lab, the people in charge of programs will meet with Miss H. in the Conference Room to make the programs. Bring the necessary materials and decide how many you want. Miss H. can have copies made for you.

During class we will meet in Ladas to continue working on the puppets. We will also be working on your stories. Everyone should know his part, very, very well. You will be graded on your performance.

Friday: Meet in Ladas. We'll paint the puppets, if they are ready. Both periods today we will have play practice. You have not had much homework so you could learn your part. Today we will finish making the stage. While one group is practicing, another will be working on the decorations for the stage.

Note: Each of you is being graded for your participation in this show. You will have grades for creativity, cooperation, conduct, and your written and spoken parts in your play. This is the most important grade for you this semester.

Miss Hermansen
Anatolia College
First Form English

Activities Sheet No. 23 for the
Week of April 1 - 5, 1974.

Monday: This week all classes will be held in Ladas Hall. We will begin practicing the puppet shows using the stage. While one group is rehearsing, the rest of the class should be watching carefully. When the group has finished practicing its play the rest of the class can offer suggestions. The class will act as an audience.

H.W. Prepare the backdrops for your show; These are due on Tuesday.

Tuesday: Meet in Ladas at 9:05 (second period). We will continue the practices both periods today.

H.W. Know your part. Be ready for dress rehearsal.

Wednesday: Today is dress rehearsal. This means final practice, and you will have an audience.

Thursday: First period, Group 3 will present its play.
Fourth period, Group 1 will present its play.

Friday: Second period, Group 2 will present its play.
Sixth period, Group 4 will present its play.
~~Seventh period~~, Group 5 will present its play.

Have a happy vacation!

FRIDAY Boys' Lunch: meet at Mr. Eldridge's house for the CAST PARTY.

Puppet Show
Spring 1974

GROUP I
A. Karyias

First form English
Anatolia College

ACT I

Bill: (loudly) Buy your own eau de cologne by Bill! This is me.
(OSCA #711, AFTER SHAVE, LOTIONS, everything in Bill's. With two dollars you buy a bottle of eau de cologne. Come, great selling out. But what's that I see? Is this a customer who's coming into my store?)

Customer: Good morning.

Bill: Good morning, my master. How do you do? What do you want?
Everything in Bill's.

Customer: Well, I want a bottle of rat poison.

Bill: You stupid man! Go to hell! (customer leaves) A rat poison! Fancy that!
(He walks a little, then he goes to the shop window.) Hey! What's this?
My lawyer? A new lawsuit!

Lawyer: How are you, Bill?

Bill: Very well, and you?

Lawyer: Very well too. Bill...

Bill: How much?

Lawyer: A large house, much money, and many books.

Bill: I will pay all this?

Lawyer: No! You'll receive them!

Bill: What!

Lawyer: Your Aunt Lilly died. She was very sick. You inherit much much money, Bill!

Bill: yahhi!

Lawyer: Bill!

Bill: Yes?

Lawyer: You owe me some money, and...

Bill: You will take these. (He gets some bottles). Here! #711, After Shave, Cristal Color, Sunsilk. (He's mixing them and he's throwing them to the lawyer).

Lawyer: Help! Help! They are killing me!
(Bill leaves).

ACT II

(A big room dusty with spiders. Many books have been thrown on the floors. There is no furniture.)

(Bill, a second lawyer, Miss Smith, an old woman)

Miss Smith (before entering): It is not very clean. (She enters)

Bill (he enters, he coughs a little): How much will I take?

Lawyer 2: (he enters) Nothing!

Bill: What!

Lawyer 2: Your aunt was poor. She owed money and you have to sell the house to pay the debts.

Bill: And the books?

Miss Smith: Here they are. (she points)

Bill: (reading the titles) Hamlet by William Shakespeare. Hamlet by Shakespeare. William Shakespeare's works. Hamlet. Hamlet. (He stops reading, begins counting). One, two, three, four, five, six, seven, eight, nine, ten Hamlets and a humor stories book.
(They go out, Bill takes the books. A little later he returns alone).

Bill: I sold the Hamlets to the second hand store. The book dealer gave me \$20. But I kept the humor stories book. Let's read it.
(He reads a little).

Hey, what's that? Here is written: "a one hundred thousand dollar check in one Hamlet for my beloved nephew. Aunt Lilly." But... that is impossible! Me, I...well...Yahhii! I'm rich! But, just a minute!...the books, I sold the books! (He turns around the room, goes out).

ACT III

(Junk dealer, Bill, later a policeman, in the Secondhand store)

Bill: (Before entering) My Money, my books, they stole my money! (Enters)
Sir, help me, my books.

Junk dealer: Your books?

Bill: I sold you some books, and ...

Junk dealer: Oh, I sold them.

Bill: Where, to whom, my books! (he throws a cup).

Junk dealer: You threw my cup which cost \$500.

Bill: (He catches him by his pants) Where are my books? Where!

Junk Dealer: Help! Help! He's killing me!

(act iii)

Bill: Where did you sell them?

(Junk dealer: Police! Help!

Policeman (enters): What's the matter? (to Bill) Oh, you! What are you doing here? You'll go to jail.

Bill: Please, I will pay the guarantee.

Policeman: It is \$100.

Bill: Take it. Now you (he turns to the junk dealer) where did you sell the books?

Junk dealer: The customer gave me his cart. He's an antique dealer.

ACT IV

(Bill, Butler, Mr. Willison)

Butler: (from outside) My mother is waiting for you, Mr. Jones.

Bill (from outside): Thank you. (He enters) How are you, sir?

Mr. Willison: Very well. What may I do for you?

Bill: You bought some books today.

Mr. W: Oh, yes. Very good ones.

Bill: Can I buy them?

Mr. W: Sorry, but I've promised them to Macy's shop.

Bill: But I'll pay \$100!

Mr. W: I can't give them to you.

Bill: (to himself) I'll steal them. (to Willison) I want to see something. Can you show them to me?

Mr. W.: There they are.

Bill: Thanks (he leaves)

Bill: (He enters from the window) Well, I'll find them. (He looks) Here they are...but there are four. Let's see. No, there's not any check.

(Enter Mr. Willison)

Mr. W.: Hey, you thief! Stop! (He attacks Bill. Bill runs away).

ACT V

Bill: Here's Macy's second hand store. Hey! The man inside is buying two of my books!

Man: (going out) Well, I like Hamlet.

Bill: Sir!

Man: Yes?

Bill: Look at that bird!

Man? What?

(Bill beats him and takes the books)

Policeman: Hey you! Stop!

(Bill beats him and runs away. He looks at the books.)

Bill: Nothing here either.

ACT VI

(Bill walks in the park).

Bill: Hey! This girl has one of my books! (He sits near her).
My dear lady.

Girl: Yes?

Bill: Would you like to tell me your name?

Girl: No.

Bill: You bewitched me with your beauty.

Girl: Shut up, stupid.

Bill: You're my type.

Girl: You're not mine.

Bill: Honor me, please, my pretty fairy.

Girl: You are an idiot.

Bill: We're made for each other.

Girl: Leave me alone.

Bill: What are you reading?

Girl: For the last time, stop, because....

(act vi)

Bill: Hamlet? Very interesting.

Girl: Will you stop?

Bill: Send me your eyes, which are as beautiful as the moon.

Girl: John, this man is bothering me!

(John comes, catches Bill).

John: Why are you bothering my girlfriend?

Bill: I? Me?

John: Yes, you.

Bill: Look at that one behind you. I like her shape.

(John turns around to look at the girl)
(Bill looks at the book. When he finishes it, John turns around and attacks Bill. He beats him and throws him down.)

ACT VII

(Bill is in his aunt's home)

Bill: Nothing. And I can't go to Macy's to buy the last four books.
(He looks down) Hey!! Here's the check! Let's see. It is written: "Golden Bank". But this bank has closed! They didn't have enough money and they closed it. This check is no good.

ACT VIII

(Bill, a Lawyer)

Bill: Back at home. And I gave \$100. Hey, here is my lawyer.
But he has hair!

Lawyer 1: I'm glad to see you, my friend.

Bill: What? How is it that you have hair?

Lawyer 1: Your lotion is very good. It germinates hair! They want to give you a million dollars for its formula.
I mixed this with this and this (he mixes the lotions)
(The mixture explodes)
(They fall down and when they get up they all have long hair).

ALL: What's the matter?

GROUP II

Miss Norwansen
First Term English
Anatolia College

THE MONKEY'S ESCAPE

ACT I (in the street)

John: (walking in the street) Hi, Jack. How are you?

Jack: Fine, thanks. Where are you going?

John: I am going to Papas Street. I want to see my aunt.

Jack: Oh, I am going to Papas Street too.

John: I was at the circus yesterday, and I saw some very clever monkeys. They did some beautiful tricks, and I liked them very much! They were brown with black eyes.

(something moves)

Jack: Oh, look! Something is moving behind that tree! What is it? It looks like a MONSTER!!!

John: Oh come on! It's only a monkey. It looks like the monkeys that I saw yesterday at the circus.

Jack: Maybe it escaped! Let's catch it.

John: Yes, run quickly! It mustn't escape.

(They catch the monkey and telephone the zoo. The zoo car comes to Papas Street. The monkey gets into the car. The car leaves. A movie producer comes.)

Producer: Rita! Rita! Where are you, Rita!

Jack: Who are you asking for, Sir?

Producer: I'm looking for my monkey. It is a brown monkey with black eyes. Did you see it?

Jack: Oh yes. We caught it and we telephoned the zoo. The zoo car took it to the zoo.

Producer: You foolish boys! Why did you do that? Now, you will see!

(He hits them with his umbrella. The two boys are crying. Producer goes to the zoo and sees a monkey in a cage. There is a policeman in front of the cage).

ACT II

Producer: Rita! Rita! Oh my lovely Rita! I've found you again.
I'm so happy!

Policeman: Hey! What are you talking about? What Rita? This is
OUR monkey, Trita.

Producer: No, it is Rita!
(He hits the policeman too, and he opens the
cage. But the monkey is a wild one and escapes.)

(Suddenly the car with Rita arrives.)

Producer: Oh, here is Rita! I will take her and we will leave.
Come here, Rita! Come!

(Policeman wakes up.)

Policeman (very angry): No! You won't take that monkey! You
took our monkey, and we will take yours!

(He takes Rita. Rita is in the cage playing a guitar.
The producer is crying.)

THE END

GROUP IV

Miss Hermansen
Anatolia College
First Form English

THE THEFT

S. Sopheriades

Characters: Billy, Vivian, Mother, Father, Policeman.

Setting: the bedroom of the children.

Time: A night in winter.

ACT I

Father: Children, your mother and I are going over to your uncle's house. I hope that you don't need our help to go to sleep. Good night now.

Mother: Good night, my children. (she kisses them). Be quiet and sleep. We won't be back late, we'll come home soon. So don't be noisy. Good bye. (she closes the door and locks it.)

Billy: Good night, Vivian. I'm so tired and I'm going to sleep right away.

Vivian: Me too, Billy. Good night. Hou, hou.

Billy (one minute later): Vivian, today I played a very interesting game of football. Our team won. I was very happy. When I grow up I'm going to be the captain of the national team in football.

Vivian: I hope so. But let me sleep now. I'm very tired.

Billy: Yes, you're very right. I'm tired too. Good night, good night. Hou, hou. (one minute later) Hey, Vivian. Tomorrow is Saturday. No school! Do you want to go to the movies?

Vivian: Oh, Billy, of course we'll go to the movies. But please! Let me sleep now. I'm tired.

Billy: Okay. Vivian, Good night. (One minute later) Vivian, Vivian.

Vivian: Hou. hou, hou.

Billy: Hey, Vivian, wake up. I want to tell you something.

Vivian: No! Let me sleep!

Billy: Vivian, I'm afraid.

Vivian: Well, what do you want me to do about it?

Billy: Vivian, wake up and tell me something!

Vivian: Oh, you're terrible! Whenever our parents go out, you're always afraid. They should never go out.

Billy: I didn't say that.

Vivian: You didn't say it, but this is the third time you're waking me up!!!

Billy: But I'm afraid.

Vivian: Well, don't be afraid.

Billy: What if a thief came?

Vivian: But Mother locked the door before she left.

Billy: Yes, but there are thieves that have their own keys!

Vivian: You're right. But Mother said that we must not be afraid. I'm not afraid and I'm going to sleep. Good night!

Billy: Please Vivian, don't leave me alone. What can I do if a thief comes?

Vivian: If it happens, wake me up.

Billy: Vivian, did you ever see a thief?

Vivian: Yes, haven't you?

Billy: No, never. How many eyes do they have?

Vivian: Six.

Billy: Hands?

Vivian: Sixteen.

Billy: And feet?

Vivian: Thirty-two.

Billy: Oh boy, a terrible thing! If you see one, what will you do?

Vivian: I'll wrestle him.

Billy: Really!!

Vivian: Of course. Good night now. Haaaou!

Billy: ~~Eys~~ Hey, Vivian, when I grow up I won't be afraid of them.

Vivian: Why?

B: Because I'm going to be a policeman. Think of me with policeman's clothes on. I'll wrestle all the thieves I see.

V: Good. Hou. hou.

B: ...Vivian.

V: Hou. hou.

B: ...Vivian!

V: Yes. Yes.

B: Listen carefully. Can you hear any noise?

V: No! Let me sleep!

B: Listen more carefully.

V: Okay. (She listens). Yes, some noise. Never mind!

B: There he is!

V: Who?

B: The thief!

V: Oh come on! Very funny.

B: It's true! Now with his sixteen hands he's looking for jewels! With his six eyes...

V: Stop it, let me listen. Yes, there is a strange noise.

B: What can we do? I'm afraid!

V: Me too.

B: What if he comes near!

V: Don't say that. Oh help, I want my mother.

B: I want my father! (crying)

V: I have an idea. Let's get under the bed.

B: Fine idea. Let's go.

V: Billy, do something. You are a boy.

B: Yes, Vivian, but what can I do?

V: Call our uncle!

B: Until our parents find a taxi, the thief with his 32 feet will be gone.

(: Right. Call the police!

B: Yes, but if he hears the noise of the telephone?

V: If you are under the bed, that's impossible.

B: Good thinking!

ACT II

B: (on the telephone, under the bed) Hello, Police? Somebody came to our house!

Policeman: Who came, my boy?

B: A thief!

P: Where is he now?

B: In Mother's room. He's looking for jewels!

P: Where do you live, my boy?

(B: I'm under my bed! I'm here because I'm afraid of the thief. I'll wait for you to come. Good bye!

- P: Wait! Don't hang up! Where is your HOUSE??!!

B: Behind the grocery store, near Jim's Bar.

P: You didn't understand. Tell me clearly - road, number and telephone number.

B: I always forget the telephone number! Just a minute, I'll ask my sister. (to V) Vivian; What is our telephone number?

V: I forget.

B: Mr. Policeman, we don't remember our telephone number.

Vivian: Wait! I wrote it in my notebook. But my notebook is in the kitchen. I'm afraid to go there.

B: Mr. Policeman, we have it in the kitchen.

V: My boy, can you tell me how you call Jim's Bar?

B: Jim's Barà

Policeman: Anything else?

B: We have the telephone number, but it is in the kitchen.

P: Do you still hear the noise?

B: Yes, of course.

P: Your parents, my boy, where are your parents?

B: They are at my uncle's house.

P: Beautiful. Who is your uncle?

B: Mr. John.

P: His other name.

B: I don't know it. But you are late. Why?

P: I don't know where you live!

B: Really! I live on West Street, number 15. Please come quickly. Bring 50 men with you, because this thief has 6 eyes, 16 hands, and 32 feet! Please hurry!
(Hangs up the telephone).

B: Hey, Vivian. Vivian, did you die?

V: Not yet. Listen, he's trying to get out. Let's look!

B: Vivian, the door of Mother's room is open. Look at the little cat!
(meow, meow)

V: Billy! The thief was your cat!

B: Oh really! (laughing)

V: Oh no, what about the policeman?

B: I'll call him again. Oh, I think he didn't understand where we live.

V: Good. Let me sleep now, you dreamer. If you ever talk to me again about these things, I don't know what I'm going to do.

B: Yes, Vivian, forgive me! (a noise) Vivian, another thief!

V: Stop it, foolish boy. There are our parents. They came back!

B: Okay, Vivian. Good night.

V: It's better to say Good Morning, dreamer boy!

THE END

THE MAGIC STATUE

N. Zachariadis

Anatolia College
First Form English

ACT I (at the store)

Father: Hi, Mr. Brown, how are you?

Brown: Fine, Mr. Green.

Father: I want to buy something which is new and different. Let's say a cheap jewel.

Brown: I'm sorry Mr. Green, but ... the cheapest jewel costs 420 dollars.

Father: Oh! It's very expensive. Anything else cheaper?

Brown: I....think I have! I have exactly what you want. Exactly! Cheap and very nice. I have a magic statue.

Father: A magic statue? Are you crazy?

Brown: No, no, I'm not crazy. I bought it from a man from the Middle East. What was his name?Peter K.....oh yes! Peter. Peter Kramonski.

Father: Peter Kramonski? Oh! No! That's a Yugoslavian name. He tricked you!

Brown: No! He didn't. I'll go bring it to you and then you'll see. (leaves)

Father: Oh! What did he say? A magic statue. Of course, it will be a simple statue and Kramonski who brought it to him was a cheat.
(Storekeeper enters.)

Brown: Here it is. My treasure. The magic statue.

Father: And what does it do?

Brown: Very big things. If anyone tells you a lie, big or small, the statue moves one of its hands. If it's a big lie, the statue moves its right hand. If it's small, it moves its left hand.

Father: Oh! Nonsense! It's very foolish.

Brown: Let's do an experiment and then you'll believe.

Father: Okay. Statue, am I rich?

Brown: Oh, no! I forgot to say, you must tell the statue too! Too! Magic statue, is Mr. Green a rich man? (Statue moves its right hand) Is he a poor man? (Statue moves its head).

Brown: Do you see? Do you see? If you tell it something true it moves its head!

believe

Father: I can't believe it! I can't ~~believe~~ it! It's marvelous, a really magic statue.

Brown: Do you see now? I told you, but you didn't believe me.

Father: Yes, yes. How much does it cost?

Brown: For you, only sixty-five dollars.

Father: What! It's too expensive. I can't buy it.

Brown: Oh! What about sixty dollars?

Father: No, I can't. I have only fifty-eight dollars, if you will take it.

Brown: Okay! But remember I sold it to you for a very low price.

Father: Okay. Thank you very much. Now I must go home. Goodbye.

Brown: Goodbye, Mr. Green. (Green leaves). (Rubs his hands) Very good! I sold the magic statue for fifty-eight dollars, while it cost me only twenty-five!

ACT II

(AT HOME) (Mr. Green's children)

Bob: John, have you read anything in history?

John: No! I didn't, and I won't read now. Maybe our teacher will be sick tomorrow! Who knows? Have you?

Bob: No, I'm not crazy. Our father's coming, and he won't be angry. So let's listen to some pop music. Do you prefer Presley or Jowus or Rousseos?

John: I'd like to hear Rousseos. I really like his song, "Drink, drink.... my mother."

Bob: Okay, let's listen to it. (They listen)

John: It was nice. I'd like to hear it again.

Bob: No! Now we have football games at school. Let's go.

John: Okay. (They leave).

Father: (Enters) Boys! Boys! Where are you? Bob! John!

(~~He~~ (After half a minute a very popular song is heard. The father runs very fast and opens the door to see who is singing it. From the other door Bob and John come in. Their father turns suddenly and is very angry.)

Father (angry): Weren't you at school to play your football games? Why didn't you go there? Don't you have lessons?

Bob: (like a drunk) Father!! How are you? Are you fine? What about your job?

Father: My boy! What are you saying? What words are these!!! Don't you have any lessons? Where were you?

Bob: I did all of my lessons. I have nothing. We were in a discotheque.

Father: What! Okay.....I forgive you. But now we will see if you have done your lessons.

Bob (sarcastically): How?

Father: You'll see. Don't be in a hurry.

Bob: Okay. Let's see.

Father: Here is a magic statue. If you told me lies it will move its hands. Now see. (to the statue) Boo! Boo! Magic statue, have my children done their lessons? (Statue moves left hand)
Aha! Okay my boys, now go and read your lessons! When I was in school I read all my lessons! (Statue moves its right hand).
Of course I went to high school. (statue moves right hand)
I went to the University. (The statue moves slowly and then faster and then it falls down).

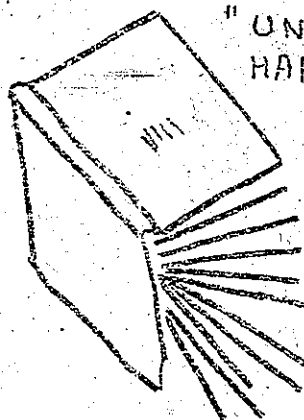
Bob: Oh! I see. I see. Of course you went to high school and to the University. Thank you father! I have seen many things. Bye!

Father: Stupid, foolish statue!!!!

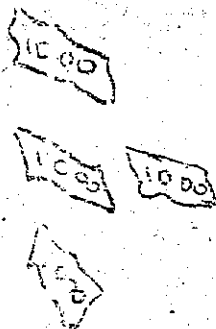
(Hear a comic song).

THE END

HEY BOYS, WHY DON'T YOU WATCH
THE UNEXPECTED HAPPINESS?
THURSDAY, APRIL
4TH PERIOD - LADAS HALL



"UNEXPECTED
HAPPINESS"



UNEXPECTED

HAPPINESS by Kehayias Athanasios

What's the matter when a pool shop
keeper inherits his aunt's property and
he finds no money? You'll learn it when
you watch the "UNEXPECTED HAPPINESS!"

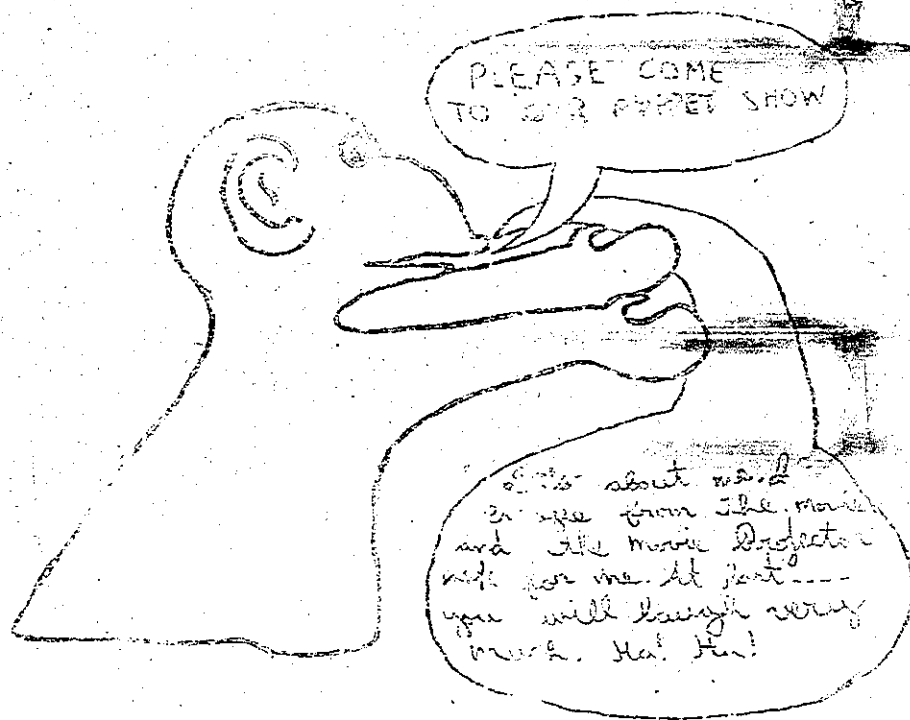
Bill (H. Fatmakis).

Customer - Mr. Williamson - Man (Th. Caltopoulos).

Lawyer - Policeman - Girl (Ath. Kehayias).

Miss Smith - Junk dealer - John (Th. Lanaroy).

Miss Herransen
Anatolia College
First Form English



It will take place in Radon Hall.

Time: 2nd Period

date: 5/4/1974 - APRIL 5 - FRIDAY

Original Title: "Monkey's Escape"

By: Christos Paltis & Christos Adamides

Characters: Paltis as JOHN

Paltis as JACK

Adamides as PROJECTOR-PRODUCER

Adamides as the MONKEY

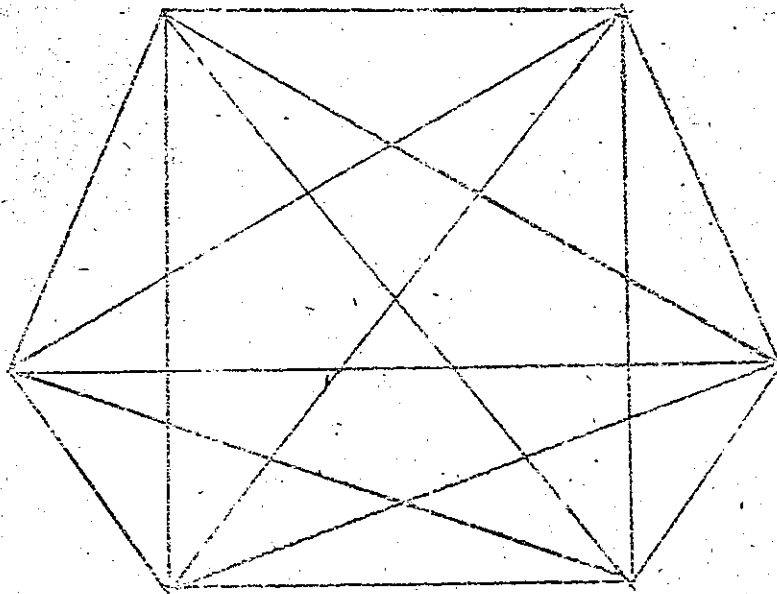
Miss Newman
Anselm College
First Term English

Invitation

We invite you to come to our puppet play in the red jewels which will be presented in Ladies Hall in APAL 4th the first period of lessons. The play is very interesting and amusing.

It is about a red jewel that everyone wants. ±

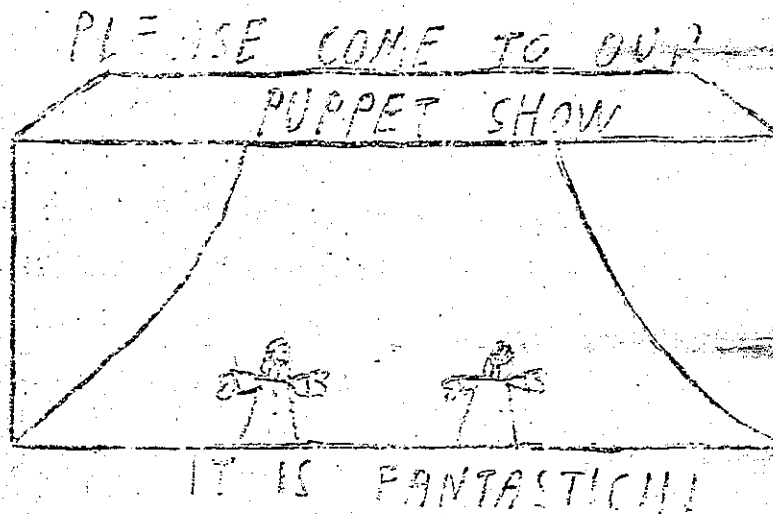
Characters:	Servant	(Ernest Ginalis)
	Bob	(Harry Sargvelos)
	Tom	(Sofolis Pelidis)
	John	(Kostas Vesezidis)
	Mr. Black	(Aris Mathinos)
	Mr. Bell	(Kostas Vesezidis)



COME! You will have an unforgettable time.

Miss Hermansen
Anastolia College
First Form English

The Director
Harry Sargvelos



Title: THE THIEF (in 2 acts)
 Date: 5/4/1974 (FRIDAY)
 Time: 1st Period
 By: Serafim Seferiades

CHARACTERS:

VIVIAN Vassano Isaac
 BILLY Serafim Seferiades
 PARENTS: Thomas Apostolidis
 POLICEMAN: Zisis Boukavala

A FEW WORDS FOR THE PLAY

The story is about two children and a thief. But this thief was not a thief. He was a... You will see what in Ladies Hall when you will come to have fun with our PUPPET SHOW!!!

"The magic statue"

A fantastic, an exciting, a magic play!
A play in which you will laugh very much.
Mr. Green wanted to buy something good.
He bought a cheap magic statue. He is going
to practice it on his boys. Do his children laugh
at their father?

(You will see on the stage).

IN
LADAS HALL

ON Friday April 5th, 6th period.

Characters.

Mr. Brown (storeman): Veizades Apostolos

Mr. Green (father): Zachariadis Nicholas

Bob: Kafarides Apostolos

John: Hadjingeras Asterios.

Miss Hermansen
Anatolia College
First Form English

English 900 (Book II)

Graded Exercises
Dixson

Unit 1

some-any
prepositions

73,74

Unit 2

much-many
present tense, 3rd per. sing.
position of adverbs

33

9
130,131

Unit 3

present continuous
neg. present contin. & ques. form

51,52

53

Unit 4

adj.-comparative degree
adj.-superlative degree
future substitutes (going to)
still-any more/was

65

67

61

133

Unit

adverbs-comp. degree
uses of the gerund
verbs followed by infin. or gerund

66

123,124,125

126

Unit 6

to be-past tense
regular verbs-past tense
irregular verbs-past tense

20

21,22

50,23

Unit 7

ask-say

PPS.

134,136

Unit 8

used to
frequency adverbs

112

130,131

Unit 7

Graded Exercises

there-it
there is-there are

119-122
12, 14

Unit 8
had better

114

Unit 9

reflexive pronouns
possessive pronouns

79, 80, 81
76, 77, 78

Unit 10

nevertheless
and based only on
and and and and

70-75

25

well-known man has been
(from your) newspaper

28

and
of better

101

72

and and and

91

and and and
and and and
and and and

111-101

2

before and

100-101

61

and

English 900 (Book IV)

Unit 1

someone, anyone
gerund
infinitive
must have
included clause
noun phrase

Unit 2

whenever-whenever
be willing to plus base form
keep plus ing form

Unit 3

nouns and noun modifiers
adjs.-comparison (more-most)

Unit 4

because
interested in
need to

Unit 5

Causative form

Unit 6

past perfect tense
therefore, as a result,
consequently, thus

Unit 7

passive voice

Unit 8

gerunds

Patt. Prac.
Fries

Graded Exs.
Dixson

Lesson

PPS:

16

123, 125
126

15

65-67

23

27

164

19

94

106-110

26

123-126

CONCLUSION

My aim, in teaching English to a group of 12-year-old boys in Greece, was to stimulate them, through creating an awareness within themselves that learning is its own reward. Given the environmental conditions and general background, this was best achieved through a totally organized and structured program in which both the teacher and the students knew the goals and expectations of the program. With my supervisor I outlined the activities of each week, so that the students would know what their requirements were, and could thus function to their best advantage within the structure.

Although this sounds like a fairly easy task, I found that a new teacher, especially an American, tends to want a friendly rapport and one-to-one communication with his students. We are surrounded by sensitivity training groups, transactional analysis, and all sorts of means to re-learn how to communicate; perhaps this is a reaction to our mechanized society. We are taught to treat each student as an individual, learn to analyze his/her problems and deal with the student accordingly. An American teacher ideally seeks to become an instant friend to his students, assuming they want to learn what has to be taught. And in the American classroom this is often feasible.

Overseas, where tradition plays such a large part in forming characters, change is very slow. A teacher of ESL in a new culture immediately becomes a student of it, and must teach to the mentality of it. This is why I found it important to emphasize awareness, and organization. The teacher must be aware of the needs of his/her class, and precise in his/her goals. Lessons and requirements should be organized, while flexible.

Using the methods and hints given in the workshop, I organized my teaching in the Activities Sheets. The final project, puppet shows, allowed the students to use all they knew and to show it off to an audience, under the protection of their puppets. It is my hope that this material can help a new teacher prepare for student teaching realistically.



4. THE RED JEWEL.

PEOPLE IN THE PLAY.

Mr. Black.

John Black, his son.

A servant.

Bob

+ Tom } two bad men.

Mr. Bell, a rich man (very fat).

Place.—A large room in Mr. Black's house. The windows have long blue curtains in front of them. A servant is putting the things in the room in their places. He puts some bread and other food on the table. There is the sound of a bell, and the servant goes to the door.

Servant.—Come in. Who are you?

THE RED JEWEL

Bob.—I am Mr. Bell. Mr. Black asked me to come and see him.

Servant.—Yes, yes, I am getting everything ready for you. Please sit down, Mr. Black is not ready, He is dressing.

Bob.—I will wait. Are you a new servant? I do not know you.

Servant.—I have been here six months.

Bob.—Ah! I have been away in other countries for two years. Please take my hat. *(The servant takes the hat and goes out of the room. Bob goes quickly to the window and opens it. A small man comes in through the window and stands behind the curtain. The servant comes back.)*

Servant.—Shall I get you something to drink, Mr. Bell?

Bob.—Yes, please. *(The servant goes across the room to the drink. Bob goes behind the servant. Bob takes a cloth and puts it quickly over the servant's face. The servant soon falls down asleep.)*

Bob.—Come out, Tom. *(The man behind the curtain comes out.)*

Tom.—Is he asleep, Bob?

Bob.—Yes. He will sleep for hours. We will put him outside. You take his feet. *(They take the servant out through a side door. They come back. Then they hear someone coming.)*

Bob.—Quick, Tom, someone is coming. *(They get behind the curtain. John Black comes into the room.)*

John.—Ah! My father's friend has not come. I want something to eat. I will take a bit of bread. *(He takes a bit of bread.)* This is good bread. I will have another bit. *(He takes another bit of bread and is just eating it when Mr. Black comes in.)*

THE RED JEWEL

Bob.—Here is the box! Now, we will get the red jewel. *(He opens the box.)* Oh! the jewel is not here! The jewel is not here! *(Tom looks at the box. John jumps over and puts out the lamp.)*

Tom.—Come here, John, or I will shoot. *(Tom shoots.)*

Bob.—Tom! Tom! Do not shoot. The policeman will hear you. There is a policeman outside in the road. Where is John?

Tom.—He is behind that big chair. *(Tom brings John out.)*

Bob.—What is in your mouth?

John.—Bread.

Bob.—Open your mouth and let me see. *(John opens his mouth. There is the sound of a bell at the front door.)*

Quick, Tom! The policeman heard you shoot. We must get away quickly! *(Bob and Tom go out of the window. An old man comes in. He is the rich Mr. Bell who comes to buy the jewel.)*

Mr. Bell.—John! Is your father ill?

John.—Two bad men came to take the red jewel. They went out of the window when they heard you coming. *(Mr. Black wakes and sits up.)*

Mr. Black.—Eh? Where am I? Oh! my red jewel! My red jewel! Where are they? The two men? Where are they? We must get the jewel!

John.—They went out of the window.

Mr. Black.—We must go after them! We must go after them! My jewel! My jewel!

John.—*(holding out his hand.)*—Here is the jewel.

Mr. Black.—Oh, John! How did you get it? Where was it?

THE RED JEWEL.

23

Mr. Black.—Oh! You bad boy. That bread is set ready for my friend, Mr. Bell. You must not eat that bread. You are always eating. You will soon be too fat. (*John holds the bit of bread in his hand.*)

John.—Why is Mr. Bell coming?

Mr. Black.—Mr. Bell is coming to see my red jewel.

John.—What! Is your red jewel here in the house? You said that the jewel must stay in the city so that bad men may not come and take it.

Mr. Black.—Yes, it was in the city; but to-day I brought it home. Mr. Bell is a rich man. He wants to buy this red jewel. When we sell it, we shall be rich.

John.—May I see the jewel, father?

Mr. Black.—Here it is—

(*He gives the jewel to John. Just then the curtain moves.*) Oh, John! there is a man at window. (*John jumps to one side. Bob and Tom come out.*)

Bob.—Now, Mr. Black, please stand over there. Put your hands up. John, put your hands up. (*John puts his bread into his mouth and then puts his hands up.*) Tom, you must see that John does not get away or make a noise.

Tom.—If you make a noise I will shoot you.

Bob.—Now, Mr. Black, I want that box.

Mr. Black.—How did you know that I had the box?

Bob.—You were in Mr. Bell's garden. I heard you tell Mr. Bell that you wanted to sell your red jewel. I was on the other side of the wall. So I know you have the jewel here in the box. Give it to me.

Mr. Black.—I will not give it to you.

Bob.—Then I must take it. (*He puts a piece of cloth over Mr. Black's face. Mr. Black falls down asleep. Bob puts his hands into Mr. Black's clothes and brings out the box.*)

THE RED JEWEL.

25

John.—When I saw the two men looking for the jewel I put it in my mouth with a piece of bread. They could not find it.—Do I eat too much, father?

Mr. Black.—Never again will I say you eat too much! Eat as much as you want.

Mr. Bell.—If you eat, you will become as fat and as rich as I am!



