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# Designing and Implementing a University Level English as a Second Language Program

Janice Gallagher School for International Training

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# DESIGNING AND IMPLEMENTING A UNIVERSITY LEVEL ENGLISH AS A SECOND LANGUAGE PROGRAM

Janice Gallagher

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont. This project by Janice Gallagher is accepted in its present form.

Date: May 1989 Principal Advisor:

Project Advisor/Reader:

This paper represents a one year study of the steps taken to devise and implement an English as a Second Language (ESL) program at the University of Manitoba in Winnipeg, Canada. The study involves analyzing the teaching/learning environment; designing, implementing and evaluating the program; and analyzing the results for future programs of this nature. The paper focuses on the intermediate and advanced ESL student and includes suggestions for materials development at each particular level. The purpose of the paper is to provide a practical outline for those teachers or administrators whose task is to initiate a formal ESL course at the university level.

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#### I. ANALYSIS

Typically, as immigrants come to Canada, they tend to reside in the city in which they first arrive. These major centres are Vancouver in the west and Toronto and Montreal in the east. As Canada's immigration continued to increase in the 1960's, many of the universities in these major centres became overloaded with international students and the flow of students began to move inward to central Canada.

The University of Manitoba (hereafter referred to as the U of M) is located in Winnipeg, Manitoba, in the central prairie region of Canada. Due to this central location, the influx of international students was late in arriving on campus in comparison to other universities. In 1977, the U of M was feeling the same overloading as other Canadian universities had felt up to ten years previously.

Manitoba is not one of Canada's wealthier provinces and this, as well as her geographic position in Canada, has had an effect on her educational institutions. The U of M requires a certain student population growth each year in order to function financially in the black. With the decline of Canadian student enrollment, the University has compensated by admitting more students from foreign countries. At the time of this writing, the international student population comprises approximately 12 percent of the total

student population of 20,000, or approximately 2,500 students.

Due to this desired increase in enrollment, the admission policies for international students described in the university calendar concerning English proficiency are vague:

All applicants whose first language is other than English (with the exception of Canadian citizens) must demonstrate that they are proficient in the English language by writing and achieving a satisfactory level of performance as determined by the University of Manitoba in the Test of English as a Foreign Language (TOEFL).<sup>2</sup>

This stipulation is determined by the Admissions Board of the university. The Admissions Board comprises elected members of the University Senate who represent all faculties on campus and includes student membership. The Board studies present requirements, compares past records and then makes a proposal to the general Senate, which is then ratified and becomes accepted policy.

In addition to the vagueness of the admission policy, the TOEFL requirement is often waived for special groups of students who wish to study at the U of M. One common example of this is with Canadian International Development Agency (CIDA) students. Also, most graduate students are exempt from the TOEFL requirement.

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problems face not only the students, many of whom accepted
for study are unable to understand or communicate in English
beyond a very basic level, but also the professors, who are
facing growing problems in dealing with the increase of
international students in their classes.

There are also political and social pressures affecting the increase. It is generally considered politically sound to allow foreign students to study in Canada. Many students who are refused entry into an American college are accepted by a Canadian university because of Canada's less stringent visa regulations. Politicians generally support this "open door" policy, as it enhances relationships between Canada and other countries. There are also social pressures involved, especially when students represent developing countries or countries in which democracy has been overruled. Canadians are made to feel benevolent as they see the numbers of students coming to Canada to study. However, while continuing to accept more and more students for study in Canada, adequate prescreening of these students and funding to help those already accepted to cope with their English deficiencies continue to lag seriously behind the need.

Due to the international student increase and the

controversies related to the increase, a position for an English as a Second Language instructor on campus became necessary and was initiated as part of the Counselling Service in 1974. The goals of the Counselling Service are to:

- 1. Give the best possible counselling to individuals experiencing a wide range of concerns and problems.
- 2. Give good consultation and advice to the University staff on issues related to student development and learning.
- 3. Offer appropriate remedial and developmental group programs.<sup>3</sup>

In order to best achieve these goals, the Counselling Service is divided into two segments: the Counselling segment and the Learning Centre, of which ESL is a part. The Learning Centre provides courses to aid in student academic survival; for example, courses are offered in speed reading, study skills and so forth. Classes are open to the public, but preference is given to university students.

Although the focus of the ESL program is more an academic one and should, in my opinion, be part of the Continuing Education Division or the English Department, the Counselling Service is the only department within the university that has been interested in ESL and has attempted to mount programs that would meet the needs of students whose first language is not English. The lack of interest in ESL program development is directly related to a lack of any real financial support from the university for ESL programming.

<sup>&</sup>lt;sup>3</sup>Counselling Service Report, 1977-78.

Until it receives added financial support, an increase in professional and support staff and/or the ESL program becomes a credit course, the Counselling Service will remain an adequate home for the program.

prior to my appointment in September 1977, the ESL program was conducted by two part-time teachers, neither of whom were trained in ESL. One teacher offered courses in the afternoon, the second one in the evening. The enrollment in their classes was higher than had been the case in the previous two years when the ESL instructor was paid only on an hourly basis for the courses she offered during the day as well as at night. Although a program of sorts had been in effect for three years, no formal program had been developed.

Faced with little in the way of materials or outlines, I was to initiate a formal ESL program. This was to involve designing and implementing courses for students at all levels of English proficiency, which included publicizing the courses, testing and class placement, ordering textbooks and materials, teaching the classes, evaluating the program and setting up course outlines for future use.

Being the sole instructor on the campus posed numerous problems which seemed to fall into two categories: personal and monetary. As a newcomer to the city, I was unaware of existing ESL programs in operation in Winnipeg. I wanted to know how to tailor the content of my program so that it would not seriously overlap with an already existing one, but there was no central agency I could find that could

give me a complete listing of ESL programs. It was only through meeting and talking with individuals that I learned that most of the programs offered in the city were designed for beginning students and were supported by the provincial government. As a newcomer to the university, I was not familiar with how to make the program known to the international students on campus, what their major needs would be once they came, nor how I could continue to encourage them to come through professor referrals. I was also alone professionally, not only on campus but within the city, as most of the ESL teachers had little or no training. I felt a strong need for professional feedback, consultation and assistance, but it was not available.

The monetary problem was caused by the fact that there was just enough money allotted for the program and materials for a seven-month position, after which it was unknown if funding would be available. Therefore, a fee had to be charged for the classes and a decision had to be made as to what would be adequate to keep the program running but not put a financial strain on the student. The fact that every other ESL program in the city, supported by government grants, was offered free of charge was also a negative factor.

However, there were advantages to the position as well. There was a great deal of support offered by the Director and the entire staff of the Counselling Service, as well as various professors, department heads and deans on the campus. They realized the need for the program and were

willing to aid me in any way they could. Their continued and faithful support and interest in what I was doing was invaluable. Another great advantage was the challenge of setting up my own program and the creativity it allowed me. I was allocated a certain amount of money for materials and had a free hand in choosing the textbooks and teaching aids I wished. I could set the classes at the times I wished (although students' time-tables were considered first) and use whatever methods or techniques I chose.

As the advantages clearly outweighed the disadvantages, I began my task. In the following pages, I will try to present the program as I designed and implemented it, and offer suggestions based on my year's experience.

#### II. DESIGN

The design of the U of M program was based on a similar program at the University of Alberta's (Edmonton, Alberta) Extension Department, which, in 1977, had been in effect for ten years. I chose the U of A program as a model because of its success during that ten-year period and also because I had been an instructor with the program from September 1975 to August 1977 on a part and full-time basis. I had taught with and maintained professional and personal contact with the Director, Mrs. Ruth Pearce, and consulted with her at length about designing the program at the U of M. Her assistance and guidance during this crucial designing stage were invaluable.

My first task in designing the program was to list the long term and short term goals of the program. The long term goals were those I wished to see in effect in a five to ten-year period. These were based almost entirely (with the exception of the third goal) on the U of A program as it was functioning in 1977. These long term goals were:

1. To have definite requirements for entry into the U of M. This would include a set TOEFL requirement (approximately 550-600) as well as a separate U of M test to be administered to <u>all</u> international students (graduates and

- undergraduates). 1 (At present, graduate students are exempt from the TOEFL requirement.)
- 2. To require undergraduate students with minimal TOEFL or U of M test results to take an appropriate course in ESL according to their particular needs and level of proficiency. This course would be prerequisite for taking a full load of regular classes.
- 3. To offer credit for attending and passing ESL courses and/or to show this program completion on the student's transcript.
- 4. To expand the ESL classes to include more teachers and more levels as well as meet particular needs by offering special classes in pronunciation, writing, and so forth.
- 5. To provide intensive summer programs.
- 6. To expand in the area of teacher training courses, workshops, practicum placement opportunities with Education students, and so forth.

The short term goals were those I wished to see in effect by the end of the first year. These were:

1. To publicize the program to students, professors, deans and department heads as well as the general public and to increase awareness of the need for ESL programs at this

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The kind of test I envision here would be similar to that presently used at the U of A and to the one I used for placement purposes this year. It consists of a listening comprehension section, a short essay and the Michigan Test of English proficiency. A more detailed look at the test and sample copies are provided in the Testing and Placement section.

particular level.

- To make contacts throughout the university and the city of Winnipeg and to increase referrals to the ESL program.
- 3. To determine the needs of the majority of the students who sought help with English and to develop courses according to those needs.
- To maintain a mailing list of prospective students and contacts for the program.
- To build up an inflow of ESL related materials and information into the Counselling Service.
- 6. To develop the ESL program with the Counselling Service goals and philosophies in mind.
- 7. To develop an intensive summer ESL program for the summer of 1978.
- 8. To provide, at the end of the year, a detailed outline of the year's work.

To the extent that these goals were fulfilled will be discussed in the Evaluation section of this paper.

After setting down the long and short term goals of the program, my next task was to provide program proposals to be discussed with the Director of the Counselling Service in early September. These proposals are discussed below:

#### Proposal One: Ten-Week Program

The first proposal was designed (with the exception of the mini-modules) after the program in ESL offered at the University of Alberta. It would consist of four levels of

classes; student proficiency would be determined by a placement exam. Each level would meet twice a week for two hours for a period of ten weeks, for a total of forty hours of instruction. Testing would take place in mid to late

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During discussion, other drawbacks to this proposal surfaced. The ten-week period would be time consuming for the

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The major disadvantage was that the student would have to wait until after Christmas to join a class if he missed hearing about the ESL program in the fall or if his professor did not refer him until late in the first term. The only way to alleviate this problem would be to allow students to enter the class at any time in the ten-week period. However, it was thought that this would be disruptive to both teacher and students.

During discussion, other drawbacks to this proposal surfaced. The ten-week period would be time consuming for the

students with other course work to contend with, and a heavy teaching load (varying from sixteen to twenty-four hours a week) for one instructor. A fee would also have to be assessed for the program. The usual fee charged by Continuing Education and one generally adhered to at the U of M was \$1.00 per contact hour. This would mean \$40.00 for the class for a U of M student. The program would also be open to the public (with preference given to university students) and a fee differential of \$20.00 was thought to be adequate for the general public, bringing that fee total to \$60.00. One final consideration was the time needed for a student to complete all levels if he desired. Under Proposal One, the program would be offered twice per school year; hence, a student would need to attend classes for two years in order to complete levels one through four. I assumed that most students entering level one would do so either because he/she wanted a review from the beginning or he/she was not a university student. At this level of English proficiency, I assumed that the student would not be able to handle university level courses, although there were some exceptions.

#### Proposal Two: Five-Week Program

The second proposal was an adaptation of the first.

It would consist of four levels of classes as well. However, the classes would meet for a total of twenty hours of instruction - two hours twice a week for a period of five weeks. The first set of classes would run from late

September to late October and the second set from early November to early December, with mini-modules scheduled in between the two sessions and in mid-December. The class hours would remain the same.

One advantage of this proposal was that a student would not have to wait until the second term to join a class, but could join in early November if he missed joining the first class in September. The shorter time was also advantageous for a student who wished only to brush up on grammar or a particular skill. Also, a student could conceivably complete all four levels in one school year.

The main disadvantage to the five-week proposal was that the time in each session would be short for the majority of students and more out-of-class work would be expected of them. Students who might require further help in a particular level would have to repeat the level for that review or require private tutoring from the teacher, which would place a further load on the teacher and student alike. The fee for this program would be lower - \$20.00 for U of M students and \$30.00 for non-students.

After careful consideration and lengthy discussion, it was decided that, although the second proposal was not an ideal long range plan, it was most suitable for the first year of the program. We were worried about the number of students to expect and did not want to have students wait until after Christmas for a course when it might be too late to help them. Also, it was already September when we discussed the proposals

and it was felt that the short time left for publicizing the courses was a crucial factor. If, after a five-week course, students commented favorably on the program to their peers and professors, we could expect a greater number of students to enroll in the November-December session.

The fee assessment was also a crucial factor in our decision. Because it was the first year of a formal ESL program in the Counselling Service and at the University, we did not wish to turn students away with a high fee, especially when they did not know what to expect from the program. It was felt they would be more willing to chance \$20.00 and five weeks of their time on an unknown than \$40.00 and ten weeks. Also, we had to contend with the fact that we were the only institution in the city charging a fee for ESL classes. Charging any fee would be (and was) met with indignation on the part of the other agencies and institutions offering ESL programs, and we wanted to at least minimize those negative feelings toward our fledgling operation by charging a lower, non-profit fee.

It was also decided at this time that at the end of the first year, and at periodic times throughout the year, the chosen program would be evaluated and changed according to student, teacher and other recommendations. The first year was regarded as a time for proposals and trials, assessments and changes, with the second and follow-up year incorporating those changes to form a strong, workable and successful program.

#### III. IMPLEMENTATION

#### Publicity

Because this was the first attempt at starting a formal ESL program on the U of M campus, publicity was of prime importance. Two bulletins were printed. The first was a poster with general information about the course which could be used for year-round publicity. The second was a more detailed bulletin which listed the class dates, the testing dates and fee and gave an explanation of the different class levels. This was rewritten with new class dates and with information on the newly offered Writing Skills Course after the first two sessions were completed (i.e. January).

The places to publicize the program fell into two categories: on-campus and off-campus. On campus, the information was sent to:

- 1. the campus radio station and the campus newspaper
- 2. the Foreign Student Advisor
- 3. all campus residences
- 4. each faculty, with multiple copies to such faculties as Engineering, Science, Arts and Graduate Studies which have a high international student enrollment
- 5. the Continuing Education Division.

In addition, posters were placed on bulletin boards around the campus and the material was available through the

Counselling Service.

Off campus, the program information was sent to:

- l. institutions teaching ESL
- 2. the YWCA and the YMCA
- 3. the public school divisions
- 4. colleges and technical schools
- 5. family aid and family life centres
- 6. the two daily city newspapers.

A letter accompanied the information, asking each place to post the information and to refer those who might benefit from the program.

The publicity "rush" occurred in September and again in January. The publicity in September proved to be adequate (from the response I received) and by January I had the added benefit of the best kind of publicity - word-of-mouth. In January I also sent out a personal letter to each department head, reminding him/her of the program and encouraging professor referrals.

#### Testing and Placement

Before the commencement of classes, I tested all students who wished to take an ESL course to determine their level of English proficiency, and for subsequent placement in the different levels. There were two testing dates offered before each session began and a \$3.00 fee was assessed.

As each student arrived, he/she was asked to fill out a data sheet so that a record could be kept for future reference and a mailing list maintained. The test was similar to the one currently used for ESL placement in the Extension Department at the U of A. There were three major parts to the test. The first part was a short essay. The students were given a choice of five topics, from which they had to choose one and write as much as they could, as well as they could, in twenty minutes. (They were advised not to take time to write a rough draft.) Total marks: 6.

The second part of the test was <u>listening comprehension</u>. In this part, a selection from a Canadian novel (I chose Margaret Craven's <u>I Heard the Owl Call My Name</u>) was read and the students were given the opportunity to take notes. After the reading, the examiner read ten multiple choice questions (once only) based on the reading, and the students were to choose the answer from their answer sheet. Total marks: 10.

Part three was the Michigan Test of English Language

Proficiency, which consisted of three sections: grammar,

vocabulary and reading comprehension. There were 100

questions in total and the students had 75 minutes to complete this part of the examination. Total marks: 100.

All three parts of the test were changed after each testing to keep the students from passing the test information on to other students. New topics were devised for the essay section, new readings selected and questions written for the oral comprehension section, and different forms of the Michigan test were used.

After obtaining the results in each part of the test, each student was placed in an appropriate level. The level was determined largely by the Michigan score, but in the case of borderline marks, the level was modified by the essay and listening comprehension marks.

The following table was used as a guideline in placing students:

Level	Michigan Score	
One	25-40	(Students who received a mark under 25 were referred to other
Two	41-54	ESL agencies better equipped for the beginning student or were tutored privately.)
Three	55-70	(Students who tested higher
Four	71-90	than 90 were tutored privately in their particular weak area and were welcome to come to class for a particular lecture.)

After testing and placement, however, I found that there were few students in level one (and those had scored in the upper 30's) and the average score in level two was in the mid 40's. As the range did not seem to be that great, I

combined the two levels in level one/two and began the program with three levels.

After placing each individual in an appropriate level, a notice confirming the student's course, time, date and location of the first class was mailed out. Students were also able to change levels during the first week if they felt the material was not meeting their particular needs.

## ESL DATA SHEET

Name:			Date:				
Address (& Po	stal Code	Phone:					
Student Numbe	r:	Graduate/Major:					
Undergraduate/Major:							
TOEFL Yes,	/No	When?	Score:				
How long have you been in Canada?							
Interviewer:							
Comments:							

Date:

Name:

Test Scores:

Listening Comprehension

vocabulary

Ţ

TOEFL equivalent:

Class Assignment:

Date

Michigan : grammar

 ${\tt Ezzsx}{\tt X}$ 

Total:

Exempt.

SF' SK'

Pron.

ε

reading comprehension

ħ

: эшеи Date:

(Family) (Gīven)

- How can developing countries become more independent?
- Discuss your favourite sport or pastime.
- Religion is an important part of life. ٠٤
- research. The future of the world lies/does not lie in space
- The computer is changing our lives.

PRINT	
<del> </del>	

Name:			Date:	
	(Family)	(Given)		

- Alone in a strange country.
- 2. Politics interest/do not interest me because ......
- 3. The best way to educate children.
- 4. The pleasures of shopping.
- 5. Women in the business world.

#### LISTENING COMPREHENSION

From: I Heard the Owl Call my Name by Margaret Craven.

The young vicar and his friend, Jim, had taken a sick child to the hospital at Alert Bay. It was very cold on the river as they returned and, because the tide was wrong, they grounded and had to pull the boat over a sand bar. When at last they waded ashore in front of the vicarage, they knew at once that something was wrong.

Farther down the river's bank they saw a group of the oldsters packing one of the larger canoes with great bundles of clothing as if for a long trek. Mrs. Hudson was one of them and when she saw them, she did not speak.

The village was very quiet, as it had been on the day that Mark, the vicar, had arrived. But its silence lacked peace. Mark motioned to Jim that he was going on to the vicarage, and Jim nodded and said softly, "I will find out. I will come and tell you," but when he came to the vicarage, it was a long time before he spoke.

"Keetah's sister brought her man to the village. He had his own boat, and her family was proud she had come and welcomed the white man who was to become her husband. While she showed the women her red fingernails and her new clothes, and told them of her new life, her man was with the men of the family."

"Yes, and what did he do, Jim?" asked the vicar.

"He gave them liquor. When Gordon's uncle was very drunk, he sold the man the giant mask that Gordon's father had refused \$3,000 for. The white man paid fifty dollars for it, and the uncle wrote him a bill of sale. In the morning, before it was light, the white man left, and the girl with him."

"It is possible she did not know of it," said the vicar.

"Her family does not think so. The old of her family are leaving. They are leaving in shame and sadness. They are going to a deserted village."

"But how will they live?"

"As my people have always lived," replied Jim. "They will live on fish, and clams, and seaweed. Later they will pick berries."

Twice, during the next two months, when Mark did not need him on the boat, Jim left the village, and though he did not say

so, Mark knew that he had gone to see Keetah and the oldsters of her family.

"And how is Keetah?" he asked Jim when Jim had returned.

"She is worried about her sister. All the time she is worried. It is more than two months and there is no word of her. There is no word at all."

"I am going to Alert Bay to ask the RCMP there to find Keetah's sister," said Mark.

At the headquarters of the RCMP, the sergeant listened carefully and without interruption to the vicar's story.

"It is possible the man learned of the giant mask from some dealer who had tried to buy it," said the sergeant. "The dealers have a genius at knowing when the fishing is poor and which family needs money. With the Indians, it is easy come easy go. This goes back to the days of the great potlaches. They do not budget what they have, and even when times are excellent, they get into debt. It is then that the dealers pick up their best carvings."

"I cannot believe the girl had any part in it," the vicar said. "Her family is one of the finest in the village."

"Then there was trouble when she found out about it. I'll watch for her. I doubt if the man has married her. When he tires of her, she will be alone in a world for which she has no preparation. I'll find her."

One day a month later when the whole village was fishing for oolachon, the RCMP sergeant came unexpectedly up the river in a small boat. Mark saw him from the vicarage and went to the river's edge to meet him.

"I've been dreading that smell all day," said the RCMP officer cheerfully. "It's just as bad as I remember it. You know, when I was younger -- and considerably more stupid -- I came once to take pictures of the oolachan fishing. I knew the Indians did not permit pictures, but I figured they couldn't stop me."

"And did they?" asked the vicar.

"Oh, no, they were polite. They welcomed me. They helped me back into my boat. But you know, in doing so, one of the young men managed to drop my camera into the river. All the way down the path to the float I was sure I could hear them laughing."

Mark led him to the vicarage, put on the coffee pot and

prepared sandwiches, and when they had finished lunch at the kitchen table, the sergeant took a photograph from his pocket.

"Is this the girl? Look at it carefully."

Mark did so. "Yes, there's no doubt about it. This is Keetah's sister."

"The man didn't marry her," the sergeant told him. "When she found out about the mask, she objected. He left her in Vancouver, penniless, and he disappeared. I don't suppose she had ever seen a paved street, or a train, or a telephone. There was no place for her to go, no work she was trained to do. She drifted to the only place where she was welcome -- a beer parlour. The money men paid her kept her alive but soon she was taking dope. One night she took too much -- it might have been deliberate because I suppose she would have been ashamed to return to her village, but we'll never know. Dead in three months -- it doesn't take long. Will you tell the family?"

"I'll have Jim tell them," the vicar replied.

Mark went with the sergeant to the river's edge and watched his boat head downstream to the inlet. He did not know that, when he turned back, in his own eyes was the depth of sadness which he had begun to understand.

## LISTENING COMPREHENSION QUESTIONS

- 1. The young vicar and Jim had gone to Alert Bay
  - a) to do their shopping
  - b) to visit the residential school
  - c) to get their boat fixed
  - d) to take a sick child to the hospital
- 2. When they returned to the village
  - a) barking dogs greeted them
  - b) the children were laughing and shouting
  - c) the village was silent
  - d) there was a storm blowing up
- 3. Keetah's sister was happy because
  - a) she had a job in the big city
  - b) she was going to marry an Indian chief
  - c) she was going to marry a white man
  - d) she was going to stay in the village
- 4. When Gordon's uncle was very drunk
  - a) he put on the giant mask and danced
  - b) he gave the giant mask to a dealer
  - c) he sold the giant mask for \$3,000
  - d) he sold the giant mask for \$50
- 5. Keetah's family left the village because
  - a) they had so much money
  - b) they were ashamed
  - c) their house was too small
  - d) the oldsters were sick
- 6. The dealers bought the Indians' best carvings
  - a) when the Indians were in debt
  - b) to give to museums
  - c) to place on their walls
  - d) when the dealers had a lot of money
- When the RCMP sergeant was a young man, he took pictures of the oolachan fishing even though the Indians did not permit pictures.

- a) The Indians ignored him
- b) The Indians pushed him into the river
- c) The Indians dropped his camera into the river
- d) The Indians were very angry

- 8. Mark, the vicar, lived alone in the vicarage.
  - a) Mrs. Hudson prepared his meals for him
  - b) The vicar prepared his own meals
  - c) Keetah prepared his meals for him
  - d) He took his meals with Jim's family
- 9. When Keetah's sister was in Vancouver
  - a) she sold the giant mask
  - b) she married the white man
  - c) she took a job she had been trained for
  - d) she took an overdose of drugs
- 10. After the sergeant had left, Mark was very sad because
  - a) Jim was not there
  - b) the sergeant had gone back to Alert Bay
  - c) he understood why the Indians were sad
  - d) his girl friend was dead

Answers:	1.	đ	6.	a
	2.	C	7.	C
	3.	С	8.	b
	4.	đ	9.	đ
	5.	b	10.	C

Vocabulary: oldster

liquor mask oolachan (a kind of fish) penniless

dope

mask dog clams bee

potlach

beer parlour

Name:	

a. b. c. d.

a. b. c. d.

# LISTENING COMPREHENSION

Notes:

1.	a. b. c. d.	5.	a. b. c. d.	9.
2.	a. b. c. d.	6.	a. b. c. d.	10.
3.	a. b. c. d.	7.	a. b. c. d.	
4.	a. b. c. d.	8.	a. b. c. d.	

#### Levels

#### Level One/Two

# Objectives:

- To create and maintain a sense of classroom community among the participants.
- 2. To increase the students' confidence in their ability to communicate ideas and feelings in English.
- 3. To focus on listening and speaking skills with limited work in reading and writing.
- To present beginning grammatical structures and vocabulary to the student.
- 5. To practise those structures and vocabulary in natural, communicative situations.

#### Materials and Resources:

- Dixson, Robert J. <u>Essential Idioms</u>. New York: Regents Publishing Co. Inc., 1960.
- . Everyday English. New York: Regents Publishing Co. Inc., 1957.
- Graded Exercises in English. New York: Regents
  Publishing Co. Inc., 1971.
- Dobson, Julia M., and Sedwick, Frank. <u>Conversation in</u>

  <u>English: Points of Departure</u>. Toronto: American Book

  Company, 1975.

<sup>\*</sup>The objectives outlined are based on my own philosophies in teaching and on the information I obtained from my students the first day of class. They were given the chance to write why they wanted to take the class.

- English Language Institute. Michigan Test of Aural

  Comprehension. Ann Arbor: University of Michigan, 1969.
- Morley, Joan. <u>Improving Aural Comprehension</u>. Ann Arbor: University of Michigan Press, 1976.
- Nilsen, Don L.F., and Nilsen, Alleen Pace. <u>Pronunciation</u>

  <u>Contrasts in English</u>. New York: Regents Publishing Co.

  Inc., 1973.
- O'Neill, R., Kingsbury, R., and Yeadon, Tony. <u>Kernel Lessons</u>

  <u>Intermediate</u>. London: Longman Group Limited, 1971.

  ("The Man Who Escaped" series)
- Pimsleur, Paul, and Berger, Donald. Encounters. New York:
  Harcourt Brace Jovanovich, Inc., 1974.
- Praninskas, Jean. Rapid Review of English Grammar.

  Englewood Cliffs: Prentice-Hall Inc., 1975. (Chapters 1-10)
- Wilson, Ken. Mr. Monday and Other Songs for the Teaching of English. London: Longman Group Limited, 1972.

The answers I received were illuminating. The majority wished a chance just to speak English. Most, I found, did not use English in their day-to-day living situations; they chose large lecture classes where they did not need to speak, they associated with friends in their native language and went home to apartments or dormitories with roommates who spoke their language. Therefore, the primary focus in my classes was not to teach, but to let the students use what English they already had assimilated in natural, communicative situations.

Weekly Syllabus and Supplemental Activities: (Week One)

Grammar Focus:

Vocabulary:

Verbs - simple present

Simple affirmative statements

Simple negative statements

Countries

Nationalities

Places on campus, in

Winnipeg

Simple questions
 (yes/no; or; information)

Personal pronouns

Articles

Object pronouns

Cardinal numbers

Professions, occupations

Idioms

Colors

Supplemental Activities:

1. Michigan Oral Test of English Proficiency. To assess the students' progress over the five-week period they would be studying, I decided to use this test which consists of three tests of ninety multiple choice questions each. The test was given in the first, third and fifth class. The class was made aware that the tests were all similar in format but had different questions. It was hoped that as the class progressed, their listening scores would increase. (The majority - 90 percent - did.) (L)

I have chosen this format because it is impossible for me to set down a precise lesson plan that I followed during the four sessions I taught of each level. Each page represents one week (i.e. four hours) of instruction and shows the grammar and vocabulary focus for that particular week and level. The grammar is listed in the order in which it was presented. It is followed by a list of supplemental class activities, not all of which were used in each session due to obvious time constraints. The focus of the activity is listed in brackets at the end of each description. (Listening "L"; Speaking "S"; Reading "R"; Writing "W".) Copies of original handouts used as supplemental activities are included at the end of each weekly syllabus. Longer materials are included in the Appendix.

- 2. "Hello" Warm-up. As this was the first week of classes, I felt it to be of paramount importance to make the students feel comfortable, get to know each other, create a warm classroom atmosphere, and also ascertain their level of English. I chose this exercise which served all these purposes. It can also be used in conjunction with some theatre games. (L/S/R)
- 3. Pronunciation. Focus on pronunciation was achieved by choosing a sound for the week that was difficult for the majority of the students. The sound was written on the board and a short drill on how to produce the sound, minimal pairs, tongue twisters, etc., followed. For that week the students were asked to concentrate on that particular sound and correction was made simply by pointing to the symbol on the board. Students were also encouraged to correct each other. (L/S)
- 4. Songs. I used songs from Longman's Mr. Monday tape to supplement the classes and review grammar points. There is a variety of ways to use the songs. Usually the students were asked to listen to the song first, then to see what words they could recognize. As a class, we wrote the song on the board and then sang it together.

  (L/S/R/W)
- 5. "The Man Who Escaped" Series. This is a series of short episodes (twenty-five in all) which tell a story about a man who escapes from prison to find the people who are really guilty of the crime for which he has been

convicted. I made a summary of the first twelve episodes and each week three new episodes were studied (13-25). The method of presentation varied, but usually I used the episode as a listening device, reading it out loud, then asking comprehension questions. A copy of the episode was then given to each student to read and time for questions was allotted. I found it was useful for practising tenses we had studied, as a conversation starter, a vocabulary builder, etc., and the students found the escapades exciting and interesting. (L/S/R/W)

- 6. <u>Idioms</u>. Because of the lack of class time, I assigned two idioms lessons for homework per class. We did the first lesson together so the students were clear as to what was expected of them. Time for questions on the idioms was allotted during the next class period, and at various times throughout the program I collected and marked the exercises. (R/W) The class was also encouraged to use the idioms in class and I tried to use them in the grammar drills I presented.
- 7. Common Sayings. I wrote common classroom questions on brown paper and hung this on the wall for an easy reminder to the students. This saved me time in correcting them as well. The questions were:
  - (a) How do you (say (pronounce .....?
  - (b) How do you (spell (write .....?
  - (c) What does ..... mean?

- 8. Coffee Break. Coffee time was a chance for the students to share with each other what had been going on in their lives since the last class meeting. I also asked each member to bring in at least one phrase, idiom or vocabulary word which he/she had come across during the week, to explain it to the class and give an example. (S)

# HELLO!

Find the signature of someon	e who
has a sister	
has a dog or cat	
is from Alberta	
is from the U of M	
can speak French	
can play the guitar	
is Canadian	
can ski	
is Indonesian	
knows what the capital of Canada is	
knows how to play chess	
can speak Chinese	
is a good cook	
is a student	
can speak English PERFECTLY	

Weekly Syllabus and Supplemental Activities: (Week Two)

Grammar Focus:

Vocabulary:

Idioms

Verbs - continuous present
Prepositions of time, place
Frequency adverbs
Possessive pronouns
Expletive "there"

Greetings and leavetakings
Telephone dialogues
Ordinal numbers
Prepositions of time, place
Day, months, time, seasons,
dates, currency

## Supplemental Activities:

- 1. Brainstorming Technique. This was used to learn common English greetings and leavetakings. I hung brown paper on the wall and students were asked to recall any and every greeting they had heard. We then divided those into formal and informal and talked about when each would be appropriate. The same was done for leavetaking expressions. (L/S)
- 2. Telephone Dialogues. In order to practise using the telephone correctly, we practised sample dialogues in class and as well did an "operation" on the steps in placing a call (see the Situational Reinforcement materials for more information on "operations"). Each student was given the assignment of calling a classmate sometime before the next class and then reporting back to the class on their conversation. (L/S)
- 3. "On The Telephone". This dialogue was read and discussed by the class. Then they practised in pairs and presented the dialogue to the class, with emphasis on clear

- pronunciation and intonation. (S/R)
- 4. <u>Dictation</u>. I gave a reading using the present continuous tense from the textbook. Students were asked to find a partner and to correct any errors they found on their partner's dictation without checking the text.

  Then the papers were returned to the owner and the text was consulted for final correction. (L/R/W)
- 5. Pronunciation, Songs, Idioms and "The Man Who Escaped" series as in Week One.

#### ON THE TELEPHONE

SPEKE: Are you there? Are you there?

WATT: No, I'm here.

SPEKE: What's your name?

WATT: Watt.

SPEKE: What's your name?

WATT: Watt.

SPEKE: Can't you hear? What's your name?

WATT: Watt's my name.

SPEKE: Yes, what's your name?

WATT: My name's Watt.

SPEKE: I'm asking you.

WATT: I'm called Watt.

SPEKE: I don't know.

WATT: I am Mr. Tom Watt.

SPEKE: Oh, I'm sorry. I didn't understand.

WATT: Who are you?

SPEKE: Speke.

WATT: I am speaking. What's your name?

SPEKE: No, it isn't. My name's Speke. I want to speak to Day.

WATT: You can speak to-day. I can hear you.

SPEKE: I don't want you to hear me. I want to speak to Day.

WATT: At what time?

SPEKE: Now! I want to speak to Day. To Day! To DAY!

WATT: It's to-day now, Speke. Speak, Speke.

SPEKE: But I want to speak to Mr. Henry Day now.

WATT: Oh, I'm sorry. You can't speak to Day to-day. He doesn't want to speak to Speke to-day. He

told me so.

Weekly Syllabus and Supplemental Activities: (Week Three)

Grammar Focus: Vocabulary:

Uncountable nouns Course names

Countable nouns Food

Irregular plurals Clothing

Quantity terms Games/sports

Reflexive pronouns Idioms

#### Supplemental Activities:

1. Michigan Oral Test of English Proficiency - Form 2.

- 2. Spelling Bee. We had a "spelling bee" to practise regular and irregular plural forms of nouns. Students were divided into two teams and each team was given a point for a correct spelling and a sentence using the plural form. (L/S)
- 3. <u>Dictation</u>. I gave a dictation in which all the nouns were singular. The students were to change the paragraph using plural forms. Correction was done in pairs, as in Week Two. (L/R/W)
- 4. Scrambled Sentences. As students in this particular level had a problem with word order, I often used the technique of writing out sentences about the students, then cutting them up and asking pairs of students to unscramble the words. Often I timed the unscrambling and awarded a small prize to the pair who correctly completed the sentences in the least amount of time.
- 5. <u>Pronunciation</u>, <u>Songs</u>, <u>Idioms</u> and "<u>The Man Who Escaped</u>" series.

Weekly Syllabus and Supplemental Activities: (Week Four)

Grammar Focus: Vocabulary:

Verbs - simple future Food

- continuous future Future time expressions

Auxiliary "will" Directions

Possessives Idioms

# Supplemental Activities:

- 1. The Party. In order to practise the future tense and review countables and uncountables, I told the class we were going to have a party during our last class meeting and we had to prepare for it now. Each student was asked what he/she would bring, what they were going to do at the party, etc. (L/S)
- 2. <u>Unfinished Story</u>. I read a short, exciting mystery story to the class. However, before it was finished, I stopped and asked what they thought was going to happen. For homework, they were asked to write a short ending to the story. The next class, the story was read with the ending. Their story completions were also read, then collected and graded. (L/S/W)
- 3. Alphabet Travel. As a class we played this game, designed to reinforce questions in the simple future. The students sat in a circle and one student asked the person next to him, "Where are you going to go?". The student questioned answered with the name of a place, e.g. "I'm going to go to Banff". Then the first student asked, "What will you do there?". The second student had

to answer with a word beginning with the letter of the place he had named, e.g. "I'll go boating" or "I'll buy a bobsled". The object was to complete the questioning around the group without reusing a letter and with no mistakes.

4. <u>Pronunciation</u>, <u>Songs</u>, <u>Idioms</u> and "<u>The Man Who Escaped</u>" series.

Weekly Syllabus and Supplemental Activities: (Week Five)

Grammar Focus:

Vocabulary:

Verbs - simple past, regular and irregular

Time expressions

Used to, be used to, get used to

Review Idioms

Have to

Verbs - continuous past

Time clause markers - while, when

Supplemental Activities:

- 1. Michigan Oral Test of English Proficiency Form 3.
- 2. Round Robin Story. I gave the students the first sentence of a short story in the past tense. Each person was asked in turn to add a sentence to the story until its completion. The story can also be taped, transcribed and used as a written correction assignment. (L/S/R)
- 3. Mrs. Harris. This was another round robin exercise we used in class. One person started by saying, "Mrs. Harris went to Paris and bought a \_\_\_\_\_\_\_". (The blank should be filled in with vocabulary you wish to review food, clothing, etc.) Each person thereafter had to repeat the sentence recalling all the vocabulary mentioned by the previous students and then add his/her own noun to the end. Those who forgot dropped out and could assist the others. (L/S)

4. Past Tense Bee. Given the present tense, each student had to state the past tense and use it in an appropriate sentence. Each team received one point for the correct

- past tense and one point for a correct sentence. Then the losing team had to buy the others coffee! (L/S)
- partner and I then handed out a short exercise on irregular past tense verbs to each pair (a different exercise per pair). The pairs completed the exercise and then passed it on to the next pair for correction. This continued until the paper returned to the original pair.

  Whole class correction followed. (R/W)
- 6. Bloop. This game provided a review of all tenses we had studied so far. One person was asked to choose a verb (the teacher may put a list on the board) and the rest of the class asked questions to find out what "bloop" was.

  Sample questions were: "Do you like blooping? Do you need special equipment to bloop? How often do you bloop?".

  The person who guessed the correct verb chose the next verb. (S/L)
- 7. Tape Story. Using "The Man Who Escaped" series provided an excellent theme for class discussions. An adopted Community Language Learning (CLL) technique I found useful was to seat the students around a tape recorder and ask each student to record one or two sentences, retelling the story from the beginning. They first said the sentence, I corrected any errors and then they recorded it. Once completed, I transcribed the tape, complete with errors, typed it and brought it to the next class for the students to correct in pairs or small groups.

(S/L/R)

- Alibi. This game was played to practise question forms in the simple and continuous past tenses. I began by telling a story of a robbery (I usually used the name of a bank everyone was familiar with, such as the one on campus), stating the date, time, place, amount taken and so forth. I then stated that the police suspected two people from this particular class. Two people were chosen to be the "robbers" and they left the room to produce their alibi (this needed to be explained first). The rest of the class became police sergeants - each of whom formulated a question to ask each robber in turn. (I usually found out the location of the robbers and questions could then easily be formulated.) Each robber entered separately and the same questions were asked of each. stories were consistent, they were innocent; if there were too many differences, they were guilty. exercise could be made more difficult by allowing the robbers the option not to answer if the question asked is incorrect. (S/L)
- 9. <u>Pronunciation</u>, <u>Songs</u>, <u>Idioms</u> and "<u>The Man Who Escaped</u>" series.

#### Level Three

#### Objectives:

- To create and maintain a sense of classroom community among the participants.
- To increase the students' confidence in their ability to communicate ideas and feelings in English.
- To present intermediate to advanced grammar to the students.
- 4. To increase the students' vocabulary.
- To practise the structure and vocabulary in natural, communicative situations.
- 6. To introduce cross cultural concepts through values clarification exercises and discussions.

### Materials and Resources:

- Collins, Taylor. Mastering American English. Montreal:
  McGraw-Hill Book Co. Inc., 1973.
- Dixson, Robert J. Essential Idioms. New York: Regents Publishing Co. Inc., 1960.
- Lorenz, Marian Brown. <u>Patterns of American English</u>. Dobbs Ferry: Oceana Publications Inc., 1971.
- Nilsen, Don L.F., and Nilsen, Alleen Pace. <u>Pronunciation</u>

  <u>Contrasts in English</u>. New York: Regents Publishing Co.

  Inc., 1973.
- Praninskas, Jean. Rapid Review of English Grammar.

  Englewood Cliffs: Prentice-Hall Inc., 1975. (Chapters 11-20)

Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard.

Values Clarification. New York: Hart Publishing Company
Inc., 1972.

Weekly Syllabus and Supplemental Activities: (Week One)

Grammar Focus:

Vocabulary:

Verbs - present perfect

Time expressions

- present perfect continuous

Places on campus and in Winnipeg

Past participles - regular

Fields of study/professions/ occupations

and irregular

Verbs - past perfect

Idioms

- past perfect

Two word verbs

continuous

Direct and reported speech Say/tell/talk/speak

Supplemental Activities:

- 1. Grammar Review Test. To assess the students' level of English and to provide a quick review of the material presented in Level One/Two, I devised a test of thirty (I also included a few questions at the end on questions. material we were to cover in Level Three to ascertain The students were asked to listen to their knowledge.) the question as I read it and then write their answer in a complete sentence. I graded these after the first class and noted the chapter number beside any error they made. When I returned the papers, I explained that the numbers they saw represented the chapters they needed to review. For any common problems I did a short drill on the material and provided exercises for review.
- 2. Introductions. As the students entered the classroom I gave them a 3" x 5" card and a straight pin. I asked them to fill out the card as follows:

3 positive adjectives that describe you

something you do well

#### NAME

something you would like to be other than what you are now

someone you would like to meet today; a famous person, dead or alive

Then, I asked them to pin on their card and walk around the room without talking, just reading what others had written. During this time I played some lively music and when the music stopped, the students talked about something interesting on each other's cards for a few minutes. They circulated again when the music resumed. At the end, we all tried to remember everyone's name and one thing about him/her to relate to the class. (L/S/R/W)

Pronunciation and Intonation. Work on pronunciation at this level focused on vowel discrimination and further practice on difficult consonants. For vowel discrimination I used the following lists from Modern Spoken English to check for common problems in distinction:

peel	(i)	feel
pill	(I)	fill
pale	(ey)	fail
pell	(E)	fell
pal	(ae)	fallow
Paul	(၁)	follow
pole	(ow)	foal
pull	(v)	full
pool	(u)	fool

Intonation was emphasized as we practised the values clarification exercises and the students were made aware of the importance of intonation in persuading, arguing, requesting, etc. (L/S)

- 4. Idioms. (same as Level One/Two)
- 5. Coffee Break. (same as Level One/Two)

#### Grammar Review Test

#### Chap.

- 1 l. Do you like Winnipeg?
- 1 2. Were you born in Canada?
- 2 3. What do you do?
- 2 4. Where do you come from?
- 2 5. Where did you last study English?
- 3 6. What are you doing now?
- 3 7. Is this book yours?
- 4 8. How often do you read an English book?
- 5 9. How many people are in this room?
- 5 10. How much time is left in our class?
- 5 11. Give the plural of: foot, tooth, woman, sheep, fish.
- 5 12. What is something you like to do by yourself?
- 6 13. What are you going to do after class tonight?
- 6 14. At this time tomorrow night, what will you be doing?
- 7 15. What did you do last weekend?
- 7 16. Give the past tense of: dream, keep, find, dig, hold, hear, sleep, make, have, eat.
- 7 17. What is the day after tomorrow?
- 8 18. What is something you used to do but don't do now?
- 8 19. What do you have to do tomorrow?
- 9 20. What were you doing last night at this time?
- 10 21. How do you like your coffee?
- 10 22. Are you used to Canadian food?
- 10 23. What is something you had to get used to when you came to Canada?
- 11 24. How long have you studied English?
- 11 25. Have we been in class since 6 or 7 o'clock?
- 12 26. Give the past participle of: sing, drink, do, know, see, speak, hit, buy, lose, drive.
- 12 27. Before you came to Winnipeg, how long had you been living in \_\_\_ ?
- 13 28 How many hours will we have studied at the end of this class?
- 13 29 How long will you have been living in Winnipeg by January 1st?

Weekly Syllabus and Supplemental Activities: (Week Two)

Grammar Focus:

Vocabulary:

Verbs - future perfect

Idioms

- future perfect

New Verbs

continuous

Transitive verbs
Intransitive verbs

## Supplemental Activities:

1. Active Listening Exercise. This exercise was designed to increase the students' ability to listen and paraphrase and also to practise the perfect tenses. I divided the class into small groups of three or four. I gave each group a situation written on an index card, which required a discussion within the group. The situations I used were:

Situation 1: You are the board of admissions at a large university. A group of women have demanded that this year you must admit an equal number of men and women - 50%-50%. They have also demanded that this policy be continued each year. What do you answer?

Situation 2: You are a married couple. William, the husband, has been studying at the university for a degree in law for the past four years and will graduate in two years. Angela, his wife, has agreed to support him. She works eight hours a day, six days a week in a factory. William also works two or three hours a day teaching Spanish. Who does the cooking and housework?

Situation 3: You are a medical student in your final year of Medicine. You have been having problems with one of your professors; he has been making advances to you for the last couple of weeks. You would like to report him but he is one of the professors on the board which decides if you will be graduating in June or not. What will you do? Situation 4: You are the parents of Mary, a sixteen year old girl. During the past few months, you have noticed a great change in her in that she has become quiet, withdrawn and difficult to talk to. Tonight she has just arrived home and has told you she has seen a doctor and is She has decided she wants to keep the baby, pregnant. although she has no money to support it (she is still in school). You have three other children to support and have found it difficult to pay the bills in the past. What do you say to her?

The groups were given about fifteen minutes to discuss the problem and arrive at a consensus. I then handed each person in the group a card which read either LISTENER, SPEAKER or OBSERVER (there may be two observers if there are four in the group). The "speaker" from group 1 presented the problem to the "listener" in group 2.— The "listener" restated the problem. If there were any discrepancies or omissions, the "observer" asked the "speaker" to repeat and the "listener" to do the same. Then the decision reached by the group was presented by

the "speaker" and again paraphrased by the "listener". The procedure was repeated for each group and following, a discussion was held to give counter opinions, ask questions and so forth. (L/S/R)

2. Pronunciation, Intonation and Idioms as in Week One.

Weekly Syllabus and Supplemental Activities: (Week Three)

vocabulary: Grammar Focus:

Idioms

Modal auxiliaries Directions

Directions and instructions Prepositions of place Suggestions and requests

# Supplemental Activities:

Subway Story. To introduce modals in a different and 1. . interesting way, I told the class the following "true" story. (I brought a newspaper clipping and pretended to relate the story from it.)

This story took place in London, England. A woman was going home alone very late at night and was very nervous about being out so late alone. She entered the subway The train station and was relieved to find no one there. arrived and she got in the last car with the ticket taker. There was no one else in the last car and she felt safe. Suddenly the ticket taker attacked her and tried to rape She resisted, broke away from his grasp and jumped out the back of the train. She was almost hysterical and tried to walk back to the platform. She could make out a green light ahead which she took to be the station platform. She stumbled along the tracks and reached the green light but to her dismay she realized the platform was further still. At that moment she heard the rumble of an approaching train and panicked. She could not make it to the platform in time. There was no room for her to lie down or press herself against the subway wall. As she saw the train's light approaching steadily, she tore off her blouse and waved it in front of the green light. The conductor in the train saw the flashing light, realized something must be amiss and stopped the train just in time.

After the story was told, I asked the students to consider the following questions and we had a follow-up discussion.

What might have happened? (conjecture)
What could she have done? (possibilities)
What should she have done? (advice)
What would you have done? (contrary to facts)
What must she do now? (obligation)

(L/S)

- 2. Alligator River. Each student received a copy of the story and was asked to rate the characters from 1 (the person they liked the most) to 5 (the person they liked the least). Then in small groups they tried to reach a consensus of opinion. I also gave the questions from (1) above to each group to consider. A whole-class discussion followed.
  Comparatives and superlatives could also be practised here.
  (L/S/R)
- 3. Map Exercise. Using maps of the campus and/or the city, I asked students to work in pairs, one person asking directions and the other responding with detailed directions. This could also be done back-to-back for more advanced groups. (L/S/R)

4. Airport. This exercise was designed to emphasize the need

for clear and precise instructions. I made a landing strip with several obstacles (chairs, tables, books, etc.) in the classroom. One student (the pilot) was blindfolded and had to listen to directions from a second student (the control tower) in order to complete a safe landing (no touching any of the obstacles). A variation was to have two pilots and two control tower agents. The pilots started at opposite ends of the runway and passed in the middle. (L/S)

- 5. Winter Survival Exercise. I gave each student a copy of the exercise (or it could be read aloud as a listening exercise, using a map to make the situation more lifelike). Small groups discussed the problem and made suggestions on how the group should list the articles. I gave the answers and the rationale at the end of the discussion.

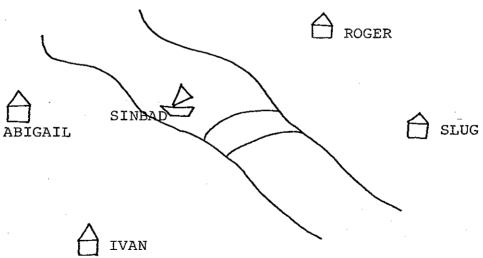
  (L/S/R)
- 6. "How to" Demonstration. I asked each student to present a short lecture on how to do something. I gave the students a few days to prepare and encouraged them to bring in realia to supplement their demonstrations. Ideally, after the demonstration, the other students in the class should be able to follow the instructions and perform the task.

  (L/S)

7. Pronunciation, Intonation and Idioms.

#### ALLIGATOR RIVER

Abigail was in love with Roger who lived across the Alligator river. Abigail wanted to see Roger, but the bridge was washed away in a flood. So, Abigail went to Sinbad who had a boat, and asked him to take her across the river. Sinbad said that he would take her if she would go to bed with him. Abigail went to her friend Ivan and told him her problem. Ivan said that he didn't want to get involved and that it was her problem. So, Abigail went back and went to bed with Sinbad and Sinbad took her across the river in his boat. When Abigail told Roger how she had gotten across the river, he told her that he never wanted to see her again. Abigail ran crying to Slug, another friend, and told him what Roger had done. Slug came back and beat up Roger and Abigail was happy again.



Adapted from: Values Clarification, p. 290.

#### WINTER SURVIVAL EXERCISE

You have just crash-landed in the woods of North Minnesota and Southern Manitoba. It is 11:32 a.m. in mid-January. The small plane in which you were travelling has been completely destroyed except for the frame. The pilot and co-pilot have been killed, but no one else is seriously injured.

The crash came suddenly, before the pilot had time to radio for help or to inform anyone of your position. Since your pilot was trying to avoid a storm you know the plane was considerably off course. The pilot announced shortly before the crash that you were eighty miles north-west of a small town that is the nearest known habitation.

You have crashed in a wilderness area made up of thick woods broked by many lakes and rivers. The last weather report indicated that the temperature would reach minus twenty-five degrees in the daytime and minus forty at night. You are dressed in winter clothing appropriate for city wear - suits, pantsuits, street shoes and overcoats.

While escaping from the plane your group salvaged the fifteen items listed below. Your task is to rank these items according to their importance to your survival.

#### Winter-Survival Decision Form:

Rank the following items according to their importance to your survival, starting with "1" for the most important to "15" for the least important:

 Compress kit (with 28 ft. 2 in. gauze)		Sectional air map made of plastic
 Ball of steel wool		30 feet of rope
 Cigarette lighter (without fluid)		Family size chocolate bar (one per person)
 Loaded .45 caliber pistol		Flashlight with batteries
 Newspaper (one per person)		Quart of 85-proof whiskey
 Compass		Extra shirt and pants for each survivor
 Two ski poles Knife	<del></del>	Can of shortening

#### Answers:

11 Compress kit

- 14 Sectional air map made of (with 28 ft. 2 in. gauze) plastic 2 Ball of steel wool 7 30 feet of rope 1 Cigarette lighter Family size chocolate bar (without fluid) (one per person) 9 Loaded .45 caliber pistol 6 Flashlight with batteries 13 Quart of 85-proof whiskey 8 Newspaper (one per person) 3 Extra shirt and pants for 15 Compass
- each survivor 5 Can of shortening 12 Two ski poles
- 10 Knife

- Weekly Syllabus and Supplemental Activities: (Week Four)

Grammar Focus: Vocabulary:

Infinitives Names of Canadian politicians

Gerunds and personalities

Comparatives and Cities and countries

superlatives Idioms

## Supplemental Activities:

1. Impromptu Speeches. At this time in the course, students were making very "individual" mistakes in pronunciation and grammar. To make each student aware of the special problems he/she needed to work on, I passed out a 3" x 5" card with a topic on it to each student, and asked them to speak on the topic for a minimum of two minutes and a maximum of four. At the end of the speech, I encouraged the others to comment, ask questions, etc. I jotted down errors on a Needs Improvement Checklist for each student and at the end of class, handed the checklist to each student with suggestions as to where to look for help, exercises to do, etc. Some of the impromptu speech topics were:

If I were the leader of my country, I would ... What I like best about Winnipeg.
What I miss most in Canada.
What makes an ideal husband or wife?
An annual festival or holiday in my country.

(L/S)

 Gerund/Infinitive Review. As a review of gerunds and infinitives, I copied some exercises from Mastering American English and gave a different exercise to each pair of students. After they had completed the exercise, they passed it on to the next pair who reviewed it and corrected any errors. This was done again until the exercise reached the original pair. Whole class correction followed and the students had a chance to refer back to the lists of gerunds and infinitives in their text. (R/W)

- Alice/Mary/Jane Problem. This problem was taken from Patterns of American English and practised adverbs in comparatives and superlatives. I divided the class into small groups of three or four and asked them which secretary they would choose (they had to reach a group consensus). After each group had decided, they presented their choice to the whole class. Usually different choices occurred and a debate on which girl was the best and why, insued. To make the exercise more relevant to students, it could be rewritten with three students and their capabilities listed, with a professor needing to choose one for a scholarship. (L/S/R)
- 4. Politician Comparison and Contrast. I brought in pictures of well known Canadian politicians and asked the students if they could identify the person. Then, we went on to ask questions which involved the use of irregular adjectives in comparatives and superlatives.

  For example: Who do you think is

(the most) popular talkative
(the least) honest well known

practical serious
amusing intelligent
influential

I also used this exercise with comparisons of the students' home towns. The students in groups of two (comparatives) or three or more (superlatives) compared each other's home towns by formulating questions from adjectives on cue cards. For example, if the cue card read "DIRTY", the question in a two-person group might have been "Is Montreal dirtier than Santiago?". In a three-person group, the question might have been "Which city is the dirtiest: Santiago, Montreal or Tokyo?".

Some adjectives on the cue cards were:

CHEAP	OLD	QUIET
CLEAN	LARGE	FRIENDLY
LIVELY	COSMOPOLITAN	COLD

(L/S)

5. Pronunciation, Intonation and Idioms.

# NEEDS IMPROVEMENT CHECKLIST

						_		
Incorrect Verb Tense								
·				ļ				
S-Form			<u> </u>			İ		
Subject-Verb Agreement	Ì					<u> </u>		
		<u> </u>				-		
Plurals								
				<u>-</u>				<del></del>
Modals					ļ j			
Modals								
Infinitives/Gerunds		<u> </u>					<del></del>	
Articles	_							
Prepositions								
	İ							
Word Choice						· · · · · · · · ·		
Pronunciation					*			·
Other:								
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Mr. Haines, a lawyer, needs to choose a private secretary from the three secretaries in the office.

Alice		Mary		Jane		
<u>-</u>	l. works quite hard	<u>.</u>	l. works very hard	٦,	doesn't work hard	
2.	2. stays at work very late	2.	2. doesn't stay at work late	2.	stays at work quite late	
ო	types quite fast		types very fast	m	doesn't type fast	
4	gets to work very early	4.	doesn't get to work early	4.	gets to work quite early	
ς, •	takes shorthand quite quickly	v.	takes shorthand very quickly	ب	doesn't take shorthand quickly	
9	dresses very neatly	9	doesn't dress neatly	9	dresses quite neatly	
7.	7. doesn't listen attentively	7.	listens quite attentively	7.	listens very attentively	
ထိ	answers the telephone quite politely	ω	answers the telephone very 8. doesn't answer the politely	ω	doesn't answer the telephone politely	
. 6	9. takes messages very carefully	9	doesn't take messages carefully	o. •	takes messages quite carefully	
10.	10. doesn't spell accurately	10.	spells quite accurately	10.	spells very accurately	

from: Patterns of American English

(page 63)

Weekly Syllabus and Supplemental Activities: (Week Five)

Grammar Focus:

Vocabulary:

Conditionals

Review

Reasons and purposes

Idioms

Concession

Consequences

Supplemental Activities:

Ship-Sinking Role Play. I handed each student a card which 1. contained a short description of the person they were to be for the next hour. I asked the students to play their roles, and described the setting for them. They were on a luxury ship to London and they were to meet everyone at this first night Captain's Cocktail Party. After about twenty minutes, I interrupted their conversations, stating that unfortunately, while the Captain was meeting the guests, the ship had changed course slightly and had hit an ice floe and was sinking slowly. I also told them the ship must be evacuated but there was only room for (four less than the total number of students in class) in the lifeboat. Four people must therefore remain on board, facing a likely possibility of death. They were to decide amongst them who would leave the ship and who would stay. First, however, in the interest of self-preservation, they were to state a reason why they thought it was important for them to leave the ship, using the conditionals:

If I die ...

If I live ...

The roles assigned were:

A young mother; widow; 6 children not on board.

An army general; commando-trained; 40 years old.

A famous politician running for Presidency; 55 years.

A New York banker; age 39.

The banker's wife; 6 months pregnant.

A child; 12 years old; travelling alone to parents in England.

The captain of the ship; understands navigation; 35 years.

A famous physician; on the verge of discovering a cure for cancer; 65 years.

A nurse; well trained in emergency procedures; 25 years.

A priest; 45 years old.

An Olympic athlete; proficient in all sports.

A Hollywood starlet; singer and dancer.

A famous historian-author; 42 years.

A policeman with gun; cannot be separated.

(L/S)

(This is an adaptation of Strategy Number 48 in <u>Values</u>

<u>Clarification</u>, which could be used in place of the shipsinking role play.)

2. Cave-In. I presented the situation that the class, on an outing to some nearby caves, had become trapped hundreds of feet below the ground. There was a narrow passageway leading out, but it was necessary for people to leave in a single file. Any moment there might be another rock slide and the ones closest to the front of the line would have the best chance for survival. Each member gave his/her reasons why he/she should be at the head of the line.
After hearing each other's reasons, the class determined

- the order by which they would file out. (Taken from <u>Values</u> Clarification, p. 287.) (L/S)
- 3. Round Robin Conditional. This was a fun exercise to do in the last five or ten minutes of class. Someone started by giving a conditional sentence; the next person offered a result to that conditional in another conditional sentence. For example:
  - Student 1: If I don't pass this course, I'll have to take it next term.
  - Student 2: If he has to take this course next term, he won't be able to see his girlfriend.
  - Student 3: If he can't see his girlfriend, he'll go crazy.
  - Student 4: If he goes crazy, the government will put him in an asylum.
  - Student 5: If he is put in an asylum, we'll all have to pay for him.
  - Teacher : If I have to pay for him, I'll pass him.
    (L/S)
- 4. Pronunciation, Intonation and Idioms.

#### Level Four

## Objectives:

- To create and maintain a sense of classroom community among the participants.
- 2. To increase the students' confidence in their ability to communicate ideas and feelings in English.
- To expand the students' vocabulary and practise skills for vocabulary development.
- 4. To expand reading and study skills.
- 5. To work on perfecting the students' English in the general areas of pronunciation, idiomatic speech, stress and intonation and self expression.

#### Materials and Resources:

- Collins, Taylor. Mastering American English. Montreal:
  McGraw-Hill Book Co. Inc., 1973.
- Crowell, Thomas Lee. Modern Spoken English. Toronto:

  McGraw-Hill Book Co. Inc., 1961.
- English Language Services. Stress and Intonation, Part 1 and Part 2. Don Mills: Collier MacMillan Canada, Ltd., 1977.
- Hirasawa, Louise, and Markstein, Linda. <u>Developing Reading</u>
  Skills. Rowley: Newbury House Publishers Inc., 1975.
- McCallum, George P. <u>Idiom Drills</u>. New York: Thomas Y. Crowell Company, 1970.

- Nilsen, Don L.F., and Nilsen, Alleen Pace. <u>Pronunciation</u>

  <u>Contrasts in English</u>. New York: Regents Publishing Co.

  Inc., 1973.
- Yorkey, Richard C. Study Skills. Toronto: McGraw-Hill Book

Co. Inc., 1970.

Note: The format for Level Four differs from the previous levels in that at this particular level the focus is not on grammar but on self-study skills to improve the students' English. Vocabulary at this particular level was taught incidentally; ways to improve students' vocabulary was of greater importance.

Weekly Syllabus and Supplemental Activities: (Week One)
Focus:

Vocabulary building skills Stress and intonation Idioms

#### Supplemental Activities:

- Introductions. I divided the class into pairs and interviews were conducted each student having a chance to be the "interviewer" and the "interviewee". They could ask whatever they wished but the interviewee did not have to answer if he/she did not wish to. At the end of ten minutes, each student had the chance to introduce his/her partner and tell the class something about that person. I found by making the question "What is your wildest aspiration?" mandatory in the interview, this made the sessions a bit livelier.
- 2. Pronunciation. I tried to ascertain which sound(s) were most problematic for each student, photocopied drills on that particular sound and carefully watched and listened for improvement.
- 3. <u>Vocabulary Building</u>. The first week was the beginning of three sessions on vocabulary improvement. Our basic text was <u>Study Skills</u>, chapter two. The first session dealt with using the dictionary effectively and I brought in different dictionaries for in-class exercises and comparison. The exercises at the end of the second chapter were assigned for homework.

- 4. Idioms. The idioms text was generally used for home study.

  I asked the students to study one unit per week (six chapters per unit) and to write sentences with each idiom (a total of about thirty-five idioms per week). The students found this to be helpful and when I corrected the sentences at the end of each week, it was apparent which idioms needed to be emphasized. We tried to use the idioms as much as we could in class as well.
- 5. Coffee Break as in Levels One/Two and Three.
- 6. Stress and Intonation. I photocopied sections from Modern Spoken English to use in class for work on stress and intonation. The class found the exercises fun to do, very helpful in improving their pronunciation and intonation and made them aware of the importance of intonation in conveying meaning.

# SUGGESTED INTERVIEW QUESTIONS

Here are some questions you may want to ask during your interview .....

- 1. What is your full name?
- 2. Where were you born?
- 3. What is your occupation?
- 4. Are you single or married? How many children do you have? Ages?
- 5. Have you ever done any travelling outside your native country? If so, where?
- 6. Do you have a favorite hobby or sport?
- 7. What's your favorite T.V. program? Why?
- 8. What kind of music do you like? Why?
- Some interesting fact(s) about you .....
- 10. What is your wildest aspiration?

Weekly Syllabus and Supplemental Activities: (Week Two)
Focus:

Vocabulary building skills Stress and intonation

## Supplemental Activities:

- Vocabulary Building Skills. The second session in vocabulary improvement dealt with word formation (chapter three, Study Skills). The class studied common prefixes, suffixes and roots and how to guess meanings by breaking up a word into these recognizeable parts.
- 2. Prefix/Suffix/Roct Game. I divided the class into four teams, and each team was given the same list of prefixes, suffixes and roots. They were, as a team, to make as many words as possible from the parts given in a specific time limit (approximately twenty minutes). At the end of the allotted time, the team presented their words. I gave one point for each correct word containing a prefix and root or a root plus suffix. Two points were given for a word containing prefix, root and suffix. The list I used follows:

Prefixes	Stems	Suffixes
ad con de dis ex, e in inter ob per pre pro	bat ceive cord for gress ject mit pel ply port sist	- al - ment - ance - ence - tion - or/er - ive - ly - able/ible - ful - less

re strict sub struct trans tend vene verse vict

3. Idioms - Unit 2.

-Weekly Syllabus and Supplemental Activities: (Week Three)
Focus:

Vocabulary building skills
Stress, intonation and pronunciation
Preposition Review

## Supplemental Activities:

- 1. <u>Vocabulary Building Skills</u>. The third session in vocabulary improvement dealt with deriving meaning from context (chapter three, <u>Study Skills</u>). After doing the exercises in class, we had a quick review of the three ways to improve vocabulary that we had studied: using the dictionary, looking at word formation and contextual clues.
- 2. <u>Vocabulary Test</u>. To review the skills we had studied, I wrote a short vocabulary test designed after the types of vocabulary questions asked on the TOEFL test. (Many of my non-university students were interested in writing the TOEFL for admittance to the university.) The questions required the students to apply the skills they had learned to unfamiliar vocabulary. The test was marked in class and reviewed.
- 3. <u>Vocabulary Game</u>. This is a variation of the game, \$10,000 Pyramid. I divided the class into two teams and gave one player from each team a card with six or seven words and a category. The first player read the category to his/her teammates and then described each word until a teammate guessed the word. The original word or part of it could not be used in the description, nor could any gestures. I

established a three minute time limit per person and gave each team one point for each word correctly guessed.

Some examples follow:

Category: Things that go up and down

Yo-yo Usher Mercury Blood pressure Roller coaster Prices Elevator

Category: Things that give you a lift

Escalator Stretcher Stilts Vodka Vacation Tow truck High heels

- 4. Stress, Intonation and Pronunciation. We studied silent letters by oral reading of the lists of words and exercises from Modern Spoken English.
- 5. Idioms Unit 3.
- American English for homework. These exercises provided a good review of prepositions used in a variety of ways in time, in place, in idioms, after gerunds and infinitives, etc. The students found this review most helpful and during the following sessions we corrected the exercises as a class.

#### VOCABULARY QUIZ

- I. l. inaccessible
  - a) mysterious
  - b) immovable
  - c) hard to avoid
  - d) hard to enter
  - 2. philanthropist
    - a) author
    - b) lover of mankind
    - c) historian
    - d) scientist
  - 3. chronic
    - a) timely
    - b) physical
    - c) longlasting
    - d) medicinal
  - 4. transfusion
    - a) transfer
    - b) transportation
    - c) message
    - d) happening
  - expatriate
    - a) throw out
    - b) fatherless
    - c) renounce citizenship
    - d) immigrate

- 6. subordinate
  - a) inferior importance
  - b) friend
  - c) co-worker
  - d) underwriter
- 7. invoke
  - a) suggest
  - b) listen carefully
  - c) receive help
  - d) call for help
- 8. slothful
  - a) lazy
  - b) smooth
  - c) slippery
  - d) unwilling
- 9. indiscriminate
  - a) making no distinctions
  - b) outstanding
  - c) crazy
  - d) careless
- 10. mediocre
  - a) middle-aged
  - b) extra large
  - c) false
    - d) average
- II. 1. He speaks so softly that his
  - voice is almost ...

- a) fragile
- b) inaudible
- c) brittle
- d) decrepit
- 2. Robert did not hear the bell because he was completely
  - .... in his reading.
- John is very ....; even as a child, he constantly asked
  - questions.
- 4. Radio and television make it possible for the news to be widely .....

- i) decrepit
- a) disguised
- b) suspended
- c) confirmed
- d) absorbed
- a) indignant
- b) intricate
- c) imperative
- d) inquisitive
- a) dislocated
- b) disbanded
  - c) disseminated
  - d) dismantled

- 5. Because Tom admires his father a) alienate so much, he tries to ..... b) animate his good points. c) encompass d) emulate
- III. l. to go before
  - a) prolong
  - b) precede
  - c) overtake
  - d) traverse
  - 2. before in time, order or importance
    - a) temporary
    - b) prime
    - c) contemporary
    - d) prior
  - 3. co-worker, usually in a profession
    - a) colleague
    - b) confidant
    - c) constituent
    - d) contender
  - 4. agreeable or pleasing in nature or character

- a) pathetic
- b) congenial
- c) partisan
- d) contemptuous
- 5. incessant
  - a) not stopping
  - b) not working
  - c) not tiring
  - d) not studious

Weekly Syllabus and Supplemental Activities: (Week Four)
Focus:

Stress and intonation

Supplemental Activities:

- 1. Pronunciation Exercise. I passed out copies of a pronunciation poem and asked each student to read a couple of lines aloud. They enjoyed the practice and it brought to mind the discrepancies between spelling and pronunciation in English. Another good poem of this sort is "Chaos".
- 2. Stress. We studied lessons and exercises from Modern Spoken English which dealt with words to stress and words not to stress in sentences. Following each lesson, we practised the exercises orally.
- 3. Radio Plays. As a background to this exercise, I reminded the students of the older days when T.V. was not around and the radio was the family focus for nightly entertainment. To practise intonation in real dialogues, I played a tape of two people talking using the same dialogue but three different stress and intonation patterns (friendly, angry, indifferent). The students could easily distinguish between friendly and angry intonation but indifferent was more difficult. After agreeing on what emotion the two people were feeling, we discussed what qualities of the voice led to that particular intonation pattern pitch, stress, intensity.

Then, on the blackboard, I wrote a familiar

university restaurant/cafeteria exchange:

"What would you like?"

"I'd like a cup of coffee, please."

The students were asked to say the line (in pairs) in a friendly manner, then angrily and finally disinterestedly. They enjoyed being able to change the meaning without changing the words they were using and realized how important intonation and stress were.

- 4. Stress and Compound Words. Since the class had had a few problems with which part of a compound word to stress, we did a short in-class exercise. I gave them the basic rule of stressing on the first syllable with examples (carpool, blackboard, sweetheart, playboy, payday, offspring) and the exceptions to the rule:
  - If it acts as a verb; for example: overeat, overcome, uphold.
  - If it acts as an adjective; for example: overgrown, outstanding, uplifting.

We also considered the difference in meaning caused by a change in stress in the following words:

white house White House green house high chair high chair

A brainstorming session produced similar words from the class.

5. Idioms - Unit 4

When the English tongue we speak Why is BREAK not rhymed with FREAK? Will you tell me why it's true We say SEW, but likewise FEW; And the maker of a verse Cannot cap his HORSE with WORSE? BEARD sounds not the same as HEARD; CORD is different from WORD; Cow is COW but low is LOW; SHOE is never rhymed with FOE Think of HOSE and DOSE and LOSE; And think of GOOSE and yet of CHOOSE Think of COMB and TOMB and BOMB DOLL and ROLL and HOME and SOME; And since PAY is rhymed with SAY, Why not PAID and SAID, I pray. We have BLOOD and FOOD and GOOD; MOULD is not pronounced like COULD. Wherefore DONE but GONE and LONE? Is there any reason known? And, in short it seems to me Sounds and letters disagree.

From: Teaching Reading: A Handbook,
Laurence W. Carrilo, p. 29.

Here is a little rhyme that illustrates the major problem of English spelling: that is, that the sound does not indicate
the letters to be written.

## Chaos

I will teach you in my verse Words like corpse, corps, horse and worse. It will keep you, Susy, busy, Make your head with heat grow dizzy; For this phonetic labyrinth Gives monkey, donkey, ninth and plinth; Cloven, oven; and how and low; Script, receipt; shoe, poem, toe; Wholly, holly; signal, sign; Thames, examine, and combine; Wounded, rounded, grieve and sieve; Friend and fiend; alive and live; Worm and storm; chaise, chaos, chair; Senator, spectator, mayor, Bewilder, wilder; mauve, gauze, gauge; Marriage, foliage, mirage, age; Done, gone, tone; danger, anger; Finger, singer, ginger, languor; Blood and flood are not like wood, Nor is mould like should or would. Query does not rhyme with very, Nor does fury sound like bury. Just compare heart, beard, and heard; Dies and diet; lord and word; Dost, lost, post, and doth, cloth, both; Moss, gross; blossom, bosom, oath; Daughter, laughter; sleigh, eight, height; Put, nut; break, bleak; granite, unite; Brood, brook, brooch; want, grand, grant; Gold, golf, wolf; gaunt and aunt; Evil, devil; tomb, bomb, comb; Doll, roll; dull, bull; some and home. Finally - for I've surely said enough -Through, though, thorough, plough, cough, tough. While hiccough has the sound of cup ... My advice is: Give it up!

<sup>-</sup> Simplified Spelling Society

Weekly Syllabus and Supplemental Activities: (Week Five)

Focus:

Two word verbs Proverbs

## Supplemental Activities:

- 1. Two Word Verbs. I used exercises from Mastering American English to review the students' knowledge of two word verbs. Students worked in pairs (each on a different exercise) and when the exercise was completed, passed it on to the next pair who would search for mistakes. As a class, we corrected all the exercises after each pair had a chance to try and correct their classmates' work. I also handed out a supplemental list of common two word verbs and explained unfamiliar words.
- 2. Proverbs Game. I divided the class into two groups and gave each group two identical sets of cards. One set contained the first half of a proverb which was to be matched with a card from the second set. For example:

# SET ONE SET TWO

A stitch in time ... saves nine.

I asked the teams to put the proverbs together as correctly and as quickly as they could. After this, I handed out a list of the proverbs and we reviewed them again and clarified meanings. A discussion followed concerning the universality of proverbs (I encouraged the students to tell the class some proverbs in their language) and the common use of them today in advertising

and jokes.

3. Idioms - Unit 5.

# PROVERBS

Τ.	A Stitch in time saves nine.
2.	Honesty is the best policy.
3.	Actions speak louder than
4.	Don't look a gift horse in the
5.	A bird in the hand is worth two in the
6.	A rolling stone gathers no
7.	It's the early bird that catches the
8.	Make hay while the sun
9.	Birds of a feather together.
10.	He who hesitates is
11.	All that glitters is not
12.	Don't count your chickens before they
13.	One good turn deserves
14.	Don't put the cart before the
15.	Kill two birds with one
16.	Let sleeping dogs
17.	Take the bull by the
18.	Don't let the cat out of the
19.	He's like a fish out of
20.	She is as ugly as
21.	Out of sight, out of
22.	Absence makes the heart grow
23.	Money is the root of all
24.	The way to a man's heart is through his
25.	Beauty is in the eye of the
26.	Better late than
27.	Don't rock the
28.	It never rains but it
	You can only die
30.	You can take a horse to water, but you can't make it
	•
31.	The grass always looks greener on the other side of the
	·
32.	One man's meat is another man's
33.	Haste makes

## Writing Course

# Objectives:\*

- 1. To present basic writing skills to the students.
- To enable the students to practise these skills in class and to provide review material for at-home work.
- To help the students individually with their writing problems and deficiencies.

# Materials and Resources:

Barrett, Blair (Programmer). Writing Skills I. Toronto:

McGraw-Hill Book Co. Inc., 1970.

Writing Skills II. Toronto: McGraw-Hill Book Co.

Inc., 1970.

\_\_\_\_\_. Paragraph Patterns. Toronto: McGraw-Hill Book Co.
Inc., 1970.

<sup>\*</sup>I began the Writing Course in answer to numerous student requests for such a course. The majority of the students in the classes were ESL students; however, a few of them spoke English as a first language. The course worked from the very basic to the more complicated areas in writing. During class, I worked through the textbook taking one area at a time and allowing a large part of class time for in-class writing exercises. I have included the outline of the five-week course and the Review Sheets I devised for at-home work.

#### WRITING SKILLS CLASS

## Outline:

- Class #1 Sentences and Clauses Verb Tenses Perfect Verb Tenses
- Class #2 Singular and Plural
  Subject and Object Pronouns
  Adjectives and Adverbs
- Class #3 Clause and Phrase Placement
  Parallelism
  Possession/Punctuation/Capitalization
  - Class #4 How a Paragraph Forms
    Topic Sentences
    Developmental Sentences
    Concluding Sentences
  - Class #5 Paragraph Series
    Rewriting and Editing
    Test

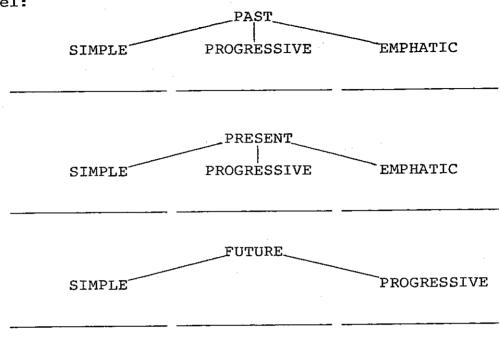
Review	Sheet	#1A
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1.	How is writing different from speaking?
2.	In general, what does a sentence do that a non-sentence doesn't do?
3.	A sentence must contain at least basic parts;
	these parts are called
4.	What is a simple sentence? Write an example of a simple
	sentence.
5.	What is a compound sentence?
	Write an example of a compound sentence.
6.	Write three connecting words used to make compound
	sentences, and
7.	What is a clause?
8.	How many clauses are in the following sentences:
	a) Was the instructor really sick or did he go skiing?
	b) He followed my advice and took a writing course.
	c) I took a writing course, but I didn't pass it.
9.	What is a complex sentence?
	Write an example of a complex sentence.
10.	What is the difference between a compound and a complex sentence?
11.	What is an independent clause and a dependent clause?

Revi	ew Sheet #IA (cont'd)
	Write a sentence underlining the independent clause once
	and the dependent clause twice.
12.	What is a sentence fragment?
	Write an example of a sentence fragment

## Review Sheet #1B

Write an example of each kind of verb tense under each label:



- 2. Which tenses do we use the most in writing?
- 3. What kind of words introduce:
  - the present tense? \_\_\_\_\_\_
  - the past tense? \_\_\_\_\_\_
  - the future tense? \_\_\_\_\_\_
- 4. Is it necessary to keep the same tense throughout an entire paragraph?

Rev	view Sheet #1C	
1.	Which verb tense do we use to	o refer to something that
	happened at some indefinite	time in the past?
	Write a sentence with this ve	erb tense.
		•
2.	Which verb tense do we use to	refer to something that
•	happened prior to another pas	st event?
	Write a sentence with this ve	erb tense.
		•
3.	The only way to learn the per	fect form of verbs is to watch
	for them in your own reading	and writing. Grammar books
	and dictionaries list perfect	forms, often under the name
	perfect participle. Write th	ne perfect participle of the
	following irregular verbs.	
	be	know
	become	lay
	begin	lose
	bite	quit
	blow	ride
	break	ring

 bite
 quit

 blow
 ride

 break
 ring

 catch
 speak

 creep
 swim

 do
 take

 drink
 teach

 eat
 tear

 freeze
 wake-up

 got
 wear

# Review Sheet #1C (cont'd)

	hang write
4.	Write two correct versions of these sentences:
	I seen the whole thing.
	She done a good job.
	I been lonely.
5.	The future perfect tense is used to describe an action which will happen before/after a specified future event.
	Write a sentence using the future perfect tense.

# Review Sheet #2A

# 7 Regular plural forms

### a. Spelling

RULES	EXA	MPLES
1. When the simple form ends in s, x, ch, sh, or x, odd es.	box wish	boxes wishes
<ol> <li>When the simple form ends in a preceded by a consonant, add es.</li> </ol>	tomata masquita	tomotoes mosquitoes
3. When the simple form ends in f or fe, change the f or fe to v and add es.	leaf wife self	leaves wives selves
4. When the simple form ends in y preceded by a consonant, change the y to i and add es.	party library	parties librories
5. In all other cases add s to the simple form.	friend studio day	friends studios days

# b. Exceptions-add s only

1. When ch is pronounced like k.	epochs, stomachs
2. When the -o word has to do with music—and some other cases.	pionos, sopranos
<ol> <li>These three -f words only. Some others have two plural forms.</li> </ol>	chiefs, roofs, handkerchiefs

8 Irregular plural forms are few. The ones you are likely to need are the following:

foot feet mouse mice woman women ox oxen tooth teeth man men child children

# Review Sheet #2A (cont'd)

1.	Using the	rules on the p	previous page,	write	the plural	L
	form of the	e following wo	ords:			
		image				
		ash				
		mass				
	·	woman				
		family				
		sheep				
		leaf				
		banjo				
		sheaf				
		child				
		fish				
		stomach				
2.	Read the fo	ollowing sente	ences, rewriti	ng only	the	
	incorrect o	ones.	<b>.</b>			
	a) We make	better time o	on the bus.			
	b) He make		an his wife do			
	c) They are	e both here.			-	
-	d) She are	busier now.				
	e) It take	a brave perso	n to do that.		· · · · · · · · · · · · · · · · · · ·	

VG A	1ew Brieff #ZA (Core d)
	f) The children sells lemonade after school.
	g) You, Ms Brown, takes only fifteen minutes for lunch.
	h) The teacher learn something new every day.
3.	The words "where", "there", "here" and "when" can/cannot be the subject of a clause. Circle the subject of each sentence.
	a) Where is the man with the cane?
	b) Here comes the blushing bride.
	c) Do you see the problem here?
	d) Where are the missing files?
	e) Here are five easy rules to follow.
	f) There goes the frightened groom.
4.	Rewrite these sentences so they are correct.
	a) Where is the mistakes in your paper?
	b) When is you going to come home?
	c) There goes the girls out of our lives forever.
	d) Here is the ones ready for action.
	e) Is the next few pages as hard as these?

Kevi	ew Sheet #ZA (COIL d)
5.	The subject "each" is the signal for a (singular) (plural) verb.
	Write a sentence with "each" as its subject.
6.	The subject "one" is the signal for a (singular) (plural) verb.
	Write a sentence with "one" as its subject.
7.	The subject "both" is the signal for a (singular) (plural) verb.
	Write a sentence with "both" as its subject.
8.	The subject "all" is the signal for either a or verb.
	Write an example of both sentences.
9.	"Anybody" and "everybody" are signals for a  verb.  (singular) (plural)  Write examples using both "anybody" and "everybody" as
	subjects.
10.	When "everybody" or "anybody" is used as the subject of a sentence, all verbs and pronouns that refer to the subject must be (singular) (plural)

Review	Sheet	#2A	(cont'	d)

Write the pronouns that are correct:

- a) Anybody is entitled to \_\_\_\_\_ opinion.
- b) Everybody makes own mistakes. (his) (their)
- or "nor", the plural subject is written and the verb is (singular)(plural)

  Write an example.

1.	The word that answers the question "to whom" or "what" is
	called the
٠	In the following sentences, circle the direct objects.
	a) She collects antiques.
	b) He brings carrots.
	c) Alice saw the movie.
•	d) He gave it to me.
2.	There is a list of pronouns used as subjects. In the
	spaces, write the object form for each of the pronouns.
	I
	you
	he
	she
	it
	we
	they
	Which two do not change when used as direct objects?
3.	When two pronouns are objects, both pronouns should be in
	the object form.
	a) It is between her and I.

b) He waved to the teacher and I.

Rev	iew	Sheet #2B (cont'd)	
	c)	I wrote to Allen and she.	
	d)	The teacher asked Carol and we to leave.	_
4.	"Wł	Thom" is the form of "who".	
	Cor	rrect these sentences:	
	a)	There is the man who I met yesterday.	
	b)	There goes the man whom beats his dog.	
	Wri	ite sentences using "who" and "whom" properly.	

Rev	ew Sheet #2C	
1.	Adjectives are words that describe	or
	Write an example of a sentence with an adjective.	
2.	Words that describe verbs are called	•
	Their common ending is	
	Write an example of a sentence with an adverb.	
3.	Correct the following sentences and explain why the	ey are
	wrong:	
•	a) He thinks careful.	
		<del></del>
	o) He is real worried.	
	c) She's a real good business woman.	
	l) Lise can drive a car good.	-
	e) You are real helpful to me.	
		· · · · · · · · · · · · · · · · · · ·

Review	Sheet	#3A
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Wha	at connecting words refer to subjects that are things?
Wr:	ite an example of this kind of sentence.
Wha	at connecting word refers to subjects that are people?
Wr	ite an example of this kind of sentence.
"wl	nnect these sentences using either "that", "which", no", or "whom":  She is the person. She gave me the idea.
b)	That magazine is the one. My professor buys it.
c)	The truck hit a telephone pole. The pole fell against a tree. The tree crashed to the ground next to the man. The man ran into his house.
ጥክe	following paragraph has several unclear or incorrect

4. The following paragraph has several unclear or incorrect sentences. Read the paragraph carefully, and then rewrite it, using the connecting words we have studied.

Review	Sheet	#3A	(cont'	d)

law left.	Cł	
people who I know that writes exactly what he thinks. imagine at his school there are certain administrators. The play would bother them.  When one uses connecting words, the connecting word show be as close as possible to the word it refers to.  Correct the following sentences containing misplaced phrases:  a) The fat lady, that has mahogany legs, bought the pian b) He has been very happy a month ago since his mother-i law left.	٠.	icago wrote it. Now I'm wondering if he will be able
imagine at his school there are certain administrators.  The play would bother them.  When one uses connecting words, the connecting word show be as close as possible to the word it refers to.  Correct the following sentences containing misplaced phrases:  a) The fat lady, that has mahogany legs, bought the pian b) He has been very happy a month ago since his mother-i law left.	to	perform it at his school, since he is one of the few
The play would bother them.  When one uses connecting words, the connecting word show be as close as possible to the word it refers to.  Correct the following sentences containing misplaced phrases:  a) The fat lady, that has mahogany legs, bought the pian b) He has been very happy a month ago since his mother-i law left.	pe	ople who I know that writes exactly what he thinks.
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b) He has been very happy a month ago since his mother-i law left.  c) The policeman, who was slipping the jewels into his		as close as possible to the word it refers to.
law left.  c) The policeman, who was slipping the jewels into his	Co	as close as possible to the word it refers to.
c) The policeman, who was slipping the jewels into his	Co:	as close as possible to the word it refers to.  rrect the following sentences containing misplaced cases:
c) The policeman, who was slipping the jewels into his	Co.	as close as possible to the word it refers to.  rect the following sentences containing misplaced rases:  The fat lady, that has mahogany legs, bought the pian
c) The policeman, who was slipping the jewels into his	Co.	as close as possible to the word it refers to.  crect the following sentences containing misplaced cases:  The fat lady, that has mahogany legs, bought the pian  He has been very happy a month ago since his mother-i
c) The policeman, who was slipping the jewels into his	Co.	as close as possible to the word it refers to.  crect the following sentences containing misplaced cases:  The fat lady, that has mahogany legs, bought the pian  He has been very happy a month ago since his mother-i  law left.
pocket, saw the thief.	Co.	as close as possible to the word it refers to.  Frect the following sentences containing misplaced cases:  The fat lady, that has mahogany legs, bought the piane.  He has been very happy a month ago since his mother-in law left.
	ph. a)	as close as possible to the word it refers to.  crect the following sentences containing misplaced cases:  The fat lady, that has mahogany legs, bought the piane  He has been very happy a month ago since his mother-in  law left.
	ph. a)	as close as possible to the word it refers to.  Trect the following sentences containing misplaced cases:  The fat lady, that has mahogany legs, bought the pian  He has been very happy a month ago since his mother-i law left.  The policeman, who was slipping the jewels into his

Review Sheet #3A (cont	eview -	Sneet	#JA	(COUL.	(a)
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d)	While	hurrying	to	class.	One	of	Gail's	books	dropped.
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e) Her mother, which is bad-tempered, has a tiny dog.

Review Sheet #31	eview	Sheet	#3B
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1.	When the subject of a sentence has two verbs, (one) (both)
	must agree with the subject.
	Write an example of this.
2.	If two verbs in a sentence have the same emphasis and
	apply to the same subject, they should be in
	(the same) (different)
	Correct these sentences in two ways:
	a) He likes listening to records and to dance with his
	girlfriend.
	b) She likes writing letters more than she likes to talk
	on the telephone.
	c) Write your own examples:
3.	Parallel ideas expressed in similar word structures_are
	examples of
	Correct these sentences using bad parallelism:
	a) She says that their prices are too high and we can't
	afford tickets.

Rev	riew	Sheet #3B (cont'd)
	b)	I like arguing with people and to try and convince them.
		<u> </u>
	c)	He told us to sit quietly and obeying his orders.
	đ)	I told him that he should stop talking and to leave.
4.	So: st	ere can be any number of parallel ideas in a sentence. metimes, however, ideas are not expressed in parallel ructure. When one writes a list of parallel ideas, ch of the ideas should be expressed in the same form.
	Co	rrect these sentences:
	a)	He was sympathetic, understanding, and people respected
		him
	b)	She fed the children apples, cookies, milk and quickly.
	c)	Because he never exercises, he is always tired,
		listless, bored and weighs too much.
	d)	She told me to study punctuation, parallel sentences,
		clauses and how to use pronouns.
-		
	e)	He knows all the restaurants, bars, and where to go in

Winnipeg.

Review	Sheet	#4

1.	In written English, information is conveyed by combining
	phrases and clauses to form These can
	then be combined in certain ways to form
2.	Generally, sentences are arranged in a paragraph in the
	following manner:
	a)
	b)
	c)
3.	The basic function of a topic sentence is
	•
	The sentence structure most often used for topic
	sentences is
4.	There are two steps in writing a topic sentence:
	a)
	b)
	Write topic sentences for the following:
	a) a paragraph about how hard it is to learn English.
	b) a paragraph telling that Canada has two official
	languages.
_	·
5.	There are three rules to remember about writing
	developmental sentences:
	a)
	b)
٠	c)

Review Sheet #4	(cont a)
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Word	ds that are used to carry over a thought from one	
sent	tence to another are called	
Give	e some examples of these words:	
	t is the difference between a connecting word and a	
trar	nsitional word?	
Use	transitional words to carry the thought from the fir	st
sent	tence to the second:	
a) I	The trip is long. It is dangerous.	
- b) С	Our car has a flat tire. The radiator leaks.	
- c) H	He is only five feet tall. He cannot be a policeman.	
– H. (E	He told us many exciting stories. He told us about	
	Living in Japan.	
- e) S	She is usually very prompt. Today she was late.	
- Make	correct sentences out of the following elements:	_
	take a writing class. also take an oral English class.	
_		

Review Sheet	#4	(cont'	a)
--------------	----	--------	----

c) I am not sure how to do this exercise. nevertheless I will try.  d) We are tired. because We studied writing skills all night.  e) I am learning to write well. however It takes a lot of work.  Not all paragraphs need concluding sentences. However, if the paragraph exists by itself, if you want to develop an idea in one paragraph, you will probably need to write a conclusion at the end of the paragraph.  What are two things to remember when writing concluding sentences?	b)	My apartment is cold. My heater seems to be working.	although
e) I am learning to write well. however It takes a lot of work.  Not all paragraphs need concluding sentences. However, if the paragraph exists by itself, if you want to develop an idea in one paragraph, you will probably need to write a conclusion at the end of the paragraph.  What are two things to remember when writing concluding	c)		nevertheless
Not all paragraphs need concluding sentences. However, if the paragraph exists by itself, if you want to develop an idea in one paragraph, you will probably need to write a conclusion at the end of the paragraph.  What are two things to remember when writing concluding	đ)		because
the paragraph exists by itself, if you want to develop an idea in one paragraph, you will probably need to write a conclusion at the end of the paragraph.  What are two things to remember when writing concluding	e)		however
	the ide	e paragraph exists by itself, if you want ea in one paragraph, you will probably ne nclusion at the end of the paragraph. at are two things to remember when writing	to develop an ed to write a
		<u> </u>	

# WRITING TEST - FINAL

- I. The three main steps in checking over what you have written, prior to rewriting, are:
  - 1. check overall organization
  - 2. check individual paragraph structure
  - check for grammar details

Read the following paragraphs; then mark them according to the three steps above. Finally, rewrite the paragraphs making all the corrections you have indicated in your marking.

Until now, most of the earths weather have been completely unnoticed. Because, large areas of the ocean and some land areas do not have, weather stations. this has made it difficult to forecast weather in other parts of the world.

once these computers and satellites are developed more than forecasting can be done, with the weather. In fact, it may eventually be possible to change earths climate to suit the weater expert's.

With these satellites and computers to cover the unknown weather areas a worldwide weather forecast would be possible, these forecasts could be accurate as much as two week's in advance. Canada is presently testing new weather satellites and orbiting computers.

II. Following the same patterns as in Question I., please read, mark and rewrite the following:

The plate that is used to produce Photographs are called the negative. On the negative, the light and dark areas of the finished photograph are reversed. Two steps are involved in preparing a Negative before a photograph can be produced.

The first step is called developing. It is performed in a darkroom. No light at all should strike the negative. Untill the second step is performed any light will destroy the image.

Production, of the finished picture is called printing, this is done by putting the negative between a light, and a special kind of Paper. This reverse the light and dark areas again and produces a finished Photograph.

The second step which protects the negative from light is called fixing. fixing is done by placing the developed film into a liquid chemical, then it is ready for production.

III. Using all the knowledge you have gained from this course, write a short essay (three or four paragraphs) on how this course has or has not helped you improve your writing. Be sure to write a rough draft first; then mark it for errors and rewrite the finished copy below.

### IV. EVALUATION

### Personal Evaluation

I devised a personal evaluation form by adapting the Y.O.G.A. form used at the Experiment in International Living.\*

I used this particular form for three reasons:

- 1. the course itself was so brief, it was difficult to test the students' abilities in a variety of situations;
- the majority of students had individual weaknesses which were difficult to test comprehensively;
- there was generally a negative reaction to tests among the students.

I handed the evaluation forms out during the last class and I explained each section in the form, giving examples and answering questions. The evaluation was to be completed at home. I urged the students to take some time in filling out the forms, really questioning and evaluating their English in comparison to their proficiency in their native language. For lower level students, I suggested they write an example under

<sup>\*</sup>Y.O.G.A. (Your Objectives, Guidelines and Assessment)
Form was written by the Foreign Language Office of the
Department of Language Education at the School for International
Training in Brattleboro, Vermont. It is copyrighted by the
Experiment in International Living, Brattleboro, Vermont. May
1974; Revised April 1976.

each grammatical structure listed, to completely understand its usage.

After they had completed the evaluation, I encouraged them to bring the form to me. I did a similar evaluation of their English; we then compared results and I suggested areas to work on. If they felt more comfortable taking the form to another native English speaker they knew well, this was also encouraged.

### ESL - Personal Evaluation

This evaluation is to let you see the areas you feel you need to work on in your English. Please be honest and evaluate yourself as accurately as possible. (You may want to use your knowledge in your native language as a guide in your evaluation.)

### Part I: Language Proficiency

- 0 I don't know how to use it
- Poor (I have studied it but I don't use it very well)
- 2 Fair (I have frequent difficulties)
- 3 Average (I hesitate when I use it)
- 4 Good (I have an occasional error)
- 5 Excellent (I approximate native English speakers)

ALL students should rate themselves on each of the following items:

1.	How well do you understand English spoken to you at slightly slower than normal speed?	0.12345
2.	How intelligible is your pronunciation?	0 . 1 2 345
3.	How fluent is your use of English? (i.e. how much hesitation or stumbling is there?)	0 . 1 2 345
4.	How adequate is your vocabulary according to your level?	0 . 1 2 345
Rat	e knowledge of vocabulary in the following ar	eas:
5.	Days, months, seasons	0 . 1 2 345
6.	Family relationships (e.g. mother, father, etc.)	0 . 1 2 345
7;	Parts of body	0 . 1 2 345
8.	Parts of house	0 . 1 2 345
9.	Clothing	0 . 1 2 345
10.	Social expressions (e.g. how do you do?, hello, goodbye, thank you, etc.)	0 . 1 2 345
11.	<pre>Interrogatives (e.g. who, what, where, how, etc.)</pre>	0.12345
12.	Expressions of time/place (e.g. yesterday, next week, there, up, down, upstairs, etc.)	0 . 1 2 345
13.	Cardinal numbers (e.g. one, two, three, etc.)	0 . 1 2 3 4 5

14.	Ordinal numbers (e.g. first, second, third, etc.)		. 1		2	3	.4	5
15.	Geographic directions (e.g. north, south, etc.)	0 .	. 1		2	3	.4	5
Part	: II: Behavioral Performance							
		No					Yes	
1.	How well can you give or ask for directions?		. 1		2	3		•
2.	Can you ask and tell the time of day, day of week, date?	0.	. 1		2	3	.4	5
3.	Can you order a simple meal alone?	ο.	. 1	••	2	3	.4	5
4.	Can you make purchases (food, clothing, souvenirs, train tickets) on your own?	0.	. 1		2	3	.4	5
5.	How well can you respond to biographical questions (about nationality, marital status, occupation, date and place of birth, etc.)?	0.	1	••	2	3	.4	5
6.	Can you get around by yourself by bus, train, taxi, etc.?	ο.	1.		2	3	4	5
7.	How well can you handle currency?	0.	1		2	3	4	5
8.	Can you ask and obtain biographical information from others?	ο.	1		2	3	4	5
9.	How well can you handle yourself in social situations (with appropriate greetings, social introductions and leave-taking expressions)?	0 .	1	• •	2	3	4	5 .
10.	How well can you assist someone else who does not know the language in coping with the above situations or problems?	ο.	1	••	2	3	4	5
11.	How well can you describe your present or most recent job or activity in some detail?	ο.	1	••	2	3	4	5
12.	How well can you provide detailed information about your family, home or home town?	ο.	1	••	2	3	4	5
13.	How well can you give a brief autobiography and tell of your immediate plans and hopes?	ο.	1	•••	2	3	4	.5
14.	How well can you speak of your experience in your host family, host community or host country?	ο.	1	:	2	3	4	.5
15.	How well can you use the systems of measurement (distance, time, weight) to express your ideas?	ο.	1.		2	3	4	<b>.</b> 5

10.	Canada or a familiar location?	0 . 1 2 3 4 5
17.	How well can you describe the basic structure of the Canadian government or of the Canadian educational system?	0.12345
18.	How well do you understand what native speakers tell you on topics like those mentioned above, and how well do they understand you?	0.12345
19.	How well can you take and give simple messages over the telephone?	0 . 1 2 345
20.	How well can you follow and contribute to a conversation among native speakers?	0 . 1 2 345
21.	How well can you handle yourself with a group of educated native speakers?	0 . 1 2 345
22.	How well can you take notes and summarize an informal discussion?	0 . 1 2 3 5
Part	III: Attitude Toward English and Canadian (	Culture
1.	How well are you adjusting to Canadian culture?	Not at All Some A Lot
2.	Do you have a favorable attitude toward Canadians and Canada?	
3.	How much do you attempt to be with Canadians?	
4.	How much do you attempt to identify with Canadian culture?	
5 <b>.</b>	How much do you try to use English?	

# Level One/Two

# How well can you use:

	-	
1.	Verbs - simple present tense (he eats)	0 . 1 2 345
2.	Simple affirmative statements	0 . 1 2 345
3.	Simple negative statements	0 . 1 2 345
4.	Simple questions (yes/no; or; information)	0 . 1 2 345
5.	Personal pronouns (I, you, he, she)	0 . 1 2 345
6.	Articles (a, an, the)	0 . 1 2 345
7.	Object pronouns (me, you, him, her)	0 . 1 2 345
8.	Prepositions of time and place (in, on, at)	0 . 1 2 345
9:	Verbs - continuous present (he is eating)	0 . 1 2 345
10.	Expletive "there"	0 . 1 2 345
11.	Possessive pronouns (mine, yours my, your)	0 . 1 2 3 5
12.	<pre>Frequency adverbs (sometimes, always, never)</pre>	0 . 1 2 345
13.	Countable nouns (boxes, encyclopedias)	0 . 1 2 345
14.	Uncountable nouns (advice, homework)	0 . 1 2 345
15.	Irregular plurals (feet, women, sheep)	0 . 1 2 345
16.	Quantity terms (some, any, a lot)	0 . 1 2 345
17.	Reflexive pronouns (myself, yourself)	0 . 1 2 345
18.	Verbs - simple future (I am going to write)	0 . 1 2 345
19.	Verbs - continuous future (I will be preparing)	0 . 1 2 345
20.	Possessives (John's book, the legs of the table)	0 . 1 2 345
21.	Verbs - simple past (regular)	0 . 1 2 3 4 5
22.	Verbs - simple past (irregular)	0 . 1 2 345
23.	Time expressions (last week, the day after tomorrow)	0 . 1 2 345
24.	<pre>Idioms - beginning (as usual, to catch cold, to take one's time)</pre>	0 . 1 2 345
25.	Word order - in all the structures above	0 . 1 2 3 4 5
26.	Used to/get used to/be used to	0 . 1 2 345
27.	Have to	0 . 1 2 345
28.	Expletive "it"	0 . 1 2 345
29.	Verbs - continuous past (they were decorating)	0 . 1 2 345

30. Time clause markers (while, when)

0 . 1 . . 2 . . . 3 . . . 4 . . . . 5

# Level Three

# How well can you use:

	·	
1.	Verbs - present perfect (she has mastered)	0 . 1 2 3 4 5
2.	Verbs - present perfect continuous (she has been studying)	0 . 1 2 345
3.	Past participles - regular and irregular	0 . 1 2 3 4 5
4.	Time expressions (for, since, until)	0 . 1 2 345
5.	Time expressions (just, recently, already, yet)	0 . 1 2 3 4 5
6.	Verbs - past perfect (he had given up)	0 . 1 2 3 4 5
7.	Direct and reported speech	0 . 1 2 3 4 5
8.	Verbs - past perfect (he had been living)	0 . 1 2 3 4 5
9.	Transitive verbs (give, like)	0 . 1 2 3 4 5
10.	Intransitive verbs (run, teach)	0 . 1 2 3 4 5
11.	Say/tell/talk/speak	0 . 1 2 345
12.	Verbs - future perfect (they will have seen)	0 . 1 2 3 4 5
13.	Verbs - future perfect continuous (he will have been working)	0 . 1 2 345
14.	Idioms - intermediate	0 . 1 2 3 4 5
15.	Word order - in all the structures above	0.12345
16.	Modal auxiliaries (can, will, may)	0 . 1 2 3 4 5
17.	Directions and instructions	0 . 1 2 3 4 5
18.	Requests	0 . 1 2 3 5
19.	Prepositions of place (by, next to, in back of)	0 . 1 2 345
20.	Infinitives (to study, to succeed)	0 . 1 2 345
21.	Gerunds - ing - forms in verbs, nouns, phrases	0.12345
22.	Verbs - passive (courses are taught by professors)	0 . 1 2 345
23.	Comparison and contrast (like the same, as different from)	0 . 1 2 345
24.	Comparatives and superlatives (older, oldest)	0.12345
25.	Conditionals (if you don't pass English)	0 . 1 2 3 4 5
26.	Reasons and purposes (because, in order to)	0 . 1 2 3 5

27.	Concession (although, in spite of)	0 . 1 2 3 4 5
28.	Consequence (therefore, consequently)	0 . 1 2 345
29.	Punctuation	0 . 1 2 345
30.	Idioms - McCallum text	0 . 1 2 345
31.	Word order - in all the structures above	0 . 1 2 345

## Level Four

# How well can you use:

1.	Dictionary skills (parts of speech, word origins)	0.	. 1	••	2	3	4	5
2.	Prefixes, suffixes and root words	Ο.	1		2	3	.4	5
<b>3.</b>	Reading skills (skimming, looking for facts)	ο.	1		2	3	.4	5
4.	Vocabulary building techniques	ο.	1		2	3	.4	5
5.	Prepositions	ο.	1		2	3	.4	5
6.	Two-word verbs	ο.	1		2	3	.4	5
7.	Idioms - McCallum text	ο.	1		2	3	.4	5
8.	Word order - in all the above	0	7		2	3	4	5

# - Class Evaluation

The class evaluation form was a standard one devised by the Learning Centre for use in all the courses offered through the centre. Students were asked to fill out the forms during the last class. Anonymity was preserved on the written forms, but oral feedback was also welcomed. The forms were collected and kept on file for reference and future class planning. The evaluation form was not used for the Writing Course.

Generally, in the evaluation responses, the majority of students found work on pronunciation, listening and oral exercises, and idioms the most beneficial. They enjoyed the variety of texts and exercises used; in particular, those who used the Rapid Review of English Grammar text found it extremely well written, very thorough, and good for self-study. They found the grammar explanations in the text were helpful and the variety of exercises good in reinforcing the material. The Idioms Drills text and the Study Skills text were also praised as being very helpful. Many students elected to buy the texts at the end of the course.

Specific suggestions proposed by the students were as follows:

- Lengthen the course to at least ten weeks per level (approximately thirty to forty hours per level).
- 2. Provide more in-class listening exercises.
- Provide more in-class reading and composition.
- Provide more in-class pronunciation and vocabulary building practice.

- 5. Provide more time for in-class group discussion and participation.
- 6. Put more emphasis on oral exercises involving current event topics.
- 7. Make the course more demanding; more homework.

### English As A Second Language

During	the	twenty	hours	of	ESL	classes	we	have	studied	the
followi	ing:									

- (1) Pronunciation
- (2) Listening Exercises
- (3) Grammar
- (4) Oral Exercises
- (5) Idioms
- (6) Vocabulary Building
- (7) Reading Skills
- 1. Circle those areas you found most beneficial.
- 2. Place a box around any you found were not helpful.
- Could you suggest any changes for next time? 3. 4. Could you please comment on the instruction in terms of: presentation \_\_\_\_\_\_ preparation helpfulness materials used (textbooks, exercises) other? 5. Overall, what was your impression of the class: Excellent \_\_\_\_\_ Good Average Fair Poor Considering the cost and the time involved, and the results you have or have not experienced from this course, would you recommend it to a friend? Why or why not?

Any other comments or suggestions?

# Certificate

The certificate was given at the completion of a term to those students who had attended 80 percent of the class sessions, participated in class and demonstrated proficiency in the areas studied in a particular level. The majority of the students received the certificate and were recommended to take the next level; those who did not meet the certificate requirements were advised to attend the same level of classes for another term.

# THE UNIVERSITY OF MANITOBA

也是我们的一种,我们就是我们的一种,我们就是我们的,我们就是我们的一种,我们就是我们的一种,我们就是我们的一种,我们就是我们的一种,我们就是我们的一种,我们就会

# Student Counselling Service

certifies that

of the program in has completed

English as a Second Language



Co-Leader

### Goal Evaluation

In my personal evaluation of the course, I reviewed my first-year goals written at the beginning of the year.

 To publicize the program and increase awareness (to students, professors, department heads and deans, as well as to the general public) of the need for ESL programs at this particular level.

Measuring success in this particular area is very difficult; however I feel at the end of the year there was a greater awareness of the ESL program on the campus. I had also been asked to speak at a number of ESL workshops and in-services (at the university and elsewhere) and had attended many ESL related meetings throughout the year and these, I felt, also helped to increase awareness of ESL and the need for more programs. The major problem is one of funding for the programs; the need is recognized but the funds are not.

 To make contacts throughout the university and the city of Winnipeg and to increase referrals to the ESL program.

Through the workshops, in-services and meetings mentioned above and by allowing myself the time to get established at the U of M and make some contacts, I feel this goal was accomplished. The referrals to the program from within the university increased in number as the year progressed; referrals from other agencies in the beginning were infrequent due to a "protective" mechanism of other agencies not wanting to lose students. I found that as I

met more people from these agencies and initiated a twoway referral system, they were more willing to send students for ESL classes in my program.

3. To determine the needs of the majority of the students who sought help with English and to develop courses according to those needs.

I feel I achieved this goal by first asking the students what they felt they needed to work on, and designing courses to suit their needs. A good example was with the Writing Course, which was established out of numerous student requests for such a course.

4. To maintain a mailing list of prospective students and contacts for the program.

I fulfilled this goal by keeping on file the names, addresses and phone numbers of all prospective students, as well as a file for each student who attended class. Contacts on and off campus were regularly sent information on new classes. Although it was a time-consuming job, many students (and their friends) came because of receiving the ESL information in the mail. One minor problem I encountered was not being able to locate students at the addresses given - either due to their mistake in saying the address or because of the high mobility of the student/immigrant population.

5. To build up a flow of ESL related material and information into the Counselling Service.

Throughout the year I purchased texts and teaching

aids for the program. In addition I joined various ESL organizations and subscribed to journals, newsletters and catalogues. However, most of the material was of interest only to me, and the texts were available only for in-class use or for private tutoring. Although I feel there is a solid base for a good ESL program, as far as materials and resources are concerned, I would like to see more material available for student or professor use in a public ESL reference room. This could be located in the library or at the Counselling Service.

6. To develop the ESL program with the Counselling Service goals and philosophy in mind.

To ascertain whether this goal had been met, I had to again review the Service's goals which were threefold:

a) to give the best possible counselling to individuals experiencing a wide range of concerns and problems.

Being part of the Counselling Service made me very aware of the need for counselling that a foreign student requires but is often afraid to ask for.

Many times students would bring their personal or academic problems to me; often I would assist them, but sometimes it was necessary to refer them to other counsellors on staff who were better trained to help them. I believe my role as the students' English teacher or tutor was often secondary: that what they needed most was a listening ear and a friend.

- b) to give good consultation and advice to the University staff on issues related to student development and learning.
  - Being available as a resource person to the academic staff at the university was another part of my role. However, I found most professors referred students to me without consulting me as to how they could work with the student. It often seemed as though I could best solve the problem by taking the student out of their hands.
- c) to offer appropriate remedial and developmental group programs.
  - This was achieved by offering the ESL courses and the Writing Course each term.
- 7. To develop an intensive summer ESL program for the summer of 1978.

This goal was not met due to a number of factors. The first was that an ESL summer program was already established by the Continuing Education Division on campus; second, money was not available to pay for my position through the summer, nor to set up a course; and third, there was not a great demand from the students for such a program.

To provide, at the end of the year, a detailed outline of the year's work.

This goal, in part, will be fulfilled by the

completion of this paper. I also have set up comprehensive files in all areas involved in the program such as testing, class preparation materials, supplementary grammar materials, and teaching resources.

### V. FUTURE ANALYSIS

As with any new project, reviewing and revising are essential and in this program many areas need to be changed, deleted and/or improved. The following are suggestions for implementation in future ESL courses and reflect a desire to attain the long range goals set at the beginning of the project. The suggestions will be categorized into the three main areas of design, implementation and evaluation.

The following are suggestions for change in the area of implementation of the ESL program at the U of M:

- 1. The publicity of the course should be done well in advance and include advertisements in the two city newspapers as well as personal letters outlining the course to department heads at the university. The program director should personally talk at organizational meetings in the fall of student groups such as ISO (International Students Organization), CIDA (Canadian International Development Agency) and CSA (Chinese Students Association) and also with professors who teach classes with high percentages of international students registered.
- 2. A list of all international students should be obtained from the Admissions Department so that information about the ESL courses could be mailed to each student.
- 3. The program should concentrate on providing instruction to advanced students, referring those who need more basic instruction to other schools and agencies in the city. The need for instruction in this special area is apparent from the generally numerous requests of the students and their high scores on the placement exam. Some course suggestions are: pronunciation and intonation, idiomatic expressions, advanced grammar, social skills, and so forth.
- 4. A separate program in writing should be established with a separate instructor knowledgeable in that particular field.

This suggestion arises from the increase in student requests for aid in writing and professor referrals due to writing deficiencies.

5. More focus on basic social skills should be included in class work. Many students could use their English efficiently but were inept when dealing in social situations which require specific English phrases or actions, and which differ drastically in their own particular culture.

The application of in-class learning to out-of-class situations is of major importance. Providing in-class activities such as role plays, cross cultural simulations, values clarification exercies and so forth serve as practise in functional English that students will encounter outside of class. Planning activities within the community which involve students interacting with native English speakers would further serve to increase the students' functional English and make them more able to deal with social situations foreign to them.

6. An ESL resource library for both students and professors should be established on campus, either in a particular library or at the Counselling Service. This would help the professors to understand some of the difficulties their students are having and how they could best assist them. It would also help the students help themselves through self-study.

In the area of course design, the following are suggested changes to the present course:

- 1. The course should be lengthened to at least ten weeks per level, with each class being two or three hours in duration, meeting once or twice a week. This would be a total of thirty to forty hours of instruction. For the lower level classes, one hour in the language laboratory per week is suggested.
- 2. If the course is lengthened, the fees should be raised accordingly and be at par with those courses offered through the Continuing Education Division. Lower fees should be maintained for U of M students. (A suggested fee for a ten week, thirty hour course would be \$45.00 for a student and \$65.00 for a non-student.)
- More classes at varying times should be offered. This
  would necessarily mean an increase in teaching
  assistance.
- 4. More support should be given by other departments and offices within the university. More referrals (from professors and other ESL agencies in the city) as well as verbal and financial support are needed to make the program continue to serve an important student group on campus.

The following are some suggestions for evaluation of a future ESL program:

- 1. The personal evaluation form should not be used. The students found the form too long, too complicated, and generally, they preferred a teacher evaluation. An alternative form for student use might be a weekly checklist which the student must complete at the end of each unit of study. An alternative evaluation form for teacher use follows.
- 2. The class evaluation form should be revised. The form, understandable to native English speakers taking other Learning Centre courses, posed numerous difficulties to the ESL students, particularly those at the lower levels. Questions one, two and four were most problematic and often were left unanswered because of the confusion.

## ESL STUDENT EVALUATION LEARNING CENTRE, UNIVERSITY OF MANITOBA

Student's Name: Date:
COMMUNICATIVE ABILITIES IN ENGLISH:  (Each category is rated on a five point scale ranging from l=low ability to 5=high ability)
<pre>1 ability to follow, understand, and use the information,     ideas, and feelings in what is heard</pre>
2 ability to speak in a clear, understandable and effective way
3 ability to interact smoothly and comfortably in English
4 ability to participate in and manage common and novel situations
5 ability to participate in and manage general conversations and open discussions
6 ability to participate in and manage problem-solving discussions
7 ability to organize and sequence ideas effectively
8 ability to express ideas, feelings in alternative ways
9 ability to adapt to on-going, changing situations
10 ability to use appropriate, non-confusing non-verbal behaviors
GENERAL OBSERVATIONS:
1. The student's improvement has been
2. The student's greatest strong point is
3. The student's greatest weak point is
4. In further study of English the student should concentrate on
5. Additional comments:
Instructor(s)

As I have stated throughout this paper, of paramount importance is the increase in funding for this ESL project. If the suggestions above are met, and the program attracts more students, it is to no avail if there are not enough teachers to handle the teaching load. The increase in foreign student population in the past year and the increase in the students requesting assistance in English personally or through professor referrals show conclusively that there is a need for a bigger and better program than the one that exists. This need can only be met with increased funding and the support of the university and community in fostering such a program.

#### APPENDIX 2.

#### MICHIGAN TEST OF AURAL COMPREHENSION

This is a test of your ability to understand spoken English. There are 90 problems in the test. The examiner will either ask a question or make a statement. When a question is asked, look at the three answer choices printed in the test booklet. Choose the one phrase that would be a reasonable answer to the question.

For example: look at the phrases printed below. Listen carefully.

Example 1. a. Yes, I am.

b. Yes, you are.

c. Yes, he is.

Look at the answer sheet. Choice a. has been marked to show that "Yes, I am" is the correct answer to this question. Answer all the question problems this way.

When the examiner makes a statement, you are to choose the one phrase that shows you understand the statement.

For example: look at the phrases printed below. Now, listen carefully to Example 2.

Example 2. a. I am almost finished.

b. I just finished.

c. I just started.

Choice c., "I just started," means about the same thing as "I've just begun." On the answer sheet check the space next to c. to show that it is the only correct answer for this example. Answer all the statement problems this way.

Mark only one answer for each problem.

Be as quiet as possible.

Now, turn to page 2.

- 1. a. Yes, I have a few.
  - b. Yes, I have a little.
  - c. No, I still have some.
- 2. a. John does.
  - b. To John.
  - c. John is.
- 3. a. Yes, I do.
  - b. Yes, they do.
  - c. Yes, it does.
- 4. a. It ended at noon.
  - b. It didn't end at noon.
  - c. It began at noon.
- 5. a. John went by himself.
  - b. I went by myself.
  - c. John and I both went.
- 6. a. Yes, it is.
  - b. Yes, she is.
  - c. Yes, he is.
- 7. a. Yes, it did.
  - b. We won.
  - c. Yes, we did.
- 8. a. He didn't have anything to do.
  - b. He didn't have much to do.
  - c. He had a lot to do.
- 9. a. So Bill went.
  - b. So I went.
  - c. So Mary went.
- 10. a. They're more beautiful now than ever.
  - b. They were more beautiful before.
  - c. They were never beautiful.
- 11. a. Yes, they are.
  - b. Yes, he is.
  - c. Yes, it is.
- 12. a. To the train.
  - b. A train.
  - c. On the train.

- 13. a. Joe fell.
  - b. The tree fell.
  - c. The boy fell.
- 14. a. The French won.
  - b. Both were defeated.
  - c. The British won.
- 15. a. Yes, she is.
  - b. Yes, I am.
  - c. Yes, it is.
- 16. a. Yes, she was.
  - b. To the store.
  - c. At 4:15.
- 17. a. He knew when it arrived.
  - b. He thought I knew when it arrived.
  - c. We didn't know when it arrived.
- 18. a. He came during dinner.
  - b. He came before dinner.
  - c. He came after dinner.
- 19. a. One is not a good typist.
  - b. None are good typists.
  - c. All are good typists.
- 20. a. Only one boy will go.
  - b. Both boys will go.
  - c. Neither boy will go.
- 21. a. We may use it.
  - b. We must use it.
  - c. We can't use it.
- 22. a. I went by plane.
  - b. I went by bus.
  - c. I went by train.
- 23. a. His father didn't want him to go.
  - b. His father wanted him to go.
  - c. His father hadn't asked him to go.

- 24. a. He asked about you.
  - b. You asked about him.
  - c. You asked about it.

- 25. a. Yes, it has.
  - b. Yes, he has.
  - c. Yes, it is.
- 26. a. He obeys his wife.
  - b. She'll probably sell it.
  - c. She ran away with another man.
- 27. a. Joe is.
  - b. A tall one.
  - c. The speed.
- 28. a. He planned to begin at 10.
  - b. He planned to quit at 10.
  - c. He didn't plan to quit at 10.
- 29. a. I got tea and coffee.
  - b. I got only coffee.
  - c. I got only tea.
- 30. a. Quite small.
  - b. He has no more.
  - c. The red one.
- 31. a. The second.
  - b. Two of them.
  - c. Twice.
- 32. a. Yes, I could.
  - b. Yes, I had to.
  - c. Yes, I could have.
- 33. a. Yes, there is a little.
  - b. No, I still have some.
  - c. Yes, there are a few.
- 34. a. It was all there.
  - b. There was some left.
  - c. It was all gone.
- 35. a. So Jim and Alice talked.
  - b. So Alice and I talked.
  - c. So Jim and I talked.
- 36. a. They were happier before.
  - b. They were never happy.
  - c. They are happier now than ever before.

- 37. a. To Mary and Alice.
  - b. Mary and Alice are.
  - c. Mary and Alice do.
- 38. a. Yes, it does.
  - b. Yes he does.
  - c. Yes, they do.
- 39. a. I washed it.
  - b. Mary washed it.
  - c. Bill washed it.
- 40. a. No, he isn't.
  - b. No it isn't.
  - c. No, she isn't.
- 41. a. Yes, I do.
  - b. Yes, it does.

- c. With cream.
- 42. a. Yes, she did.
  - b. Yes, it did.
  - c. Yes, they did.
- 43. a. In the doll house.
  - b. To the doll house.
  - c. A doll house.
- 44. a. She'll get mine.
  - b. We'll get ours.
  - c. I'll get hers.
- 45. a. Yes, it is.
  - b. Yes, he is.
  - c. Yes, I am.
- 46. a. She thought I knew where it was.
  - b. We didn't know where it was.
  - c. She knew where it was .-
- 47. a. Yes, it did.
  - b. Home.
  - c. This evening.
- 48. a. Yes, it has.
  - b. Yes, he has.
  - c. Yes, it is.

- 49. a. He wouldn't admit it.
  - b. He can't do anything.
  - c. He needed money.
- 50. a. They left before the concert.
  - b. They left after the concert.
  - c. They left during the concert.
- 51. a. A big city paper.
  - b. The New York Times.
  - c. Lots of advertising.
- 52. a. Very pretty.
  - b. He doesn't have any more.
  - c. The yellow ones.
- 53. a. The bottle is not on the desk.
  - b. The bottle on the desk isn't empty.
  - c. The bottle on the desk is empty.
- 54. a. Four times.
  - b. The fourth.
  - c. Four of them.
- 55. a. Both books are mine.
  - b. Neither book is mine.
  - c. Only one book is mine.
- 56. a. He can't go.
  - b. He must go.
  - c. He may go.
- 57. a. I don't think he has.
  - b. I don't think he would have.
  - c. I don't think he would.
- 58. a. Yes, there was a little.
  - b. No, I still have some.
  - c. Yes, there were a few.
- 59. a. I prefer fall.
  - b. I prefer spring.
  - c. I prefer summer.
- 60. a. Al asked her to buy it.
  - b. Al hadn't asked her to buy it.
  - c. Al asked her not to buy it.

- 61. a. You talked about him.
  - b. You talked about it.
  - c. He talked about you.
- 62. a. Jim was.
  - b. Jim did.
  - c. To Jim.
- 63. a. Yes, they are.
  - b. Yes, it is.
  - c. Yes, he is.
- 64. a. He doesn't finish at 2.
  - b. He will begin at 2.
  - c. He finishes at 2.
- 65. a. I read a book and watched TV.
  - b. I only read a book.
  - c. I only watched TV.
- 66. a. Yes, it was.
  - b. Yes, he was.
  - c. Yes, she was.
- 67. a. We have no rain then.
  - b. We have lots of rain then.
  - c. We have a little rain then.
- 68. a. Yes, he is.
  - b. Yes, it is.
  - c. Tuesday.
- 69. a. Yes, they are.
  - b. Yes, it is.
  - c. Yes, he is.
- 70. a. To the tree.
  - b. Up in the tree.

- c. A tree.
- 71. a. Yes, he did.
  - b. Yes, I did.
  - c. Yes, it did.
- 72. a. Yes, she did.
  - b. Last year.
  - c. At Michigan.

- 73. a. So Mabel helped me.
  - b. So Mabel helped Joe.
  - c. So I helped Mabel.
- 74. a. They are always cheap.
  - b. They're cheaper now.
  - c. They were cheaper before.
- 75. a. Betty was invited.
  - b. I was invited.
  - c. Joe was invited.
- 76. a. No, it isn't.
  - b. No, it hasn't.
  - c. No, he hasn't.
- 77. a. Probably not very much.
  - b. He read it in the paper.
  - c. He liked what he made.
- 78. a. John criticized the lawyer.
  - b. The lawyer criticized John.
  - c. Someone criticized John and the lawyer.
- 79. a. She knew who to expect.
  - b. She thought he knew who to expect.
  - c. They didn't know who to expect.
- 80. a. Five dollars.
  - b. Dr. Anderson.
  - c. Famous ones.
- 81. a. He read it.
  - b. He is still reading it.
  - c. He hasn't read it.

- 82. a. I know he owed some people.
  - b. I thought he didn't owe anybody.
  - c. I don't think he owed anybody.
- 83. a. Neither is bad.
  - b. Only one is bad.
  - c. Both are bad.
- 84. a. You may drink it.
  - b. You must drink it.
  - c. You can't drink it.
- 85. a. Breakfast is my big meal.
  - b. Lunch is my big meal.
  - c. Dinner is my big meal.
- 86. a. She hasn't told him to open it.
  - b. She told him not to open it.
  - c. She told him to open it.
- 87. a. None at all.
  - b. Quite good.
  - c. His accomplishments aren't remembered.

- 88. a. You wrote about him.
  - b. You wrote about it.
  - c. He wrote about you.
- 89. a. One of them.
  - b. Once.
  - c. The first.
- 90. a. Yes, she should have.
  - b. Yes, she should.
  - c. Yes, she has

### MICHIGAN TEST OF AURAL COMPREHENSION

### Form 1

- 1. Do you have any books?
- 2. Who lives at 417 State Street?
- 3. Do you plan to send your children to college?
- 4. It didn't start snowing till noon.
- 5. I wanted to go but John was sent instead.
- 6. Is John really busy?
- 7. Did you win the game or lose it?
- 8. Jim wasn't very busy.
- 9. Bill told Mary to go for me.
- 10. I've never seen the trees look more beautiful.
- 11. Do you know if the Smiths are coming?
- 12. Where did Mrs. Anderson take her grandson?
- 13. Joe watched in horror as the little boy fell out of the tree.
- 14. The French were beaten by the British in that battle.
- 15. Are you certain Mary forgot her book?
- 16. When Albert came home, his mother was gone, wasn't she?
- 17. Bob told me when the plane was due to arrive.
- 18. We hadn't begun eating when John came in.
- 19. We have a secretary who's no good at typing.
- 20. Jim won't go and Al won't either.
- 21. The book isn't much good but we have to use it.
- 22. I took the train because the plane is too dangerous and the bus too slow.
- 23. He went because his father had asked him to.
- 24. I forgot the name of the boy who asked about you.
- 25. Is the window being opened?
- 26. What ever became of your wife?
- 27. Which boy is the best basketball player?
- 28. John wasn't going to stop studying at 10.
- 29. I asked for coffee and tea but wasn't given tea.
- 30. What little John had is gone.
- 31. How many friends went to the movies with you?
- 32. Couldn't you leave early if you had to?
- 33. Are you ready for some more sleep?
- 34. The pie wasn't eaten at all.
- 35. Alice told Jim she'd talk with me.
- 36. The Smiths had been happier.
- 37. Who are you talking to?
- 38. Do the people you meet when travelling help you?
- 39. I was angry because Bill stood by while Mary washed the
- 40. Isn't the package here yet?
- 41. Does this coffee have too much cream for you?
- 42. Is it certain that the letter got here?
- 43. Where was Mary when her mother found her?
- 44. Joan and I are going to be given our book.
- 45. Is it certain that Joe didn't tell Mabel?
- 46. The secretary asked me where the book was.

- 47. I know Jim is arriving soon but when will he get here?
- 48. The boy has finished the assignments, hasn't he?
- 49. Whatever he caused, he denied.
- 50. Grace and Phillip left before the concert was over.
- 51. What kind of newspaper is the most successful in the U.S.?
- · 52. How are Bill's flowers this spring?
  - 53. There's no bottle of ink on the desk.
  - 54. Which child was born in Chicago?
  - 55. The history book is mine and so is the one on economics.
  - 56. The weather isn't very bad, but John won't be able to drive to Chicago tonight.
  - 57. Would Jim have passed if you had helped him?
  - 58. Was any water there?
- 59. I like the spring because fall is too cold and summer too hot.
- 60. Alice bought it before Al told her.
- 61. I can't remember the name of the author whose book you talked about.
- 62. Who was in the restaurant last night?
- 63. Is industry considered important in your country?
- 64. Mr. James doesn't stop working till 2 o'clock.
- 65. I intended just to read a book but I also watched T.V.
- 66. Wasn't the man's wife on time?
- 67. It often rains here in the fall.
- 68. Is John coming Tuesday?
- 69. Is the policeman still there?
- 70. What was John standing under when the rain began?
- 71. Did James know you had left?
- 72. I know when Ruth got her degree but where did she get it?
- 73. Joe asked Mabel if I'd help her.
- 74. Apples have never been expensive.
- 75. Joe and I were surprized when Betty was asked to come to the party.
- 76. Has the doctor's bill arrived yet?
- 77. What will he ever make that's any good?
- 78. John is being criticized by the lawyer.
- 79. Mr. and Mrs. Smith wondered who would come.
- 80. What do doctors charge for a visit?
- 81. Pete is finished reading the book.
- 82. He had debts I know of.
- 83. Prof. Belnap's lectures are bad but Dr. Johnson's aren't.
- 84. This coffee is quite good but you don't have to drink it.
- 85. I eat a big breakfast because I eat a light lunch and miss dinner.
- 86. Jim opened the box in spite of what Betty had ordered.
- 87. What good did it do for the President to say he had forgotten?
- 88. I'll never forget the name of the man you wrote about.
- 89. How many times did the doctor examine Jerry's foot?
- 90. Has Alice finished the ironing in such a short time?

### MICHIGAN TEST OF AURAL COMPREHENSION

#### Form 2

- 1. Do you have any money?
- 2. Who are you sending that letter to?
- 3. Do your children know which college they want to attend?
- 4. It didn't stop snowing till noon.
- 5. I wanted to go alone but John was also sent.
- 6. Is the test quite difficult?
- 7. Did you feel good after winning the game?
- 8. Jim was quite busy.
- 9. Bill told Mary he'd go for me.
- 10. I've seen the trees look more beautiful.
- 11. Do you know if the doctor is coming?
- 12. What did Mrs. Anderson take her grandson?
- 13. Joe and the little boy watched as the tree fell.
- 14. The British were beaten by the French in that battle.
- 15. Is this really the book you gave to Mary?
- 16. When Albert came home, where had his mother gone?
- 17. Bob asked me when the plane was due to arrive.
- 18. We had finished eating when John came in.
- 19. We have no secretary who's good at typing.
- 20. Jim will go but Al won't.
- 21. The book is quite good but we won't be able to use it.
- 22. I took the plane because the bus is too slow and the train too expensive.
- 23. He went before his father had asked him.
- 24. I forgot the name of the boy whom you asked about.
- 25. Has the window been opened?
- 26. Whatever his wife tells him, he does.
- 27. What kind of boy is the best basketball player?
- 28. John wasn't going to start studying till 10.
- 29. I asked for coffee but was given tea instead.
- 30. What little car did John buy?
- 31. How many times did you go to the movies last week?
- 32. Didn't you have to leave early, if you could?
- 33. Are there any pencils in the desk?
- 34. The pie wasn't completely eaten.
- 35. Alice told Jim I'd talk with him.
- 36. The Smiths have never been happy.
- 37. Who's talking to Bill?
- 38. Does a trip around the world cost a lot of money?
- 39. I was angry because Mary stood by while Bill washed the car.

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- 40. Isn't the girl here yet?
- 41. Do you take your coffee black or with cream?
- 42. Is it possible that the students got here?
- 43. Where was Mrs. Jamieson taken by her daughter?
- 44. John's book is going to be given to me.
- 45. Is Joe certain you didn't tell Mabel?
- 46. The secretary and I wondered where the book was.
- 47. Where Jim went confused you, didn't it?

- 48. The assignment is all finished, isn't it?
- 49. What will he ever do about that?
- 50. Grace and Phillip left before the concert had begun.
- 51. What do newspapers need to be successful in the U.S.?
- 52. What flowers Bill had, he gave to me.
- 53. I know there's ink in the bottle on the desk.
- 54. How many children do you have?
- 55. The history book isn't mine and the one on economics isn't either.
- .56. The weather is quite bad but John doesn't have to drive to Chicago tonight.
  - 57. Would Jim pass if you helped him?
  - 58. Were you asking for more milk?
- 59. I like summer because spring is too rainy and fall too cold.
- 60. Alice bought it in spite of what Al told her.
- .61. I can't remember the name of the author who talked about you.
- 62. Who left this mess for me to clean up?
- 63. Is the President of your country interested in industry?
- 64. Mrs. Jones doesn't stop working at 2 o'clock.
- 65. I intended to read a book and watch T.V. but didn't have time for T.V.
- 66. Wasn't the little girl's father on time?
- 67. It doesn't rain here at all in the fall.
- 68. Is Tuesday the day John is coming?
- 69. Is the policeman's car still there?
- 70. Where was John when the rain began?
- 71. Did you leave before James knew you had gone?
- 72. I know where Ruth got her degree but when did she get it?
- 73. Joe asked Mabel to help me.
- 74. Apples have never been less expensive.
- 75. Joe was surprized that Betty asked me to come to the party.
- 76. Has the doctor sent a bill yet?
- 77. Whatever made him think that?
- 78. The lawyer and John are being criticized.
- 79. Mrs. Smith told her husband who would come.
- 80. Which doctor charges that much for a visit?
- 81. Pete hasn't finished reading the book.
- 82. He had debts I didn't know of.
- 83. Prof. Belnap's lectures are bad and so are Dr. Johnson's.

- 84. This coffee's not too good but you'll have to drink it.
- 85. I eat a big lunch because I eat a light dinner and miss breakfast.
- 86. Jim opened the box because Betty had ordered him to.
- 87. How good are the new President's programs?
- 88. I'll never forget the name of the man whose book you wrote about.
- 89. Which doctor discovered what was wrong with Jerry's foot?
- 90. Should Alice have finished the ironing if she had had time?

### MICHIGAN TEST OF AURAL COMPREHENSION

#### Form 3

- 1. Do you want any tea?
- 2. Who's going to go to the post office?
- 3. Does it cost a lot to send your children to college?
- 4. It didn't stop snowing at noon.
- 5. John and I wanted to go, but John wasn't sent.
- 6. Is Betty seriously ill?
- 7. Did winning that game mean a lot to you?
- 8. Jim wasn't busy at all.
- 9. Bill told Mary I'd go for her.
- 10. I've never seen the trees looking beautiful.
- 11. Do you know if the bus is coming?
- 12. Where did Mrs. Anderson find her grandson?
- 13. The little boy watched in horror as Joe fell out of the tree.
- 14. The French and British were beaten in that battle.
- 15. Is Mary certain she gave the book to you?
- 16. I know his mother was already gone but when did she leave?
- 17. Bob and I wondered when the plane was due to arrive.
- 18. We were eating when John came in.
- 19. We have no secretary who is not good at typing.
- 20. Jim will go and so will Al.
- 21. The book is quite good but we don't have to use it.
- 22. I took the bus because the train is too expensive and the plane too dangerous.
- 23. He went in spite of what his father had asked.
- 24. I forgot the name of the boy whose paper you asked about.
- 25. Has John had the window open?
- 26. What will his wife ever do with that?
- 27. What do boys like about playing basketball?
- 28. John wasn't going to stop studying till 10.
- 29. I asked for tea but was given coffee too.
- 30. How little is John's car?
- 31. Which movie did you like better?
- 32. Couldn't you have left early if you had to?
- 33. Is there any fruit in the bowl?
- 34. The pie was completely eaten.
- 35. Alice told Jim to talk with her.
- 36. The Smiths have never been happier.
- 37. Who works in your office?
- 38. Does your friend know what countries he's going to visit?
- 39. I was angry because Mary and Bill stood by while I washed the car.

- 40. Isn't the boy here yet?
- 41. Do you want any more cream in your coffee?
- 42. Is it possible that the secretary got here?
- 43. What was Mary given by her grandmother?
- 44. My book is going to be given to Joan.
- 45. Are you certain that Joe didn't tell Mabel?
- 46. The secretary told me where the book was.

- 47. I know Jim didn't come here but where did he go?
- 48. The assignment has been finished hasn't it?
- 49. Whatever caused him to do that?
- 50. Grace and Phillip didn't leave before the concert was over.
- 51. Which newspaper is the most successful in the U.S.?
- 52. What flowers did Bill give to you?
- 53. There's no ink in the bottle on the desk.
- 54. How often has Billy been there?
- 55. The history book isn't mine but the one on economics is.
- 56. The weather is quite bad but John has to drive to Chicago tonight.
- 57. Has Jim any chance of passing even if you help him?
- 58. Was anybody there?
- 59. I like fall because summer is too hot and spring too rainy.
- 60. Alice bought it because Al told her to.
- 61. I can't remember the name of the author whom you talked about.
- 62. Who did you give the bill to?
- 63. Are the people of your country interested in industry?
- 64. Mr. Jones doesn't start working till 2 o'clock.
- 65. I intended to read a book but watched T.V. instead.
- 66. Wasn't John's train on time?
- 67. It doesn't often rain here in the fall.
- 68. Is John coming on Tuesday or Wednesday?
- 69. Are the policemen still there?
- 70. Where did John go to stand when the rain began?
- 71. Did your departure surprize James?
- 72. I believe that Ruth got her degree here, didn't she?
- 73. Joe asked Mabel to help him.
- 74. Apples have been less expensive.
- 75. I was surprized that Betty asked Joe to come to the party.
- 76. Is the doctor's bill here yet?
- 77. Whatever he made he thought was good.
- 78. The lawyer is being criticized by John.
- 79. Mrs. Smith asked her husband who would come.
- 80. What kind of doctor charges that much for a visit?
- 81. Pete hasn't begun reading the book.
- 82. He had no debts I know of.
- 83. Prof. Belnap's lectures aren't bad and Dr. Johnson's aren't either.
- 84. This coffee is quite good but you won't be able to drink it.
- 85. I eat a big dinner because I eat a light breakfast and miss lunch.
- 86. Jim opened the box before Betty had ordered him to.
- 87. What good the last President did has been forgotten.
- 88. I'll never forget the name of the man who wrote about you.
- 89. How many doctors examined Jerry's foot?
- 90. Should Alice finish the ironing if she has time?

#### Summary of Episodes 1-12

Edward Coke used to be an army officer, but he's in prison now. It's winter and very cold. The days are long, hard, and boring and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men. One of the men is called Eric Masters. He used to be an army officer just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. There is another thing Coke always thinks about. Escaping. He wants to escape and find Masters and Hugo. Coke is in prison for something he did not do.

It's 6 o'clock on a cold, winter evening. People all over England are watching the news on TV. There is one important piece of news: "Hundreds of police are looking for a man who escaped from Princeville Prison this morning. The man's name is Edward Coke. He is 30 years old, 6 feet tall, and has black hair and blue eyes."

In a bar in London, there is a man listening to the radio. His name is Eric Masters and he is looking very afraid of something. In another part of London, a young detective and his chief are talking. The chief is giving the detective an order, "Find Coke. You must find him immediately."

It is 6:30 in the evening now and very cold. A man is

hiding in a field. He has one thing on his mind: he must find food and some warm clothes, but where?

The young detective, Baxter, is now on the train.

There is a man sitting across from him and reading a newspaper.

He is talking. "The paper says the man was a spy... he gave important secrets away. I hope the police catch him." "Yes, so do I", answered Baxter.

Coke saw a house in the country, isolated and far away from the nearest town. He stood outside the house before going in. He could not understand why there was no noise coming from it, not even the sound of a radio or TV. He went to the front door and pushed it. To his surprise, it was open. He went in very quietly.

Suddenly, Coke froze. There was someone else in the room. He turned around quickly and grabbed his knife. He saw an old woman. She did not look afraid. "I'm sorry," she said. "I didn't hear you. Did you knock? I'm deaf, you see." Suddenly Coke had an idea. "I'm a mechanic from a garage in town. I came to repair a car somewhere out here but the road was icy. I had an accident. I fell off my bike." He spoke slowly so that she could read his lips. Then she gave him some hot water and soap and afterwards, some food. She also gave him a change of clothes ... clothes which used to belong to her husband.

Only a few miles away from the house Coke was in, two policemen in a small village police station were talking.

The sergeant told the young policeman to go see Mrs. Bentley,

the deaf lady, to check if she was alright. Soon the policeman was on his bike and on the road. When he got to the top of a hill, he could see her house. Then he began to go down the hill very fast, towards the house.

Baxter got off the train at a small station. There was a detective waiting for him. "My name's Halls, Tom Halls. Scotland Yard phoned us and told us to meet you here. There's a car waiting." "Good," Baxter replied, "Coke isn't just an ordinary prisoner. He's very special. Let's get going."

"What do you know about Coke?" Baxter asked Halls.

They were in the car now. "Well, wasn't he the fellow who was in that spy case about four years ago?" "Yes, that's right.

Coke always said it wasn't him ... that it was somebody else.

Coke was in Army Intelligence. He knew important secrets. We could never understand why he sold them. There wasn't any real motive. Some said he did it for money."

Coke put on the clothes as quickly as he could. He wanted to be polite but he wanted to leave quickly. Just then, there was a knock on the door. "There's someone at the door", he said and pointed to the door. She went out of the room and Coke hid. The old lady opened the door. Then Coke saw the policeman very clearly. The old lady and the policeman came in the room. Then Coke hit him as hard as he could, and ran out of the room.

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The phone rang about five minutes later at the local police headquarters. Halls answered it. "What? Coke? Where? When? He got away and stole the policeman's bike??" Baxter got

into the car first. Halls was right behind him. They raced out of the town and into the dark countryside.

Ten minutes later, about three miles from the old lady's house, Baxter suddenly saw someone on the dark road ahead. "Look! There!" he shouted. "There's someone on a bike! And look! He's going to get off!" When Coke saw Baxter and Halls in a police car, he jumped off his bike and ran into the trees at the side of the road. Baxter and Halls ran after him. Coke managed to get away from both of them and to steal their car.

Coke knew it was dangerous to stay in the police car, so he stole a motorbike from a small village. He got on the motorbike and raced towards London.

In his apartment in London, a well-dressed man named Eric Masters turned on the radio and listened. The news was bad. Coke was still free. Masters looked very frightened. He turned off the radio and picked up the phone. He called his partner, Hugo. "Hugo, what are you going to do? What are you going to do about Coke?!" The man at the other end answered coldly, "Do? We're going to kill Coke! That's what we're going to do. That is, if he is stupid enough to come to London!"

Meanwhile, Coke raced towards London. He knew exactly where he wanted to go.

# THE MAN WHO ESCAPED Episode 1

Unit 1

1 Edward Coke used to be an army officer, but he is in prison now. Every day is exactly the same for him.

It is winter now and Coke and all the other men get up at six, when it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, where they make mail-bags, but Coke often works in the fields outside.

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The men have lunch at twelve. Lunch lasts an hour and then the men go back to work again. Dinner is at six. Coke usually goes to the prison library after dinner and reads until 9.30. The lights go out at ten.

The day is long, hard, and boring and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

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3 One of the men is called Eric Masters. He used to be an army officer, just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

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Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he did not do.

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# THE MAN WHO ESCAPED Episode 2

Unit 2

It is six o'clock on a very cold winter evening. All over England people are sitting down in their living-rooms and are watching the news on television or are listening to it on the radio. There is one very important piece of news this evening. It is this.

"In the West of England this evening, hundreds of policemen are looking for a man who escaped from Princeville Prison early this morning. The man's name is Edward Coke. He is 30 years old, six feet tall, and has black hair and blue eyes. He is wearing a dark blue prison uniform. The police do not think he can stay free very long. It is only a few degrees above zero and it is snowing."

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2 The radio is on in an expensive pub in Soho, in the centre of London. Most of the people there are not very interested in the news programme, but one man is. His name is Eric Masters, He is about 45 and is wearing very expensive clothes. He is looking very afraid of something. There is another man standing next to him at the bar. Masters is asking him a question.

"Did they say the man's name was Coke?"

"Yes, that's right. Coke ... Edward Coke, Why? Do you know him?"

"Pardon?"

"Do you know him?"

"No...no, I don't know him ...I ... I just wanted to know the man's name, that's all."

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3 In another part of London, a young detective is standing in the office of his chief at Scotland Yard. The young detective's name is Richard Baxter.

"You knew Coke, didn't you, Baxter?"

"Yes, sir, I arrested him four years ago."

Baxter's chief is nodding his head.

"Yes, I know that, Baxter, That's why I'm giving you this order, now, Find Coke again! You must find him immediately!"

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## Episode 3

Unit 3

1 It is 6.30 in the evening now, and the wind is still blowing. It is getting colder. About ten miles away from Princeville Prison a man is hiding in a field. The wind is cutting through his thin prison uniform like a knife.

A dog is barking somewhere in the distance. Is it a police dog perhaps? The man in the field does not know. There is only one idea in his mind at the moment: he must find food and some warm clothes, but where?

2 Two hundred miles away in London, Baxter's train is standing at platform 9 in Paddington Station. Baxter is sitting in a comfortable compartment. There is another man opposite him. Baxter does not know the man but he can see he wants to talk. The man is holding a newspaper in his hands.

"I see someone escaped from Princeville Prison this morning."

"Oh, really?"

"Yes . . . Would you like to read about it? It's all here in the paper."

"No, thank you."

3 The train is leaving the station now. Baxter is looking out of the window. He can see a thousand bright lights in the windows of pubs, cafés, houses and flats. Everywhere people are sitting down to warm meals and hot cups of tea. The world looks warm and comfortable.

The man opposite Baxter is still talking.

"The paper says the man was a spy . . . he gave important military secrets away. I hope the police catch him!"

"Yes, so do L."

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## Episode 4

Unit 4 C

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NOTE: From this point onwards, there is a synopsis at the beginning of every unit. The synopsis tells in a few words what happened in the last

The story is also told in the past tense from now on.

SYNOPSIS: A young detective, Richard Baxter, arrested Coke four years ago. Coke escaped from prison because he wanted to find two men, Eric Masters and someone called 'Hugo'. That was all Coke knew about the second man. He knew Masters when they were officers in the army. Baxter, the detective, left London on the same day Coke escaped. His job was to catch Coke again.

- Baxter got on the train at 5 o'clock. An hour later, at 6, he was asleep in the warm train compartment. Coke was still in his hiding-place in a field, 100 miles away. The winter evening got darker and colder. The wind cut through Coke's thin uniform like a knife. Coke was hungry and fired, and his arms and legs were so cold that he could hardly feel them. He knew he had to find food, warm clothing, and a warm place somewhere. "I have to make a move! I can't just stay in this field and die of the cold!" he thought.
- 2 Coke got up and began to walk, "Where am 1? Which direction am 1 walking in? Am I going back towards the prison?" he asked himself. A few minutes later, the moon came out and Coke could see better. He stopped and looked around. Suddenly he saw a small light not far away, "What can it be? It can't be a car. It isn't moving! It must be a house!" he said to himself and began to walk towards it. The light got larger. It was a house! He could see the form of the roof in the darkness.
- Ten minutes later he was outside the house. He stopped and listened. "Strange!" he thought. "I can't hear anything, not even a radio or a television, but there must be someone in there! There's a light on!" Just at that moment, a thought struck him. "This is probably the only house around for miles! The police know 20 I'm probably around here somewhere; and if they're anywhere, they're in that house, waiting for me!" Coke did not move. The wind became colder. His feet and hands felt like ice in the snow. "I have to take the chance! I have to! This is the only 25

place I can find warm clothes and food!" he thought.

## Episode 5

Unit **5** 

SYNOPSIS: Coke escaped from prison and hid in a field. It was very cold and he knew he had to find warm clothes and food somewhere. He saw a house in the country, isolated and far away from the nearest town. He stood outside the house before going in. He could not understand why there was no noise coming from it, not even the sound of a radio or television.

- 1 Coke listened for several seconds but he could not hear anything at all. And yet there was smoke coming from the chimney and there was a light on in the front room! "Why is it so quiet? Is it a trap? Are the police waiting for me in there?" he asked himself. He went to the front door and pushed it. To his surprise it was open! He went in very quietly. In the front room there was a fire burning in the fireplace. The room was clean, small and very warm. There was very little furniture in itonly a couch and a table in front of the fire and two old-fashioned chairs. There were also some photographs on the shelf above the fire. They were yellow and old. One of them was of a young man in a World War I uniform. There were also a few of the same young man and also a woman in old-fashioned wedding-clothes.
- 2 Suddenly Coke froze. There was someone else in the room. He knew it. He could feel it! He turned around quickly and, at the same time, put his hand in his pocket. There was a small knife there. He saw an old woman. She had a covered dish in her hands and there was a delicious smell of meat and vegetables coming from it. She did not look afraid. She did not even look surprised. "I'm sorry," she said, and put the dish down on the table. 20 Coke could hardly believe his ears. Here he was, a stranger in her house and yet she said she was sorry!
- 3 "I'm sorry," she said again. "I didn't hear you. Did you knock? I'm deaf, you see." She pointed to her ear, shook her head and said "deaf" a second time. "People often come to the door and knock, but I don't hear them. I'm glad you came in."

Coke stared at her for a second and then finally found his voice. "I . . . I'm sorry. I just stepped in." He looked down at his clothes. His prison uniform was so dirty that it was impossible to tell what kind of uniform it was. Then he suddenly

"I'm a mechanic from a garage in town. I came to repair a lorry somewhere out here but the road was icy. I had an accident. I... I fell off my motorbike."

He had to say this several times before she finally understood him. When she did, she gave him some hot water and soap and afterwards some food. The only thing he needed now was a change of clothes!

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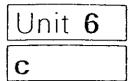
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## Episode 6



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SYNOPSIS: After Coke escaped, he hid in a field all day. Then, when it got dark, he went into a small house in the country. There was an old deaf lady in the house. She gave him food. The young detective who arrested Coke four years ago, Baxter, left London by train. Scotland Yard's orders were "End Coke immediately!"

1 It was a cold and miserable night. Only a few miles away from the house Coke was in, two policemen in a small village police station could hear the wind outside. One of them was a sergeant. The other was much younger.

"I wonder how Mrs Bentley is?" the sergeant asked.

"Mrs Bentley? Oh, you mean that old lady whose husband died a few years ago?"

"That's right. She's deaf, you know, so she never listens to the radio or watches television. In fact, she doesn't even read the papers."

"Oh?" the young policeman said. He wondered why the sergeant wanted to tell him all this. Then he found out.

"Why don't you go out to her place and see if she's all right?"

"Who? Me? On a night like this?"

"It's not far. Besides, you've got your bike, haven't you?"

2 Baxter got off the train at a small station. There was a detective waiting for him on the platform. He shook Baxter's hand.

"My name's Halls, Tom Halls, Scotland Yard phoned us and told us to meet you here. There's a car waiting."

Baxter wasted very little time on social formalities.

"Coke escaped more than 24 hours ago, I want to catch him before another 24 hours are up."

Halls looked at Baxter for a few seconds before he answered.

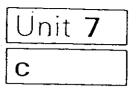
"A lot of us wonder why Scotland Yard is so interested in this fellow Coke. He isn't the first one to escape. Another man did only about six months ago, but Scotland Yard didn't send anyone to help us then." Baxter was already half-way to the car before he said anything.

"Coke isn't just an ordinary prisoner. He's very special. Let's get going!"

3 The young policeman was angry. He was on the road now. The wind was cold and blew snow into his face. "That stupid sergeant!" he thought. "We must be one of the last stations in England that still uses bikes, and he sends me out on one on a night like this!"

He had to get off the bike and push it up a hill. It was the last hill between the station and the old lady's house. When he got to the top of it he could see the house down below, at the bottom of the hill. Just as he looked down at it, he saw a light go on in one of the rooms upstairs. "Stupid! That's what it is, sending me out on a night like this!" the policeman said again. Then he got on his bike and began to go down the hill very fast, towards the house.

## Episode 7



SYNOPSIS: Coke found food in a small house in the country, Baxter arrived at a small station. Another detective met him there and asked Baxter why Scotland Yard was so interested in Coke. A sergeant, in a police station not far from the house Coke was in sent a young policeman to the house to tell the old lady in it about Coke.

1 "You know, your clothes are in a terrible state," the old lady said after the meal. "You ruined them when you had the accident!"

"That's all right. They're just my work-clothes," Coke answered.

"My husband was just about your size. A little heavier perhaps. All his clothes are upstairs. They're no good to him. He died two years ago." She pointed up to the room above them.

"Why don't you see if any of his clothes fit you. You can bring them back fomorrow."

"Nobody can be this lucky!" Coke thought to himself. He went upstairs and turned the light on. It was clear that the old lady was almost in another world. She trusted everybody. He found a heavy jacket, a woollen shirt and some trousers hanging in the room.

2 "What do you know about Coke?" Baxter asked Halls. They were in the car now, "Very little, I'm afraid. In fact, I don't think I know anything about him at all. Wasn't he the fellow who was in that spy case about four years ago?"

"Yes, that's right. Coke always said it wasn't him . . . that it was someone else."

"That's what they all say, But what's so special about him?"

"Coke was in Army Intelligence. He knew important secrets. We could never understand why he sold them. There wasn't a real motive. Some said he did it for money. We couldn't prove it, but if he was a spy, he still knows too much. We could never find out who he sold the secrets to. That's why we have to eatch him before he makes contact with any of his old friends!"

3 Coke put the clothes on as quickly as he could. They were old and shabby, but at least they were warm. When he came downstairs, the old lady was still in front of the fire. She smiled when she looked at him. "You know, you look just like my husband in those clothes . . . when he was much younger, of course."

Coke tried to be polite. He wanted to leave quickly.

"I can't thank you enough. It's very kind of you to do all this for me." The old lady did not seem to hear him.

"Just like my husband," she said again. Just then, there was a knock on the door. 5

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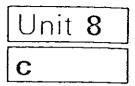
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### Episode 8



SYNOPSIS: After Coke escaped from prison, he found a small house several miles away from the nearest village. The old lady in the house gave him food and clothes. She was deaf. A policeman came out to her house to tell her to look out for Coke.

I The deaf old lady did not hear the knock, but Coke did. His heart began to pound wildly. Whoever it was obviously knew there was someone inside because there was a light on and smoke coming from the chimney. He had to decide what to do, and quickly.

"There's someone at the door", he said loudly, but the old lady did not understand.

"There's someone at the door", he said again, this time even more foully than before. She went out of the room and Coke quickly stepped back into the shadows of the front room,

2 The old lady opened the front door. Coke could see her quite clearly, but nothing else. He listened carefully.

"Hello, Mrs Bentley. I'm from the village police station. The sergeant sent me. I've got something to tell you."

Then Coke saw the policeman very clearly. Coke looked around quickly. There was a poker lying in the fireplace. He almost went to get it and then stopped.

"No!" he thought "That's too dangerous. They already think I'm a spy. Whatever I have to do I can do just as well with my fists." He stepped back and waited. The old lady and the policeman came through the door into the sitting-room. Coke was still behind the door, so the policeman could not see him.

"Good evening officer. Can I help you?" Coke said very loudly and clearly. The policeman turned around and looked at Coke. He was very surprised. Then Coke hit him as hard as he could in the stomach and he fell to the floor heavily. The old lady screamed. The policeman tried to get up, but fell back weakly. Coke ran out of the room.

3 The phone rang about five minutes later at the local police headquarters. Halls answered it.

"What? Coke? Where? When?"

Baxter stood up as soon as he heard Coke's name. He quickly put his hat and coat on. Halls listened carefully to the voice on the other end and quickly made a few notes. Then he put the phone down and turned to Baxter.

"Well, we know where Coke is now. A policeman almost caught him only five minutes ago."

"What do you mean, 'he almost caught him'? Did he catch him or didn't he?"

"No, he got away. He stole the policeman's bike."

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# THE MAN WHO ESCAPED Episode 9

Unit 9 c

SYNOPSIS: Coke found food and clothes in a cottage several miles away from the nearest village. However, a policeman came to tell the old lady in the cottage to watch out for Coke. Coke knocked the policeman down and stole his bike.

- I Baxter got into the car first. Halls was right behind him. "You drive. You know the area better than I do," Baxter said. They raced out of the town and into the dark countryside.

  "It's ridiculous," Halls said. "Does he really think he's going to get away from us on a bike?"

  "Coke isn't a fool," Baxter answered. "He probably doesn't realise we already know what happened in the old lady's house."

  "You mean he doesn't know that even village policemen have small two-way radios these days?"
  - "That's right. He probably thinks it's going to take that policeman at least half an hour to get to the nearest phone. He thinks he can get pretty far in that time."
- Ten minutes later, about three miles from the old lady's house, Baxter suddenly saw someone on the dark road ahead.
  "Look! There!" he shouted. "There's someone on a bike! And look!
  He's going to get off!"
  Halls saw the man quite clearly, but only for a second. As soon as the man saw they were in a police car, he dropped his bike and ran into the trees at the side of the road.
  "That's Coke!" Baxter shouted. "He isn't going to get away this time!"
  Baxter jumped out of the car even before Halls stopped it, and ran

after Coke. Halls jumped out, too. He did not even switch off the head-

lights.

All Coke's training as a soldier helped him now. Baxter was just behind 25 him when Coke suddenly turned. Baxter tried to grab him but almost lost his balance. Then Coke hit him on the chin as hard as he could. Baxter fell to the ground heavily. At that moment, Halls jumped on Coke from behind but Coke threw him over his back and against a tree, and then ran back towards the road before Halls could get up. Even when he did, he fell back to the ground again. There was a terrible 30 pain in his ribs. Coke saw the police car very clearly. The headlights were still on, and one of the doors was open. Coke jumped in. It took Baxter several seconds to realise where he was. At first, all he could feel was a terrible pain in his jaw. Then he heard the sound of a 35 car engine starting. He looked up and saw Halls pointing to it. Suddenly Baxter realised everything. Halls tried to run after the car but it was too late. Coke was gone and so was their car!

# THE MAN WHO ESCAPED *Episode 10*

Unit	10
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SYNOPSIS: When Coke saw Baxter and Halls in a police car, he jumped off his bike and ran into the trees at the side of the road. Baxter and Halls ran after him. Coke managed to get away from both of them and to steal their car.

- 1 Coke drove for about twenty minutes. He felt nervous in the police car but he knew it was his only chance. "I wonder how that policeman managed to contact police-headquarters so quickly?" he asked himself. Then he remembered a newspaper article about the new pocket radios all policemen had. They were small things which they put in their pockets. "Of course! That's it!" he thought. The he wondered if detectives like Halls and Baxter also had them. He knew they probably did not, because they already had radios in their cars. Suddenly, however, something on the road ahead interrupted his thoughts. Two police cars were there, side by side, blocking the road. Nothing could get by them!
  2 The two policemen at the road block were bored. It was a lonely spot between two hills and there was very little traffic. "Could you give me a light, Tom?" one of them said. It was his tenth
- "Could you give me a light, Tom?" one of them said. It was his tenth cigarette that night. Just then, they both looked up and saw a car coming towards them.

  "It's a police car," the other one said. "Perhaps they're bringing us some hot coffee, or something to eat."

  They both watched the car as it came closer. It was a long, straight road and the car was still a good distance away.

  "Isn't it going to stop?"

  "It doesn't look like it."

  "Shall we stop it? Our orders are to stop every car."

  Just then, they heard the two-tone sound of the horn. It was obvious that whoever was in the car was in a great hurry.
- 3 The two policemen hesitated for a second. Then one of them turned to the other. "Would you move the car out of the way, Bob, or shall I?" "But our orders were to . . ."

  "Look! That's a police car, can't you see? You don't think Coke's going to come through here in a police car, do you?"

  The other policeman got into the car and moved it back a few inches; the gap was just wide enough for another car to get through now.

  "Aren't you going to move back some more?" the other shouted.

  Before he could Jo so, Coke shot through the narrow gap and raced down the road, in the direction of London.

Unit	11
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sysopsis: Halls and Baxter tried to catch Coke when they saw him on a road in the countryside late at night. Coke, however, got away from them and stole their car. He also got through a police road block.

- 1 "How much farther is it to the nearest village?" Baxter asked. He and Halls were in the middle of the countryside. The night was very dark and there was no traffic on the roads. They could not see a house or even a public phone box anywhere.
  - "It must be on the other side of that hill" Halls answered.
    "I hope so! We've been walking for twenty minutes now! When we started, you said it was only ten minutes away!" Baxter said angrily. He was tired and his jaw hurt. He could already imagine the Chief Inspector's comments at their next interview. The Chief Inspector was a very sarcastic man. "Well, Baxter, perhaps you would explain all this to me. It seems you had a car when you saw Coke and that he had it after he saw you. Very interesting. How shall we explain all this to the papers? Shall we say something like 'The police are always ready to help'?"
- 2 Coke turned off the main road. He wanted to get rid of the police car as soon as possible. The army often used the area for manoeuvres and Coke remembered it from the days when he was a soldier. He knew there was a village down a side road. Just before he got to it, he stopped and left the car in a field. Then he walked into the village itself. He wanted something and he was sure he could find it here.

In his apartment in London, a well-dressed man named Eric Masters turned on the radio and listened. The news was still bad. Coke was still free, the announcer said. Masters looked very frightened. He turned off the radio suddenly and picked up the phone.

3 In a village almost 200 miles away, Coke found what he wanted. "People in villages like this always trust their neighbours. How lucky!" he thought when he saw the motorbike. It was in a garage at the edge of the village. The garage was not even locked and there was a leather motorcycle suit on a nail. There were also a pair of gloves and a helmet. Everyone in the village was asleep. Coke worked silently. He pushed the bike down the road. When he was far enough away from the village he started the engine. It roared loudly. He got on the motorbike and raced towards London.

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Unit	12
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SYNOPSIS: Coke knew it was dangerous to stay in the police car, so he stole a motorbike from a small village.

1 Eric Masters had the face of a man who lived comfortably and ate well. It was the face of a man who usually did not worry about the future. All this was gone now. He was very worried indeed when he picked up the phone and dialled nervously. At first, nobody answered at the other end. The phone rang at least twelve times but Masters did not hang up. Finally a sleepy voice answered angrily, "Who is it? What the devil do you want at this hour?"

It was a man's voice, and it was educated and smooth, but it had a cruel, cold edge.

The man at the other end became even angrier.

"And why are you ringing at this hour? I've been in bed for an hour!"

"But, haven't you heard the news, Hugo? Coke's still free!"

"Of course I've heard. So have my friends," the man answered coldly.

"I can't sleep. I've been thinking about Coke all evening!"

"Perhaps you'd better take a sleeping pill!"

Masters almost screamed the next question into the phone. "What are you going to do, Hugo? What are you going to do?"

The man at the other end answered just as coldly and as calmly as before, "Do? We're going to kill Coke! That's what we're going to do. That is, if he is stupid enough to come to London!"

3 The motorbike was fast but the roads were icy. Coke drove dangerously. He knew he had to. He had very little time. "I'd better keep to the side roads," he thought, but he did not because the main road was much faster, and he had very little time. A police car went by in the opposite direction. He began to feel a little safer. Then, around 2 o'clock in the morning, he suddenly saw lights in his mirror. They were the headlights of another police car, and this time it was just behind him. It came closer and closer and then suddenly speeded up. For several seconds, Coke and the cur raced along side by side. Coke looked up. The two policemen in the car were looking at him but they could not see his face clearly. He was wearing a helmet and goggles. Coke raised his hand and waved casually. The driver was already looking at the road again, but the other still had his eyes on Coke. Then, the car speeded up again. In a few seconds it was far ahead of him. Coke raced towards London. He knew exactly where he wanted to go.

Unit 13

SYNOPSIS: Eric Masters, a man who knew Coke before Coke went to prison, phoned a man called Hugo. Masters was terribly worried. For some reason, he was very afraid of Coke.

1 Coke reached London just before 6. The huge city was just beginning to wake up but the streets were still dark. He drove to a block of small flats not far from the river in the south east. There was a light on in one of the ground floor flats. It was shining in the kitchen. He went to the window and tapped softly. He was still standing at the window when the back door opened. When he looked up, a woman was standing there. He hesitated when he saw her and almost went back into the shadows again, but she looked at him calmly, "Come in, Ted. I've been expecting you," she said very softly. He walked towards her and stood in the open doorway.

"I haven't got any right to ask for your help," he said after a pause, "But there's nobody else you can go to, is there? You'd better come in." she answered calmly.

Baxter caught a very early train to London. When he got to Scotland Yard, the Chief Inspector was waiting for him. When Baxter went into his office, he was sitting at his desk and looking at a photograph. The Inspector looked at Baxter quickly, then back at the photo, "Perhaps it was a good thing you didn't catch Coke after all," he said suddenly. Baxter stared at him in surprise.

"What do you mean, sir? I don't understand."
"I have a picture here of a man who knew Coke in the army. He was also a witness at Coke's trial. I've been interested in the man for some time now. Perhaps we'll be able to find out more about him now that Coke's free," the Inspector said, and gave Baxter the photograph.

"This is the man. Watch him. Follow him everywhere!"

Baxter looked at the man in the photo carefully. It was Eric Masters.

3 "You really shouldn't help me, Kate, It's against the law," Coke said. He and the young woman were sitting in her kitchen. He was eating breakfast hungrily. Kate did not say anything.

"I mean, everybody thinks I'm a spy," he went on.
"But I don't think so," she finally said. Coke finished his breakfast silently. Then he said, "You were the only person who ever believed I was innocent. That's why I came to you. Who else will help me?"
"Help you to do what, Ted?" Kate asked.

"Help me to find the real spies," he answered slowly.

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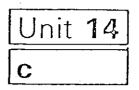
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SYNOPSIS: (Note: The synopsis now uses all tenses previously introduced) Baxter caught the train back to London early this morning. He is now in the Chief Inspector's office. The Chief Inspector has just told him to follow Masters everywhere. Meanwhile, Coke is hiding in Kate's flat.

- 1 Kate was what the Americans call 'a cool character'; nothing seemed to surprise her very much. She seemed ready for anything. Perhaps this was because she was an actress. She played small parts in films and on television. Her life was full of surprises. Just then she was not working at all. Perhaps that was why she did not hesitate even for a second when Coke said he wanted her help to find the real spies. "All right," she said. "I'll help you and I'll start right now. Wait here!" "What do you mean? Where are you going?" Coke asked. "You'll find out when I come back. I'll have to get some things now!" Before Coke could ask her anything more, she was gone.
- 2 Not very far away, Baxter was still sitting in the Chief Inspector's Office. He was still looking at Masters' photograph. He looked up. "What's so interesting about him? Why do you want me to follow him?" he asked.

"A few days ago, quite by accident we learned a few things about him. Coke might . . . notice I say 'might' . . . be innocent after all. It's only a possibility. We want to see what Masters does if Coke contacts him,' the Chief Inspector answered. Baxter was even more surprised now. "I don't understand, sir? What do you think Masters might do?" he said.

"Masters might try to kill him if he's really afraid of him."

"But surely that's dangerous, sir. I mean, if Coke is innocent, Masters might kill him . . . and if he isn't innocent, we're letting him go free. After all, Coke might kill Masters . . . or someone else!"

The Chief Inspector looked very serious.

"That's a chance we'll have to take, Baxter!" he said.

3 Time passed very slowly for Coke that morning and afternoon. He slept a bit but then got up and walked about the flat nervously. It was evening before Kate came back. The winter sun was just setting when she came through the door. She was carrying a large bundle and a lot of other things.

"Where have you been? You've been gone for hours!" he said.

"Yes, I've been busy. Here. Try these things on," she answered. She unwrapped the bundle quickly and showed him a suit, shoes and shirt. There was also a coat with an expensive fur collar, the sort millionaires wear in films. Coke put the clothes on unwillingly. "I'll have to change my appearance more than this!" he said.

"Of course you will," she answered. "And I've got just the things

you'll need!"

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Unit 15

SYNOPSIS: Kate has come back to the flat with some clothes for Coke and other things. The Chief Inspector has told Baxter that Coke might be innocent.

1 First Kate dyed Coke's hair grey. Then she used some theatrical makeup to give him a much older face. Finally she put a pair of dark glasses on him, thrust a white walking-stick into his hand and led him firmly to a full-length mirror. Coke was surprised at how strong her grip was. He was even more surprised when he saw himself. An old blind man stared back at him.

"And now," Kate said, "You'll have to do far more than simply look like an old blind man. You'll have to walk, talk and act like one, too!" For the next hour she taught him exactly how to do that.

"You learn fast. We can go now," she finally said.

"What do you mean 'we'? You can't come with me. It might be dangerous," he objected. Kate was already putting her coat on. Her answer was simple. "If you want my help, you'll have to take me with you. Besides, things are just beginning to get interesting!"

2 They were walking towards a taxi-rank. There were usually several taxis parked there, waiting for customers.

"We must look an odd couple, you and I," Coke remarked.

"Don't worry about that. We look so odd that nobody will guess who you are. Now just tell me where we're going!"

"To a pub in Soho called 'The Green Rider'. Masters used to go there a lot," Coke answered.

"You mean you think he's one of the spies?"

"I don't know, but he didn't tell the truth at the trial. Why else should he lie?" Coke said. Just then they got to the taxi-rank. There were not any taxis there. "We'll have to take a bus. Just remember that you're an old, blind man. I'll help you get on and get off!" Kate said.

They got to Soho half an hour later. The streets were brightly-lit. There were people, pubs, restaurants, cinemas and strip-tease clubs everywhere. There was a man in front of one of the clubs. Whenever someone passed by he said: "The best show in London. Twenty beautiful girls. Step right in!" He began to say that when he saw Coke but as soon as he noticed Coke's dark glasses and white walking-stick, he closed his mouth again. They walked on until Coke suddenly gripped Kate's arm very hard. "This is the place. Take me in!" he said. There were two doors. One was marked 'Public Bar' and the other 'Saloon Bar'. "Which one?" she asked.

"The Saloon Bar!" he whispered. They went into the crowded, noisy, smoke-filled room. Several people stared at them curiously when they came in.

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Unit 16 c

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SYNOPSIS: Kate has made Coke up to look like an old blind man. They have just gone to a pub in Soho. Coke thinks he might find Masters there.

- 1 Kate led Coke to a table and then went to the bar to get their drinks. "I've been here before. I was here last week," she said when she came back. Coke was not listening. "Masters isn't here," he said. 5 "Surely you didn't expect to walk in and find him, just like that?" "No, I suppose not." Time dragged. They sat there for over an hour. More people came in, but Masters was not among them. It was getting towards closing time when the barman came to their table. "May I have your empty glasses?" he asked politely. 10 Coke touched him on his sleeve. "Does a man named Eric Masters ever come in here?" he asked. He did not notice the man standing at the bar who stared at him in the mirror when he mentioned Masters' 2 The barman thought for a second. "There's a man named Eric who 15 comes in here a lot. He's a military type. Is that who you mean?" he asked. Coke tried to sound casual when he asked his next question. "Has he been in here today?" The barman nodded. "Yes," he answered. "He was in this afternoon." "I don't suppose you know where I can find him now?" Coke asked. "I'm afraid not. All I know about him is 20 that he has an antique shop somewhere near Red Lion Square," he answered. "Wasn't that a bit dangerous?" Kate asked after the barman left. "Yes, it was. But I haven't got much time. I've got to find Masters before the police find me," he answered. 25 "I still don't understand why you can't simply find his address in the telephone book!" "I've already looked. I went through the phone book in your flat. Masters might have a phone but his number isn't there."
- 3 The barman was shouting "Last orders, please" when Coke and Kate left. Kate led him through the crowded, bright streets. Most of the pubs were closing. It was 11.00, but the clubs and restaurants were still busy. When they got to Shaftesbury Avenue, Kate called a taxi. Neither she nor Coke noticed the man who was so close behind them in the crowd that he heard Kate say "Red Lion Square, please" to the driver. They did not see him get into a cab and follow them, either.

Unit	17
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SYNOPSIS: Coke has just found out that Masters owns an antique shop somewhere near Red Lion Square. He and Kate have gone there in a taxi. They do not know they are being followed.

1 "Would you mind driving round the Square once?" Kate asked the driver. Red Lion Square was deserted. There were a number of dark side streets around it.

"It's obviously not on the Square itself," Coke said.
They got out of the taxi, paid the driver and started exploring.

There were antique shops on several of the side streets but they all either had names like "Connoisseur's Corner" which told them nothing about who owned the shop, or other names like "Richards", and "Harvey Keen". Masters' name was not among them.

2 Half an hour later they were still looking. Kate kept glancing over her shoulder. She had the uncomfortable feeling that someone was following them but she could not see anybody.

"I don't like wandering round the dark streets at this hour," she said. "Someone's bound to notice us!" she went on. "I don't like doing it, either, but what else can we do? We can't stop looking now. It might be our last chance," Coke answered.

Suddenly something in the window of a shop across the road caught his eye. The street was very dark but the thing gleamed. It reflected the light of a passing car. They crossed the street. The thing was an old military sabre and it was in a window marked "Antique Weapons and Military Antiques." There were old pistols, helmets and other swords in the window. Coke became excited. "This must be it!" he said. Kate lit a match so that they could see a bit better. There was no name on the window but there was a phone number on the door. Coke copied it down.

It was around midnight when the phone rang in Eric Masters' flat. The voice on the other end was hard and cold. "This is Hugo," it said. "Why didn't you come to the Green Rider?" "I'm sorry, Hugo. I... I don't enjoy going there any more. Not since Coke escaped. I... I thought it might be dangerous." Masters was nervous. He became even more so when he heard what Hugo had to say. "There was an old blind man in the pub. He had a young woman with him. He asked about you and then went to your shop." Masters blinked in surprise. His voice cracked slightly. "But I don't know anybody like that. What did they want?"

"How do I know, you fool? Just watch out for them, that's all!" Hugo said furiously and hung up. Masters slept very badly that night.

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SYNOPSIS: Hugo has told Masters an old blind man and a girl have been looking for him. Coke and Kate have found what they think is Masters' antique weapon shop.

1 Coke did not sleep very well that night, either. He lay awake thinking. He was on Kate's sofa in the sitting-room. Slowly, however, he formed a plan in his mind. He fell asleep around three in the morning.

When he woke up, Kate was already in the kitchen making breakfast. "What are we going to do now?" she asked while they were eating. Coke did not answer immediately. He stared into his coffee. He knew he had to make one thing clear to her. "Have you thought what'll happen to you if the police find me here?" he suddenly asked. Kate looked at him coolly. "We've been over this before, haven't we? Now answer my question," she answered.

"But they'll send you to prison if they learn you've helped me!"

"I'll worry about that if and when it happens."

"All right. I'll tell you. But I warn you, if anything goes wrong, you might get hurt, badly hurt!" he told her.

"Go on. I'm listening."

"We're going to try to get Masters to come here. That is, if the owner of that shop is Masters.'

"Get him to come here? How?"

Coke began to explain the plan he had in mind.

Eric Masters was cleaning an antique pistol when the phone rang in his shop. He heard a young woman's voice at the other end. "I believe you buy and sell antique weapons," she said.

"Yes, that's right. I'm particularly interested in old firearms."

"My father is, too. He has a number of 17th-century pistols and he wants to sell some of them. Would you be interested?"

"Certainly. If you bring them to my shop, I'll look at them and give you a price."

"Well, unfortunately my father's blind. It's very difficult for him to get about. Would you mind coming to our place?" the woman answered.

Masters managed to answer calmly. "Well . . . er . . . my assistant is out to lunch. I'll come over when he comes back. Is that all right?" He noted down the address she gave him and hung up. His hands were trembling slightly. "These must be the people Hugo told me about," he thought. He reached into a drawer and took out a pistol. This one was not an antique. It was a small, black, nasty-looking automatic.

Unit 19 c

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SYNOPSIS: Kate has asked Masters to come to her flat. She has told him that her father has some antique pistols he wants to sell. Masters is suspicious and has decided to take a small automatic pistol with him.

- 1 Masters rang Hugo just before he left his shop.
  "You told me about an old blind man and a woman . . . well, they've just phoned. They want me to go to their place and look at some antique pistols," he said nervously.
  "Well, what do you want me to do about it?" Hugo asked sarcastically.
  "You have a pistol, haven't you? There isn't much an old blind man and a woman can do to you?" he added.
  Masters could not understand why Hugo was so casual about it. He got into his white Jaguar and drove off.
  "Perhaps the old man really does want me to look at his pistols," he
- 2 He felt even safer when Kate opened the door. She was slim, almost delicate-looking. "Good afternoon," he said. "I'm Eric Masters. You rang my shop earlier." She smiled. "I hope I haven't put you to any trouble. However, I'm sure you'll decide we haven't made you come all this way for nothing," she said pleasantly, and led him into the sitting-room. Masters glanced suspiciously at the old, blind man sitting on the sofa. At first he seemed harmless enough, but there was something familiar about the man's face that made Masters look more carefully at him.

thought. He patted the pistol in his pocket. It made him feel safer.

"I'll go and get the pistols," Kate said. Masters stayed where he was, where he could see everything and where nobody could come in behind him. The old, blind man did not move. He simply sat there, his hands folded on his white walking-stick, his eyes behind the dark glasses staring blindly in front of him.

"Are you a collector, too?" Masters asked. The old man simply nodded. The woman came out of the bedroom with a large black case. "They're all in here," she said. "If you come over here, to the table, we can look

at them. My father doesn't really want anyone else to have them, but I'm afraid we have no choice. It's a question of money."

3 Masters kept his eyes fastened on the old man's face as he walked towards the table. He was halfway there when the old man raised his face slightly. The sudden movement made Masters stop. The more he looked at that face, the more suspicious he became. Suddenly it dawned on him. He stared at both of them. They were both waiting expectantly for him to come nearer. It was the old man's nose and lips that made Masters think of Coke. He reached for his pistol.

Unit	20	
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SYNOPSIS: Masters has come to Kate's flat. He has just looked at Coke carefully and realised who he is. He has pulled out an automatic pistol.

- 1 When Masters pulled out the automatic, Kate was standing between him and Coke. She could see that he was almost hysterical and was probably going to shoot.

  "It's you! Coke!" he burst out and came nearer. Kate was standing in his way now and he put out a hand to push her away.

  Coke could hardly believe his eyes. One moment Masters was pointing a pistol at him and the next he was lying on the floor, gasping for breath. Kate had thrown him over her shoulder. "I once played a policewoman in a film and I had to learn some judo," she said rather casually and looked down at Masters. Coke did not simply stare in surprise, he gaped at her. Then he picked up the automatic that Masters had dropped and gaped again.
- 2 Masters groaned. He, too, could hardly believe what had happened. It all seemed incredible. He shook his head. He decided that it was probably all a nightmare, a horrible dream. He was sure that he was going to wake up at any moment, safe in his own bed. He blinked his cyes several times, hoping that Kate and Coke were somehow going to disappear. He blinked again, but when he opened his eyes, they were still there.

  "And now that you're here, perhaps you wouldn't mind answering some questions," Coke said. Masters groaned again.

"Questions? What questions?" he mumbled. He was still in a daze. "I want you to tell me everything that happened that evening you sent me to Epping Forest," Coke said in a low voice. Masters now realised that it was not a dream. For a moment he thought he was going to be sick.

3 "I don't know what you're talking about," Masters answered.
"I think you do," Coke said.
"You can't make me tell you anything!" Masters waited to see what Coke was going to do next. He could not take his eyes off the automatic in Coke's hands.

"I'll give you five seconds to begin answering my questions. Then I'll shoot," was all Coke said.

"You couldn't shoot me like that, in cold blood!"

"Couldn't 1?" Coke answered, and pulled back the safety-catch. The pistol was now ready to fire. Then he began counting.

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Unit	21	
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SYNOPSIS: Kate has thrown Masters over her shoulder. Coke has grabbed his pistol and has told Masters he will kill him if he does not answer his questions. Coke is going to count up to five before he shoots.

- 1 "But I know nothing!" Masters protested. Coke had already raised the pistol and simply said, "One!" Masters said nothing.
  "Two!" Coke brought the pistol nearer.
  "You can't frighten me!" Masters shouted.
  "Three!" Masters saw Coke had already taken aim.
  "How can I tell you something I don't know?" Masters demanded.
  - "How can I tell you something I don't know?" Masters demanded. "Four!" Masters watched Coke's finger beginning to press the trigger. "All right, I'll tell you anything you want, but for God's sake, put that pistol down!" Masters gasped.
- 2 Coke's mind went back to the time, five years earlier, when both he and Masters had been officers in the same Army Intelligence unit. Masters had been Coke's superior. Several important military secrets had disappeared and they were both trying to find out who had taken them.

One evening, Coke had gone, on Masters' orders, to a lonely place in Epping Forest. Masters had told him he would meet a possible informer there. While he was waiting, three men had grabbed him from behind. They had poured whisky all over him and down his throat and then hit him over the head.

3 When he came to, he was back in his car, but it had crashed into a tree. The police had already arrived. It appeared that Coke had got drunk and lost control of his car. The police had found several files marked 'Top Secret' in his car. Coke swore he had never seen them before. The police also found Coke had apparently deposited more than £2,000 in his bank account a few weeks before. Coke had known nothing of the money. The bank said the cheques had arrived by post, drawn on a Swiss bank, with Coke's countersignature. Nobody believed Coke's story. It appeared he had sold secrets for money and was going to do so again the night he had crashed. Masters denied he had ever told Coke to go to Epping Forest. This is what Coke wanted to ask questions about now.

Unit 22 c

SYNOPSIS: Musters has agreed to tell Coke everything.

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1	For a moment Coke wanted to pull the trigger. He had never killed anyone in cold blood, but he found it difficult not to hate Masters. Because of him, he had lost four years of his freedom. Because of him everybody thought he was a spy. Somehow, Coke got a grip on himself. Perhaps it was because he knew Masters was his only chance to prove he was innocent, and he knew if he killed him, he would lose that chance.	5
2	that night," Coke said in a flat, cold voice. "That was Hugo's idea. I had nothing to do with it." "And who is Hugo?" Coke demanded. "He sells government secrets to any foreign country that's interested. He made me give him information. I didn't want to!"	10
	"Made you? How did he make you?" Coke asked.  Masters stared down at the floor for several seconds before he answered.  "He knew things about me. He said he would tell the police about them if I didn't help him."  "What sort of things?" Again, Masters hesitated before answering.  "What does it matter? The sort of things that would ruin any man if the police or anyone else found out about them."	15
3	There were only a few more things Coke wanted to know now. "Why did you involve me in all this?"  "The police suspected someone. We wanted to make them think you were the spy. We knew they would if they found your dead body in a car after a crash with all sorts of secrets in it."  "My dead body?"  "Hugo thought the crash would kill you," Masters said.  "A pity it didn't. You'd still be safe if I were dead!"  Masters swallowed and stared at the floor.  "And why aren't you still in the army? You'd be a lot more useful to Hugo if you were," Coke went on.  "It became too dangerous. Anyway, he still uses me."  "How?" Coke asked.  "We hide microfilms of secret documents in the antique weapons I send abroad. The people we send them to pose as foreign collectors."  Coke had one last question. It was the most important. "Where's	25 30 _ 35
	Hugo now? Take me to him!"	

#### THE MAN WHO ESCAPED

#### Episode 23

Unit	23
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SYNOPSIS: Masters has told Coke that Hugo had planned what had happened to Coke in Epping Forest. He thought Coke would be killed in the crash and that the police would think he was the spy when they found the documents in his car. Coke wants Masters to take him to Hugo.

1 Masters told Coke that Hugo owned a large garage in the North of London. Cars that had been damaged were taken there to be repaired. It was also where the secret documents Hugo sold were kept before they were micro-filmed and sent abroad.

They got into Masters' white Jaguar and drove there. Coke sat in front with Masters. Kate sat behind, It was almost evening when they got to the garage. It was at the end of a street and was surrounded by shops and small houses. They parked at the end of the street. People were beginning to close their shops and go home. The garage stayed open until six. Coke sat and watched the lights go off. When the last one had been turned off and the garage was completely dark, Coke turned to Masters again.

"Now tell me exactly where the documents are kept before they're sent off," he said.

2 At first Masters did not answer. He had become a little braver again. Coke pressed the pistol into his stomach.

"Because of you, I've been kept in prison for four years. Because of you, my life has been ruined. I'll kill you here and now if you don't answer!"

Masters looked at the pistol and went pale.

"They're kept in Hugo's office, in an ordinary file in his desk," he answered. "And the microfilms?" Coke demanded. "They're kept there, too."

"Do you know if any documents have been sent off recently?"

"Some were sent last week. I know. I sent them myself," Masters said. "And will there be any there now, waiting to be sent off?" Again Masters hesitated. Coke pressed the pistol even harder into his stomach. "I don't know. There might be. Hugo told me he was going to give me some soon," he said.

3 Coke gave Kate the pistol. She was still sitting behind Masters. "Keep him here until I get back," he said.

"But what are you going to do?" she asked.

"Break into that garage if I can. Perhaps I can find proof that Hugo sells these things. If I do, I'll phone the police,"

"But what if you don't? What if you're seen and caught before you can find anything at all?" Kate asked. But Coke had already started walking towards the dark garage. In the dark winter evening, it looked very much like a prison.

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Unit	24
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SYNOPSIS: Coke has gone to Hugo's garage. He has told Kate he is going to try to find proof that Hugo is a spy.

1 Once, a long time ago, someone had told him that an Army training was useful in many ways. Coke knew now that that was true. There was a drainpipe at the back of the garage that led to the roof, and Coke managed to climb up it. He had often done such things in the army.

There was a window in the roof, or a sky-light, as it is called. It was closed but not locked. Coke managed to get it open and then peered down into the dark garage below. There was a lorry parked almost directly underneath. He jumped down onto it. It was completely dark inside the garage itself.

"Masters told me the secrets were kept in the office, but where's the office?" he wondered. Suddenly he heard a sound behind him, and realised he was not alone in the garage.

Before he could turn around, someone grabbed him from behind and someone else shone a powerful light into his eyes. He was blinded. Then, there was an explosion of pain in his head. He realised, just before he lost consciousness, that what had happened in Epping Forest was happening to him all over again.

When he came to again, he was lying on the floor of the garage. It was at least an hour later. He heard loud voices. When he opened his eyes, he saw Kate tied to a chair. Four men were standing above him. One of them was Musters, looking pale and frightened. He was listening to a short blond man. Coke knew it must be Hugo himself. Hugo was shouting.

"I told you you were a fool . . . and idiot! Do you believe me now?" he demanded. Masters tried to say something but could not. Hugo slapped him across the face.

"I asked you if you believed me now?" he shouted.

"But . . . but Hugo. Pl . . . please listen to me!" Masters stammered. "I told you someone had phoned me and had asked me to look at some pistols! I told you it was an old, blind man but you said there was nothing to worry about!" Masters said.

"No, I didn't. I asked you what you wanted me to do about it, you idiot!" Hugo roared. Suddenly, one of the other men interrupted. "What did you say we were going to do with the girl and Coke?"

"I said we were going to kill them! And I said we were going to do the job properly this time!" Hugo answered.

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Unit	25
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SYNOPSIS: When Cake broke in, Hugo and two other men seized him and knocked him out. That was at least an hour ago.

I Hugo saw that Coke had come to. Coke tried to get up but his hands were tied. His head hurt terribly. Hugo looked at him like a shark inspecting his dinner.

"We would never have become suspicious if you hadn't used Masters' white Jaguar," he said. "When we saw it parked halfway up the road, we decided to wait and see what would happen. Then, after we got you, we went out and got your girl friend," he continued.

Coke knew he would never have made such a stupid mistake if he had not been so tired. He had not slept properly for days. He looked at Kate. "I'd never have got you into all this if I hadn't asked you for help," he said to her. He was trapped. It seemed there was nothing he could do and nobody who could help him. Hugo took out a revolver. "You'd never have bothered us again if I'd used this four years ago," he said. He came closer to Coke and aimed the revolver carefully at his head.

2 Suddenly there was a terrific crash as three policemen broke down the side door of the garage. Hugo turned round and gaped. "No, Hugo. Look up here!" a voice roared from the sky-light above. Suddenly, everybody stopped. Nobody made a move. Then Baxter dropped through the sky-light, which was still open, and onto the lorry and finally to the ground. Three more policemen followed him. Baxter walked over to Hugo.

"Your revolver, please," he said simply.

"I was only protecting my property," Hugo answered. "This man broke in. That girl helped him. Send him back to prison!" Baxter listened and smiled. "Certainly, but only after you've given me that revolver," he replied. Hugo handed it to him silently.

3 The policemen around Baxter and at the door suddenly moved forward and seized Hugo, Masters and the three men.
"We've followed you everywhere for days; that's why we're here now," Baxter told Masters. Then he turned to Hugo and said "And I've been up there for half an hour. I've heard everything you've said. Also, I think you'd have phoned us an hour ago, when Coke first broke in, if you'd only wanted to protect your property!"

Before Hugo could protest, he and the others were led away. Baxter helped Coke to his feet, "What we know now already proves you were innocent," he said. Then he untied Coke's hands. Coke was a free man again.

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APPENDIX 4. COURSE STATISTICS 1977-78

	ESL	Writing I
Course Length (hours)	20	15
Times Offered	4	4
Number of Students	116	43
U of M Students (%)	70	70
Non U of M Students (%)	30	30
Chinese Spanish  Indonesian French Arabic Dutch Japanese Korean Italian Indian (East) Icelandic Other (Phillipino, Russian, German, Swedish, Vietnamese)	30 20 11 10 5 4 3 3 3 3 3	(statistics not available
Finishing Course (%)	75	60
Excellent (%) O Good (%) Hut Average (%) Fair (%) Poor (%)	33 58 9 0	(written evaluations)
Course Fees: Student Non-Student	20 30	1-5 1-5
Total Revenue	\$3,418	\$645
Total Expenditures	\$1	2,500

Tuesday, October 11, 1977

MANITOBAN 5

# English proficiency testing questioned

by Wendy Netherton

English - speaking Canadians are among the few groups not burdened with the necessity of learning the language of another dominant culture.

Although the literacy level of Canadian students has lately and frequently been called into question, and mandatory remedial English courses suggested by such public figures as University of Manitoba president Ralph Campbell, the issue for English - Canadian students centres on coming up to scratch in their own language, not coping with university in someone else's.

At the moment, only students for whom English is a second language are obligated to demonstrate English proficiency at this university.

It seems reasonable that a student planning to study here needs a certain level of proficiency in English simply to function. But the degree to which English proviciency requirements serve as academic barriers to university education is now a question being considered seriously in the university community.

Last July, the U of M Senate approved a report from its Admissions committee which clarified the already existing practice regarding the admission of students from countries whose primary language was other than English. The report recommended that the Test of English as a Foreign Language (TOEFL) be required for non-Canadian citizens from such countries and a score of 550 be required for passing.

Certain categories of students were exempted:

- applicants who have passed either English 300 or 301 with a 'B' grade or 70% from a Manitoba high school, or the equivalent from other provinces (a loosening of previous restrictions)

- an applicant who has been a full - time resident in Canada and/or another English speaking country for three years immediately prior to seeking admission, and

 applicants with the University of Cambridge or University of London 'O' level examination in English language with at least a 'B' grade or equivalent.

For students who are not exempt, and who meet the academic requirements of the university, a poor performance on TOEFL can be the deciding factor in their rejection. The report of the Admissions Committee recognized the problems inherent in such testing, when it is used as the overriding criteria. The report quoted the 1973 edition of the Manual for TOEFL Score Recipients which pointed out, "The use of rigid 'cut off' scores runs contrary to the fact that test scores are not absolute and that error is inherent in all measurement,"

The report also found a lack of correlation between English language proficiency and academic achievement.

Yet a recommendation in an earlier report of the admissions committee which could have ironed out some of the deficiencies of the test was dropped from the report presented and accepted in July.

The earlier report had suggested that students who



received progressively lower marks on the TOEFL would be allowed to carry a progressively smaller load of courses. In some cases they would be required to take an English as a Second Language course.

In opting for the status quo, the Senate did recognize a need to look at admissions requirements for all students, and an adhoc subcommittee was struck to examine this broader question, of which English proficiency is a part. The committee has met three times, but has yet to make a report.

Figures on the number of people who are screened out soley through the TOEFL are unavailable because the University's statistics on rejections of admissions don't include the reason for rejection. In many cases, non - Canadian students are rejected on academic grounds rather than on their knowledge of English.

The TOEFL tests listeneing comprehension; structure and written expression (the ability to recognize language appropriate

for standard written English); and vocabulary and reading comprehension. The questions are mostly multiple choice.

It does not test writing and speaking skills, "two things you definitely need in university two very basic skills," said Jan Gallagher, instructor of the English as a Second Language Course offered by the U of M counselling service. In an interivew she explained that the "ESL" course is designed to help students develop their verbal and written English skills, with emphasis on vocabulary development, pronunciation, oral and written comprehension, and effective communication.

Patterned after a successful. 10-year old ESL course at the University of Alberta, this highly structured program replaces the most haphazard approach to ESL training taken by the University in the previous three years, Gallagher said. Students are initially tested to determine which level of the four - level course will be appropriate for them. When the 20 hours of instruction, spread over a five week period are completed, the student receives a certificate which either recommends advancement to the next level. or suggests the completed level be repeated. Class sizes are kept to 15, and U of M students are given priority.

Forty - five people are registered for the current course; Gallagher estimates that 80 per cent are students, and of these, about half are grad students (who may have the TOEFL requirement waived.) Most of the others are in first year.

"The biggest goal (of the ESL program) is to make students aware it exists; there's help if

they need it," Gallagher said, adding that students who felt their course load was too heavy to allow them to take ESL-didn't realize that a greater proficiency in English could help lighten that load.

The U of M course is one of five in Winnipeg, but is the only one which charges a fee — \$25 plus a test fee of \$3.00. The fee covers the cost of course materials and will go towards the cost of hiring someone to continue running an ESL program during the summer, Gallagher said.

The English department offers two remedial courses: one is called "Remedial Composition," the other, "Introduction to Literature." Coordinator of these courses, Karen Ogden said in an interview that students from whom English is a second language are discouraged from taking the English department courses—they are not designed as ESL courses. Instead, those students are referred to Counselling Services.

The remedial composition course teaches students to avoid basic grammar mistakes and to write a coherent two to three page essay. The writing assignments for the literature course are based on reading material, mostly poems and short stories; the goal here is to enable students to write five to six page papers.

An essential difference between the English department courses and the ESL course is that the former are taken for credit (though not towards an English major) and the latter is not. Gallagher said she would like to see ESL listed "on the transcript, as an extra course."