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A Series of Writing Activities for an Intermediate to Advanced ESL Class

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A Series of Writing Activities
For an Intermediate to Advanced
ESL Class

by John W. Yarrington

A Series of Writing Activities for an Intermediate to Advanced
ESL Class

by John W. Yarrington,
B.A., University of California at Santa Barbara, Sociology, 1979.

Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching degree at the School for International
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This project by John W. Yarrington is accepted in its present form.

Date 9/21/84

Project Advisor Michael Gerald

Project Reader Roger E. Robbins September 18, 1984

DEDICATION

This work is dedicated to my mother and to my father.

ACKNOWLEDGEMENTS

I would like to thank Lois, Elisabeth, and Wendyl for giving me the space to do this project.

ABSTRACT

A series of writing activities is proposed for intermediate to advanced students of English as a Second Language. The activities constitute a writing course of an intensive ESL program such as the one at Cushing Academy's Summer School, where the author used them.

The activities are organized around four themes: 1) self/personal relationships; 2) education; 3) international/global issues; 4) the future and goal setting. An estimated time allotment for each activity is given. The activities cover 30-35 hours of writing class in a program that includes 130 hours of instruction. The writing course is coordinated with the reading course and with the speaking-listening course taught concurrently. Some suggestions are made about reinforcing activities that can be used for these three skill areas.

A basic premise of the author is that one learns to write by reading as if one were an author. Readings are chosen with this principle in mind, serving as preparatory exercises to the writing assignments. An effort is made to help the student explore those topics that are of genuine interest to her. Writing is seen as an opportunity for self-expression and communication, and not for evaluation.

An evaluation section is contained on the effectiveness of the course, as well as appendices which include a copy of each hand-out the student receives.

ERIC Descriptors:

- English (Second Language)
- Writing (Composition)
- Writing Exercises

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CHAPTER I

RATIONALE

When I first began teaching at Cushing Academy's Summer School in 1982, I was assigned to teach reading and writing to what was termed an Advanced ESL class. During the course of teaching there for the following 3 summers, it gradually became clear to me that Cushing needed some sort of organized writing curriculum that addressed students' communicative needs. This project is a description of that attempt.

I had several reasons for designing the project. For one thing, it has been well documented that writing is the most often neglected skill in the ESL classroom. Another reason was that Cushing still does not have a writing curriculum of its own. The teaching of writing at Cushing can best be described as competently eclectic in that a variety of resources and approaches are used. Each teacher on the staff seems to have different purposes in mind for teaching writing, and each sets his own goals for the student, which may or may not be consistent with the quality of writing that is expected once they finish Cushing's program. From observing classes at the school, reviewing materials that teachers use, and using my best professional judgment, I concluded that the writing classes are competently taught by this conscientious and hard-working staff. But even if two teachers are teaching the same level of class, they

usually have different objectives in mind for the student and different goals for themselves as teachers. Also, there is often duplication of effort in materials reproduced and activities designed. All of this can result in a large gap between what students can do at the end of their program, and what they are expected to do at a subsequent level. To try and bridge that gap, this course is designed so that any teacher at Cushing or at a similar institution, can use it at the advanced level.

Finally, I wanted to further develop my own skills as a writing teacher, which I had found lacking. Like most ESL teachers who are relatively new to the field, I had always been oriented more towards developing speaking-listening skills, instead of reading-writing, both by natural inclination and professional training. Although there are an increasing number of reading-writing texts available, most have focused on speaking-listening skills. This is due in part to the fact that ESL itself is a relatively new field, and audio-lingual methods, which defined the field for at least 20 years, emphasized speaking-listening. It is also no doubt due to the ability of the teacher to monitor speaking or listening more easily than reading or writing.

CHAPTER 2

THE CONTEXT

Cushing Academy is a private, co-educational boarding school in rural Massachusetts, about an hour and a half northwest of Boston. Its Summer School consists of approximately 250 students, 150 of whom are ESL students from 40 countries. These students are at levels of English proficiency ranging from near beginners to near native. The remaining 100 students are either native English-speaking or foreign students whose language abilities are on a level par with native speakers. This smaller group takes classes in a program called ERSK which is an acronym for English, Reading, and Study Skills. It is basically a college preparatory program with classes in improving reading skills, vocabulary building, and general guidance on how to take standardized tests and improve studying habits in general.

The ESL program is called ELOP, which stands for English Language and Orientation Program. As the title suggests, the program offers much more than the required morning ESL classes in the four skill areas. It also offers electives in the afternoon. Students are required to take two electives from an offering which includes CAT, SAT, and TOEFL preparation, theatre, dance, speech, as well as various arts and crafts. In addition, several extra help classes are offered which are essentially

potpouris of exercises, activities, or games which the teacher conducts to try and meet individual needs. Extra Help classes are also electives. Ideally, they are designed to address the skills in which students are weak, on an individual basis, which can not be addressed adequately in a regular ESL class. In practice, however, they are often somewhat disorganized and confusing sessions of what amounts to baby-sitting. There are three main reasons for these sometimes chaotic Extra Help classes. For one thing, there are seldom clearly defined goals for either students or teachers. For another, language abilities and specific skills within these abilities often vary widely. Finally, there are virtually no criteria that determine which students can sign up for which Extra Help classes. Often, students choose the Extra Help class that is closest in time to the other elective that they must take. This way, students can have a little more free time in an otherwise very crowded schedule. A discussion of the typical daily schedule might clarify why students want more free time. But first, a brief discussion of students' placement is in order.

Placement of Students

Students are placed in the required classes by means of two tests. One is the Michigan Test of Language Ability, which is basically a diagnostic test to pinpoint students' grammatical weaknesses. The other is the John Test of Oral Ability, which measures the degree of accuracy in grammar, vocabulary range,

and appropriateness of response, all in the spoken form. These tests are administered and scored by the ELOP staff. After consulting with each other to make sure the results are standardized, classes are formed by the coordinator.

Daily Schedule

Morning classes are from 8:30 to 12:30. Three, 35-minute elective periods, of which students are required to take two, are held from 1:15 to 3:40. Required sports activities are from 4:00 to 5:00. Dinner is from 5:30 to 6:30. More sports follow dinner, after which a mandatory study hall is held from 8 to 10. During study hall, students must be actively working at their desks. Lights must be out at 10:30.

Because of this hectic schedule, students are actually free for a maximum total of 2 hours a day, between 8:30 AM and 10:30 PM. Students might well choose an Extra Help class, or any other elective, that either immediately precedes or follows the other elective they are required to take, without any consideration for what "extra help" they might need.

CHAPTER 3

DIVISION OF LABOR

Who Did What and How It Worked

I should make it clear that not all of the activities described below were done solely by the author. Those that were done in class and not done by me were either done by Victoria Badalamenti (MAT 11), Dennis Huffman (MAT 14), or any combination of two or three of us working independently or together. I will specify in the Endnotes who was primarily responsible for which activity, but first I want to give some background information on the position that each of us occupied as teachers at Cushing.

Victoria and I were hired as Master Teachers. Each of us had the option of working with an intern. The intern's role was basically to serve as an adjunct to the Master Teacher in the class. Goals of the class were basically defined by the Master Teacher. The intern and the teacher would then work together on how best to implement these goals. Typically, the intern actually taught the class about 20% of the time. Dennis was hired as an intern, and he and I decided to work together in part because we had similar professional interests in writing exercises particularly. Victoria emphasized listening skills to each of two classes for three weeks, while during the same three weeks, Dennis and I emphasized reading and writing skills.

After three weeks, each of us switched, so that Victoria then emphasized reading and writing while Dennis and I concentrated on speaking-listening skills. In this way, students were always working with each on the four skill areas every day. Our work as teachers, at least in lesson planning, was far more efficient because we would teach essentially the same class, "back-to-back," making modifications as we deemed it necessary. Finally, each teacher had the opportunity to teach four skills over the course of the term.

The division of these emphases was not as clear-cut as it may sound. For one thing, Dennis occasionally worked with Victoria on either speaking-listening or reading-writing activities. For another, all of us worked together with both classes. Sometimes we worked together simultaneously, such as when students produced their booklets of the class (see Appendices A and B). These booklets were basically compilations of experiences, academic and personal, that students had at Cushing. With a few exceptions, this was usually the way we proceeded.

In some of the following activities, I had very little to do with their design or implementation. Other times Dennis and I would confer on an activity he presented. During these sessions, I would clarify the activity to myself by asking many detailed questions about how he was going to proceed, what his objectives were, and what assessment instruments we intended to use, if any. I might then make suggestions for alternative ways to achieve the same objectives, or simply

encourage him to do it as he had planned. I want to emphasize that I had no responsibility, or only part of it, for some of what follows. However, all activities were consistent with the class's overall direction and goals.

In sum, the focus of this paper is what students did in writing class, and not necessarily what we, as teachers, did with them.

CHAPTER 4

JOURNAL WRITING

Purposes for Student and Teacher

From the first day of class we began work on journals. They could write on anything which had happened for 15 minutes each day. Students wrote in class at first, and later in study hall. I had five major purposes in mind. The first was to provide an opportunity where students could express themselves freely on any subject. I see the range of possible subjects as either what I call informational or emotive. Informational content included numerous field trips that students took, weekend activities (sports, concerts, dances, etc.), a narrative of their academic progress, or a simple chronological listing of what they did. Emotive content included almost anything else. It could be writing about fears, joys, anxieties, interpersonal relationships, or the like.

Second, I wanted them to get used to the physical act of writing. Part of my assumption here is that the more the student writes, the easier it is to do in the future. The other part is that in-class practice with what was about to be their daily assignment would more likely lead to an ability to successfully write independently in their journals.

A third purpose was that I wanted to know students on a more personal basis than was possible as members of a class. I felt that by reading each student's journal and by responding

to it in writing, we would both have a clearer understanding of each other's personalities, aside from the roles we played as teacher and student.

A fourth purpose was related to the third. By my written response to a student's writing, I communicated the message that writing doesn't always have to be responded to in the usual evaluative way; one can respond to its content alone. Thus, the student was shown that writing can be solely for self-expression.

A final purpose was related to the nature of a boarding school acting in loco parentis and the particular requirements of this position. As teachers, we were fully expected to give two hours of homework each night. We could not deviate from this requirement. Assigning the journal for 15 minutes each night ensured that students were kept busy for at least that much of the time.

What Students Were Told about

"Assessing" Their Journals

I told my class only that I would like them to get used to writing, since writing was the focus in this part of the class. I told them that I wanted to get to know them better on a personal basis. I asked for suggestions on how we could accomplish these goals. Finally, a student had the idea of keeping a diary, and this initiated a discussion about the purposes of a journal. I emphasized that their journals would

be read only by me. They were to write either about informational subjects or emotive ones (although I didn't use those terms). I encouraged the latter. I decided that a 15-20 minute time limit would be more appropriate than a page length limit. I wanted to de-emphasize quantity in favor of high quality. Finally, I explained that I would not specifically correct any part of it unless asked to do so, in writing.

The Activities

Week I - Self/Personal Relationships

(Getting to Know You)

Day 1

1. Finding Things in Common with the Teacher (30-35 min.)

a. What the teacher does

- 1) Write the word "common" on the board. Try to ellicit an understanding of it, and of the expression, "in common."
- 2) Get students to ask questions of the teacher, the answers to which indicate that they have something in common with him. Each student should eventually ask three questions. (10 - 15 min.)
- 3) Tell students to listen carefully and remember what they hear, because they are going to write about it afterwards. Taking notes is an option

here.

- 4) Ask students to write a composition about what each of them found in common with the teacher. Explain the form that all future in-class writing and assignments will take, (unless otherwise specified): a given physical length (not word number)-- in this composition, 2 pages; written on every other line; wide margins; a title.

N.B.: These requirements will hereinafter be referred to as, "the usual format."

b. Objectives/rationale

I had in mind three goals for the exercises this week. First, they were designed to set the tone and general deportment of the class. I tried to show students that certain conditions needed to be met in order for the class to be successful. One important condition was that with group exercises, one person talks at a time. Frequent interruptions were common in my previous classroom experience. Second, I felt that I needed and expected a lot of input from them, instead of me doing most of the talking. Third, I expected each person to listen to each other. I showed this expectation by listening carefully myself, by asking students not to interrupt as they inevitably did, and by encouraging them to participate. One might say that I forced students

to participate, by making it clear to them before the activity began that they were expected to participate. Once they did, part of their role in the activity was finished.

- c. Suggestions for improvement, what went wrong, what to watch out for, how it worked (hereinafter referred to as, "suggestions")

After Step 2), if students don't understand what they're supposed to do, ask 2 or 3 questions to which students will undoubtedly have the answers, such as, "Do you live in Alumni?" (a dorm at Cushing), or, "Have you ever travelled to a foreign country?" Then, whether the student answers 'yes' or 'no,' the teacher can offer an alternate response such as, "So do I." "Neither do I." "So have I." "I haven't either." In this way, students will be reminded of the variety of responses to yes-no questions.

After assigning the composition, there is usually some resistance to writing it. At this point, the teacher can work individually with students, (or in pairs). He can show them how to combine some bits of information gathered in the interview. One or two examples should help them get started. If there is still resistance, ask them to work on it for 20 minutes. This way, students have a clear idea of what is expected.

2. Journal Writing (15-20 min.)

a. What the teacher does

For a discussion of one way to introduce journal writing, see pp. 10-11.

b. Objectives/rationale

My purposes for having students keep journals, and for starting them on the first day and in class, are discussed on pp. 9-10.

c. Suggestions, etc.

Once the ideas for keeping a diary or journal are generated in class, students generally have little trouble getting started. In case the inevitable question, "What should I write about?" comes up, tell the student to imagine writing a letter home, telling all about what's happened since leaving. Have them work for a minimum of 15 minutes.

You might want to buy the notebooks for them. I didn't because I didn't want to give them the message that I was going to do all the work for them.

Day 2

1. Artifact Sharing (30-65 min.)

a. What the teacher does

- 1) Bring in to class some artifact of American culture. It can be anything that represents some aspect or value(s) of American culture. A McDonald's coffee cup worked well for me, the kind with a

tight-fitting lid which attaches to the dashboard of a car.

- 2) Tell students that you're going to give a talk about the artifact for 5 minutes.
- 3) Give the talk, answering these questions:
 - a) The name of it
 - b) What it is used for
 - c) What part of the country it came from
 - d) Who originally made/developed/found it.
 - e) Where one would find it now.

These questions have already been written on the board.

- 4) Get volunteers to give a similar kind of talk about an artifact that each of them has been told to bring to class for that day. They are to structure the talk according to the guidelines of the above questions. Every student is to listen to each talk and take notes if necessary to remember what was said. (30-40 min.)
- 5) Listen carefully to each presentation. After all the presentations, divide the class into groups of 2 or 3 for each group to write a 3-page composition on the artifacts in the usual class format. The compositions within each group can be the same, or each student can write his/her own idea.

b. Objectives/rationale

Besides being a speaking-listening exercise, I had three purposes in mind for it. First, I wanted to get students familiar with some aspect of each other's cultures as soon as possible. This was important because of the intensive nature of the program. Also, students who were weak in speaking-listening skills can help those who are poor in reading-writing, and vice-versa.

Second, with the mixture of these strengths and weaknesses, I sought to increase the chances that those weak in one skill could learn from those who were strong in that skill.

Third, from each student giving a 5-minute presentation, I could choose what I thought were the most clearly organized ones. These were the presentations with introductory statements, supporting details, logical conclusions and/or concluding statements, in that order.

c. Suggestions, etc.

It is important to emphasize on Day 1 that they need to bring in an artifact for Day 2. I assumed that students had such an object. They had been told to bring something to Cushing that represented their culture to help celebrate International Day, one of the most important extra-curricular activities of the Summer School.

You may want to take two class periods for this activity, especially if the class is large, since students may get bored. When dividing the class to write the compositions, make sure that each group contains the person who made the presentation that the other students in that group write about. One group should contain both the person who talked about the Buddha, for example, and the students who are writing about it. The main idea here is for them to be greatly encouraged (almost coerced!) to communicate.

Finally, students do not need to have the questions of 3) a)-e) written out for them. See if they can form appropriate questions from the information given, after hearing your talk.

2. Rotating the Ditto (15-20 min.)¹

a. What the teacher does

- 1) Give each student a blank ditto master with an unfinished leading sentence on it, designed to provoke interest or arouse curiosity. One suggestion is:

"Deep in the heart of an apparently deserted cave, the explorers abruptly stopped when they heard a disturbing noise. Suddenly they looked, and saw..."

- 2) Each student writes a conclusion to the sentence

on the ditto.

- 3) Students rotate the papers clockwise until each student has a chance to write one sentence on each other student's paper. A time limit of 1-2 minutes should be set to keep things moving.
- 4) As the writing progresses, remind them to pay attention to the development of the ideas within each paragraph. They are especially reminded, when the essay is nearly completed, to start thinking about a conclusion to tie together all the details of the story they are currently working on.

b. Objectives/rationale

The main objective here is to show that writing a coherent paragraph with a clearly defined organizational structure, which develops in the process of writing it, can be fun. The objective is accomplished by giving students as much control as possible over the development of the paragraph. It is assumed here that to the extent that students have control over the content of the essay, they will pay closer attention to how the ideas in it are expressed, since the dittoes can be run off later for the class to read.

A secondary objective is simply to provide a break from the more formal type of writing that is

normally done in a writing class. This exercise is supposed to be fun, and students should be able to see that.

Finally, this is one easy way to get students to work together, a desirable goal in any classroom. Only a small amount of cooperation is required from each student. When he/she performs this minor task, the overall work produces quite impressive results.

c. Suggestions, etc.

Ideally, all students should see all the essays as soon as possible after they have been written. One way to accomplish this would be to assign some short, high-structured exercise for 10 minutes while the teacher runs off the dittoes. Any fill-in-the-blank, single-substitution, or verb tense-changing exercise would do. But it should be a series of unambiguous sentences that can be corrected easily and quickly as soon as the teacher gets back. Ideally, it should be an exercise that has to do with the next activity of Holiday Sharing. For example, one column could list dates of holidays in various countries and another column could name the holidays. The students' job would be to match the date with the name.

Day 3

1. Holiday Sharing (60-70 min.)

a. What the teacher does

- 1) Write a few dates of American holidays on the board, such as December 25 and January 1.
- 2) Ask if these dates have anything in common. Elicit a few more dates.
- 3) As the word, "holiday" emerges, ask if students have similar days in their countries.
- 4) Get one student to write a date on the board, and get another to write next to it what holiday that date represents in her/his country. At least one holiday from each country should be listed. These are written on brown paper which is to be left hanging permanently in the room.
(10 min.)
- 5) Hand students Appendicies I & II, the story about Thanksgiving and an outline form respectively.
- 6) Have students read the story. (10 min.)
- 7) Students and teacher complete the outline for the story. As the outline is completed, emphasize that the suggested structure is only one way to organize the ideas of this passage.
- 8) Have students begin outlines for compositions about a holiday in their countries. They can use any of the holidays on the brown paper or

another one of their choice. They can follow the outline form given to them, or adapt it as they see fit. (20-30 min.)

- 9) Compositions can be started from these outlines and finished as homework.

b. Objectives/rationale

Part of the rationale is to introduce students to one of the most common forms of outlining and composition writing: the introduction, body, and conclusion format. Students can see that there are many variations to this format. I noted, for example, that in the given passage, the introduction is an entire paragraph, and the conclusion is only two sentences. The length and depth of each of these sections could be varied, or the material could be organized in an entirely different way. Since I expect students at this level to have had some writing experience, the point is to give them just one example of one way of organizing an essay. And as an organizing aid, they could then be directed to start an outline on one of the holidays listed on the board.

c. Suggestions, etc.

As this exercise is quite long, it might be best to break after the outline of the given passage is completed, and before students begin an outline for their

own composition.

Try to make use of any holidays near the time you use this. I used it on Bastille Day, July 14, and I happened to have several French students in that class, who were quite proud of their country's holidays. Their enthusiasm was effective in getting other students to talk about their holidays.

Students can be encouraged to look at the organization of ideas in another way, if the suggested outline form doesn't work. One way is, once they have read the passage, ask them specific questions while directing their attention to one paragraph at a time. For example, ask them the name of the holiday in the first paragraph. Then ask when it is celebrated. Then ask them the main purpose for having the holiday. You can continue to go through the passage this way, paragraph by paragraph, but you should eventually get them to tell you what questions are answered in each paragraph. We can see that the first one answers the questions above, the second paragraph answers when and where the holiday was first celebrated, who celebrated it, and why.

The third paragraph lists three reasons why the pilgrims had difficulties here, and how they coped with them. Finally, the last paragraph deals with how Thanksgiving is celebrated today (relaxing,

watching T.V., and eating). All of this questioning finds out the same information, and in approximately the same order as the outline does. It just does it in a different way.

Day 4

1. Student-Student Interviews (35-45 min.)

a. What the teacher does

- 1) Bring a colleague to class and explain that you are going to interview him. The colleague should be someone you don't know well, to make the interview more realistic.
- 2) Using the questions below, or any others that seem appropriate, interview the colleague (see "suggestions" below).
- 3) As the interview proceeds, write a few key words of the answers to the interview questions on brown paper.
- 4) Ask,
 - a) What's your name? How do you spell it?
 - b) Where are you from? What part of the country? City?
 - c) What language(s) do you speak?
 - d) What electives are you taking (teaching) here?
 - e) What weekend trips have you taken/will you take?
 - f) What do you like about Cushing so far? Dislike?

General impressions?

- g) What friends have you made so far here?
Tell me a little bit about them. Any relatives?
- h) What do you do in your spare time?
- i) What do you hope to get out of being at Cushing?
- j) Any future plans after you get out of Cushing?
- 5) Now that all of the information about the colleague is listed on the board, a student volunteer writes one sentence which combines some of it. For example, she may write,
"My classmate's name is Eric Prissert and he comes from Lyon, which is a small city in the southwestern part of France."
- 6) Similarly, students are asked to interview a fellow student chosen in advance by the teacher, and to write up the information in "good composition form" for two pages, in the usual format. (20-30 min.)

b. Objectives/rationale

Continuing with Week 1's theme of Self-Personal Relationships, this exercise assumes that students will want to know each other better, and that students of this age especially are often reluctant to share personal information because of the emotional risk involved. The exercise provides an emotionally

secure, low-risk framework within which students can work and share this kind of information in a one-on-one situation with their peers. It also assumes that what students have to say to each other is important to communicate, especially in the question about how to spell one's name. In a program as intensive as Cushing's, with all its administrative paperwork, the correct spelling of names is crucial--for registration, diplomas awarded, transcripts, plane reservations, letters of recommendation, etc. This activity will emphasize the importance of proper spelling.

c. Suggestions, etc.

One suggestion is to first elicit from students the questions they would like to ask. They may very well have questions that the teacher hasn't thought of. To the extent that they ask questions that interest them, and not questions that the teacher thinks should interest them, they can be motivated to do the exercise successfully. However, at least 10 questions should be generated so that there is some basis for comparison in the compositions.

It is important that students are paired who do not speak the same language, to the extent that this is possible. This will ensure that the interview is not just translated and copied.

2. Sentence Combining and Indirect Speech Substitution (15-20 min.)

a. What the teacher does

- 1) Write a couple of short, choppy sentences on the board, e.g.,
"Karoos speak English."
"He speaks Thai."
- 2) Also write on the board a couple of sentences in direct speech, like,
"Karoos said, 'I speak Thai and I also speak English.'"
- 3) Students are given a handout which is a paragraph of numbered sentences. The content of it is an interview with Mr. Cone, the Summer School Director. Most of the sentences are short and simple, or in direct speech. Students are directed to combine the sentences and put them into reported speech.
- 4) Students work on a couple of these examples to get the idea of the exercise. In the sentences suggested above, they could be combined to,
"Karoos said that he spoke English and Thai."

b. Objectives/rationale

This exercise provides a more mechanical manipulation of the language than the previous exercise in that most of what students are asked to write is already

printed for them. It should thus provide students who need a more controlled lesson the opportunity to be successful.

This exercise is useful to accomplish the obvious objectives of transforming direct to reported speech, while simultaneously getting students to combine sentences by subject and/or object deletion. Having done the transformations, they are then in a position to read and respond to a level of writing which is by far preferable to the isolated, choppy sentences in direct speech that were first presented. To know that their "transformed" composition is better writing, students will ultimately have to trust the judgement of the teacher. However, I have found that given a choice between the composition consisting of short, choppy sentences, and the transformed version after combining has taken place, students seem to know that the latter is preferable.

c. Suggestions, etc.

This kind of exercise requires a lot of actual copying, so some students will find it boring. One suggestion is to get them to work in pairs and make up their own sets of sentences. These can be combined and/or put into indirect speech. One student in a pair could write a short passage with a lot of direct speech, while the other writes one with numerous examples of

sentences that already have subjects and/or objects deleted. Then students should exchange papers and do the task that was intended. But, in this case, tell them how long the passage should be, or at least how many examples of each grammar point it should contain. I have found this kind of direction to be necessary because often students, especially adolescents, are easily bored. They just don't make much of an effort at what seems to them to be a tedious task, like copying.

However, when I have used this type of exercise with students who need a clear sense of the writing that is expected of them, they generally do it well.

Day 5

1. The Dictocomp (35-40 min.) ²

a. What the teacher does

- 1) Open the topic by asking the students if anyone has ever gone through any "unusual cultural experiences" while being in a foreign country. Any story about some misunderstanding due to cultural differences will do.
- 2) Read the story of "Kathmandu" (see Appendix III). As the teacher reads his story, he writes some key words of it on the board.
- 3) When the story is finished, ask students what

was said in each of the sentences that used the key words. (20-25 min.)

- 4) Uncover the story which has already been written on the board, for students to read.
- 5) All students read the story through once.
- 6) The teacher covers up the story and students try to re-write it as closely as possible to the original, using the key words which they can still see. (15 min.)

b. Objectives/rationale

For writing a controlled composition (to be distinguished from a directed or guided one in Gorman's³ usage) , this technique combines the features of dictation and text reconstruction. The former checks for spelling and punctuation; the latter for accuracy of grammar and vocabulary. One objective is for the student to work on all of these skills simultaneously.

Another objective is to suggest some kind of bond between the teacher and the student. If students see that you can have the same cross-cultural difficulties that they do, a class bond between teacher and students might well form. Especially for students at this volatile age, that kind of bond can be much more conducive to a cooperative atmosphere in class.

c. Suggestions, etc.

The length of the dictocomp is a critical factor here. It has been found that in listening in one's native language, an 80% retention rate is only possible for about 10 minutes. In a second language, the retention rate is likely to be lower. When I did this exercise, I found that, although students seemed to find the story interesting, the original version (see Appendix IV) was much too long.

Another important factor is that they should be familiar with the items they are asked to reproduce. Whether or not they have actually been taught, the key words and other elements of the story should be familiar to the student, or easily understandable from the context. This determination will ultimately be left to the teacher.

A third consideration is that students should be able to check the accuracy of their writing. This can be done by giving them some time to complete their version of the passage and then passing out Appendix III, so that they can check it themselves.

Finally, the issue of accuracy raises the troubling question of, "How accurate is accurate?" Again, the teacher will ultimately have to determine this.

2. Telling Your Favorite Story (40-45 min.)

a. What the teacher does

- 1) Put the key words of "Jimena's Story" on the board (see Appendix V) and discuss them to see if there is a general understanding. Some suggested words are: "born and raised, career, challenge, daydreaming, behaves, customs, nursing home, casual," and "acquaintances."
- 2) Have students read the story. (10-15 min.)
- 3) Ask the following questions about the story:
 - a) Did Jimena go back to visit Jennifer's family often?
 - b) Did Jimena spend a few days with Jennifer's family or two weeks?
 - c) According to Jimena, what do Americans say when they mean, "I said?"
 - d) Is Jimena used to being with people in the American style?
 - e) Did Jimena think the family's questions about Columbia were rude and impolite, or normal?
 - f) How does Jimena act with Jennifer now? Like a close friend? Like an enemy?
- 4) Have students write a similar composition about an exchange or encounter (or living situation) they've had with someone else from a different country. It could even be about a new friend

they've met since coming to Cushing, where cultural differences are felt. They are to write in the usual format, and to answer the following questions, at least:

- a) Were you surprised, excited, or angry by any of the cultural differences you found?
- b) Were you in a foreign country when this happened, or in your own?
- c) How did you get into the situation? Describe the background. (20 min.)

b. Objectives/rationale

First, it is expected that students will be able to relate well to this kind of story, since it is likely they have encountered this kind of experience before.

Second, it introduces one way to exploit a discourse, whether in writing or orally.⁴ The questions in 3) and 4) can be classified into 3 groups: "yes-no" questions, an example of which is 3)a), an alternative question, 3)b), and a "wh-" question, 3)c). These questions are answerable by referring directly to the text. The remaining 3 questions, 3)d), e), and f), are also "yes-no", alternative, and "wh-" questions respectively, but the answers to them must be inferred from the text. The questions in 4) follow the same format, but they are about the student's life experience, and they are therefore the ones most appropriate

for students to write about. A graph summarizing these 9 questions is given below.

TYPE OF QUESTION:

	"yes-no"	alternative	"wh-"
directly from text	3)a)	3)b)	3)c)
SOURCE OF ANSWER:			
inferred from text	3)d)	3)e)	3)f)
based on student's experiences	4)a)	4)b)	4)c)

c. Suggestions, etc.

The title of this activity may be a misnomer, suggesting as it does a positive experience. Encourage students to open up to either you or one of their peers about any negative, cross-cultural experiences they've had.

Have them exchange papers to be corrected by another student after they've written the composition. In the process of correcting, students will have the chance to communicate something that's real to them with a colleague. This should lead to a more mutual

understanding in the class. It is also a useful expedient to lighten the teacher's load of corrections.

Week 2--Theme: Education

Day 1

1. Responding to Krishnamurti Quote (20-25 min.)⁵

a. What the teacher does

- 1) Re-read Krishnamurti's On Education to the class (Appendix VI), which students have already read as homework.
- 2) A few students are asked to state the question they were to have prepared, about something they didn't understand in the passage. The class as a whole tries to answer these.
- 3) Students pick one sentence in the passage which struck them. They are to respond to this sentence in about 400 words on dittos. (15 min.)
- 4) Run off the dittos for the next day exactly as they are written by students, to be shared for a discussion.

b. Objectives/rationale

This activity primarily sets the tone of the week's theme. It can start students thinking about the education they have received thus far in their schools, and it serves to guide their thinking about

what kind of education they want to receive at Cushing. In addition, the discussion which you might initiate around this quote will give you some idea about what they think about education in general. This can serve as a guide for activities later in the week.

Reading the quote out loud at the beginning brings students back to a common starting point to focus on what they're going to be talking about. This focus is helpful in motivating them.

c. Suggestions, etc.

There are a lot of variations possible here. In addition to the assignment of reading the quote, students should come to class with a particular question in mind about the vocabulary, the grammatical structures, or about the purposes for which the story was written. You can then choose to deal with the questions, or not deal with them, as you see fit. In either case, this questioning atmosphere should also help to focus the energy of the class on the issue. When students are curious, even if it is an imposed curiosity, they are more likely to take the responsibility for learning.

Another suggestion is to edit the quote differently than I have done in Appendix VI. I chose the quotes with thoroughness and brevity as my main

criteria. The complete version is in Appendix VII. How you edit it depends on your students' attention span, your time, and how well they can handle the grammar, vocabulary, sentence structures and other linguistic aspects.

A final suggestion is to re-write in good grammatical form what students have written on the ditto immediately below their writing. Try to retain the students' original meaning as much as possible. In general, if you find that "correcting" is inhibiting the writing process, don't do it. If it isn't, then "correct" it. I have tried it both ways, and I find that students generally prefer to be "corrected."

2. Responding to Other Quotes on Education (30-45 min.)⁶

a. What the teacher does

- 1) Ask if students know any important sayings, proverbs, "words of wisdom," or morals that have to do with education, in English or in their own language; try to get them translated. Generate about 5 or 6. If necessary, supply the following examples:

"You can not teach a man anything; you can only help him to find it within himself."

Galileo

"If you think education is expensive, try ignorance."

Anon

"Only awareness is educable."

C. Gategno

"Good teaching is one-fourth preparation
and three-fourths theatre."

Gail Goodwin

"It's what we learn after we think we
know it all that counts."

Kin Hubbard

- 2) Have another student write these on brown paper.
These will be left hanging on the classroom wall.
- 3) Have students work in groups of 2 or 3 to discuss
what one quote means to them. Choose which group
discusses which quote. Each group will only talk
about its own quote. (5-10 min.)
- 4) Rearrange the groups as much as possible so that
people from different groups are in new groups
talking about a different quote. Each person in
the new group listens to an interpretation of a
quote from his/her old group. Each group is talking
about 2 or 3 quotes here, depending on the size
of the group. (10-15 min.)
- 5) Get students to write about one quote for two
pages. This can be done in pairs of their choice,
or individually. Have them deal with the following
issues at least:
 - a) What do you think the author was trying to

say here?

- b) Why do you think he said it?
- c) Who do you think his audience was?
- d) Do you agree with it? Disagree? All of it? Part of it? Which part(s)? Explain why. Give three good reasons.
- e) Have you ever experienced a practical example of the idea(s) this quote expresses? Describe the situation as fully as you can.

(15-20 min.)

b. Objectives/rationale

This activity starts with what students already know about the topic. It builds on that knowledge and uses students to record the information as a way of further involving them in the process. It is designed to encourage as much communication as possible by involving each student in two groups. In the first group, they hopefully achieve some understanding of the quote. In the second, they communicate that understanding to their new group. Finally, it gets students to write about what they just heard, and gives them the option of working with someone else to achieve greater understanding and expression.

c. Suggestions, etc.

It may be necessary to explain more fully in the beginning what kind of sayings you are talking about.

Use an aphorism or expression which gives advice that has come up in class. English is loaded with them: "Waste not, want not." "Don't count your chickens before they're hatched." "Don't put the cart in front of the horse," etc.

It may be unnecessary to rearrange the groups. This is intended partly to get them to listen carefully to each other so that they can report on what was said to the new group. But if they seem actively engaged in their first group, don't rearrange. As always, choose the groups before class to save time and base the choices you make on whatever criteria you feel are appropriate.

Day 2

1. Student-Written Poetry (30-35 min.)⁷

a. What the teacher does

- 1) Ask for a word from the class. The word "class" will do. Write it on the board.
- 2) Ask for as many words as possible that rhyme with "class," and write them below this word.
- 3) Explain what a stanza of a poem is, if necessary, and ask them to write a stanza with two of the words generated in 2) in it. (10 min.)
- 4) Students share their stanzas.
- 5) Repeat steps 1)-3) for as many stanzas as you like. Have the class generate the words that

will be used. (15-20 min.)

b. Objectives/rationale

Designed to increase awareness of and sensitivity to the poet in each of us, this should make writing poetry easy and fun. It is a light-hearted and effective way to overcome the aversion to poetry that most of us have experienced at some time in either a first or second language.

c. Suggestions, etc.

As a participant/observer of this segment, I found it worked remarkably well, as evidenced by the quality of some of the poems that were produced. Three of these can be found in The Cushing Prisoners, one of the books the class wrote (Appendix A, pp.6 and 13). The class was actively engaged and interested in writing them.

The teacher(s) can write poems as the class does. I participated in the lesson as if I were a student and wrote a 3-stanza poem in about 2 minutes. After I shared it with the class, students seemed to be even more encouraged to write their own.

2. Writing about a Mythical School (35-45 min.)

a. What the teacher does

- 1) Elicit some general expectations of students and teachers at Cushing. This will probably yield

normal conditions of any school: teachers teach, students learn and do homework, etc.

- 2) Present The Mythical School passage (Appendix VIII). (5-10 min.)
- 3) Ask students to complete the passage in 4 paragraphs, or about 2 pages in the usual format. (15-20 min.)
- 4) Have them exchange papers to read and correct. (10-15 min.)

b. Objectives/rationale

Students are encouraged to think about what constitutes a normal learning environment. Then they are asked to suspend some commonly-held expectations and put themselves in an imaginary environment where these expectations are not held. Finally, they are encouraged to use their creativity to finish the passage. Besides being good writing practice, this exercise will allow them to vent any frustrations or concerns they may have about their environment.

They exchange papers to ensure that their writing is legible and to assess the clarity of their ideas. Peer correction is often more of an expedient to learning than is teacher correction.

c. Suggestions, etc.

I have found that students often want and need to vent their frustrations about school but sometimes

don't know how to get started. If some are having trouble, tell them instead to describe their ideal school. This will serve the same purposes as the passage. Or, tell them to imagine that they are a student in this mythical school. What specifically would they like/dislike about it and why? This should also lead them in the same direction.

Day 3

1. Interview with Mr. Cone (Summer School Director) (45-60 min.)

a. What the teacher does

- 1) Discuss some ways that a question can be asked in a formal, friendly register, since this is the most appropriate one to be used here, among the choices of formal, unfriendly; informal, friendly; and informal, unfriendly. (5-15 min.)
- 2) Tape an interview with Mr. Cone. Each student should ask 1 or 2 questions. (20 min.)
- 3) After the interview, go over the tape and have a student paraphrase each question and answer as it is heard. Have another student write these paraphrases on the board. (20 min.)
- 4) Have students decide which questions they'd like to include in a write-up and the form it should take. Suggest a 300 word maximum length.

b. Objectives/rationale

It's important for students to know something about the educational philosophy and general policies behind the school they're attending. The person best suited to articulate these principles is the Director. Additionally, it's important for them to find out this information in an appropriate form for this situation. This is why the formal, friendly register was chosen.

Students should have as much control as possible over the content and form that the interview takes. This was the reason for taping it, so that the information could be retrievable. This allows them to decide for themselves how much of it should be included.

c. Suggestions, etc.

This can take anywhere from 45 minutes to 2 hours. It's difficult to say how long it took when we did it, because although most of it took 45 minutes of class-concentrated work, the final written form was done by small groups of students when both classes worked together on the books. It resulted in 2 pages of writing in Appendix B (pp. 9 and 11), and 1 page in Appendix A (p. 16).

Step 1) can be an entire lesson in itself. Any or all of the other 3 registers can also be generated from the class and discussed.

Obviously, if you don't teach at Cushing, you

can't get Mr. Cone for an interview. But you might be able to get your immediate supervisor or any other person who can talk about the same kind of thing. Go over your plan/intentions before the interview so the person knows what to expect.

2. Writing Captions or Stories for Pictures (15-20 min.)

a. What the teacher does

- 1) Pass out a sheet of xeroxed pictures which are provocative and numbered.
- 2) Have students write captions or small paragraphs to suit the picture.
- 3) They can share their writing with the class publically or rotate their sheets so that everyone can read everyone else's.

b. Objectives/rationale

Some provocative pictures suggest a caption. This gives students the opportunity to write one. The sense of humor in each student can be tapped here, and since humor is a culturally specific phenomenon, what is considered funny in one culture may be interesting for the whole class to realize.

This kind of writing can also be a break from the vicissitudes of academically-oriented writing that is normally associated with the classroom.

c. Suggestions, etc.

The amount and kind of humor you get here will, of course, depend on the inclinations of your students. Keep it in good taste, as this kind of thing can easily get out of hand.

This can also lead to the kind of caption writing that we did in several pages of the books we produced. Some examples are printed on pp. 1-3, 5, 14 and 15 of Appendix A, and pp. 1, 12, and 14-17 of Appendix B.

Finally, this activity is widely variable to adjust to the linguistic level of the class and to the amount of time you want to spend on it. You may want to pass out these pages and give the students a few days to work on them. They can be shared whenever you feel the time is right.

Day 4

1. What Makes a Good University? (40-50 min.)⁸

a. What the teacher does

- 1) Have students rank order a list of various life aspects as to which is most important (next to which they write "1"), which is least important (next to which they write "10"), and 8 other choices in between. One of these aspects should be, "having a good education." Other choices can be, "having a good-looking boyfriend/girlfriend,"

"being very strong in my religious beliefs," etc.

- 2) Students work in pairs to discuss their choices, and to give their reasons. (10 min.)
- 3) Ask who marked "having a good education" with a "1" or "2" and get a few students to discuss their reasons for marking this aspect highly.
- 4) Have them read Appendix IX about Country A (with publicly—supported, high-status universities) and Country B, (with privately supported, low-status liberal arts schools).
- 5) After a class discussion, have them write, individually or in pairs, 2 pages on which country they would get a better education in. They should address the following issues at least:
 - a) national exams vs. private exams
 - b) paying for school
 - c) women and men attending the university
 - d) foreign and resident students
 - e) poor and rich students attending
 (20 min.)

b. Objectives/rationale

As a values clarification procedure, Steps 1) through 4) are intended to focus attention on students' choices for attending a university. It has the necessary ingredients of a) choices needing to be made, b) contrasting situations, and c) some unre-

solved issues. Most of them will have to make these kinds of choices in their lives. Thus, it can help them prepare for the time when they actually need to do it.

c. Suggestions, etc.

This kind of list is a personal interest, because it shows me what students think is important, and it can be consulted when preparing future lessons.

In order to facilitate more mutual understanding in the class, students can exchange papers to read about each other's ideas, and correct the grammatical form if there's time.

2. Describing the Subject with an Adjective and Eliminating Prepositional Phrases (15 min.)⁹

a. What the teacher does

- 1) Working with the material in Appendix IX, have students transform sentences as follows:

From: "In Country A, the schools are funded by the government."

To: "The schools are government-funded in Country A."

- 2) Have a prepared list with the correct answers so that they can self-correct.

b. Objectives/rationale

This is one of many ways a student can vary the writing while retaining the same meaning. It also

provides a highly structured task for those who find it difficult to express themselves in a values clarification format.

c. Suggestions, etc.

You should probably have about 15 of these sentences, to allow for different finish times. Give them out in blocks of 5 each, to equalize the time that may be left to those who finish early. Of course, the level of sophistication can vary as you see fit.

With our class, the more complex the sentences were, the more motivated our students seemed.

Day 5

1. Assuming the Role of a Teacher or of a Student in Conflicts in Schools¹⁰

a. What the teacher does

- 1) Divide the class into pairs. Each pair reads a different paragraph describing a conflict in a school. (See Appendix X for a list of these.)
- 2) Have one student in each pair assume the role of the teacher in the paragraph, and have the other assume the role of the student. Each student writes a resolution to the conflict for 5 minutes from the perspective of the assumed role.
- 3) Each student exchanges papers and reads another's response.
- 4) Steps 2) and 3) are repeated 3 or 4 times with

paragraphs being rotated around the class.

b. Objectives/rationale

Students often run into behavioral conflicts, especially at this age. They should have some experience in trying to resolve them. Further, they should be learning to deal with these conflicts from another's perspective. This exercise gets them to do both, either by writing a resolution or reading their partner's resolution, who has assumed the other role.

c. Suggestions, etc.

One variation is for students to alter the roles they assume in the same paragraph. This will give them practice at writing a resolution from both perspectives for each paragraph. Another variation is for every student, or only 1 in each pair, to assume the role of an administrator trying to resolve the problem. This will allow practice in demonstrating an understanding of both sides of an issue simultaneously.

Make sure no student takes the same role every time. If there's time, have some of them present their various resolutions.

2. Writing Conditionals from "Assuming the Role... in a School Conflict"

a. What the teacher does

- 1) Have a list of "if questions" ready. Their content is based on the paragraphs of the first activity for today. Their form can suggest which conditional the student will use to answer. For example, if the form of the question is, "What would the teacher have done if the student had yelled at him?", a student could write, "The teacher probably would have been very angry if the student had yelled." Similarly, if the question is, "What would you do in this situation?" the answer could be, "If I were the best student in the class, I wouldn't let others copy from my paper," etc.¹¹
- 2) Have students work on these for about 15 minutes and then share their answers.

b. Objectives/rationale

Students at almost every level need practice with all of the major conditional forms, and usually with several of the minor ones as well. This will give them at least an introduction to conditional forms in the context of a realistic situation. Additionally, they are writing what is true for themselves. Personal experience is the most familiar topic to write about.

c. Suggestions, etc.

Make sure you know all of the conditionals well (not as easy as it sounds, since most native speakers don't use them in a prescriptively correct way). Try to have many forms of them in different examples. All of this may take a considerable amount of preparation, but it will be well worth the effort because of the sense of security your students will derive from it. This process will also aid your own professional development.

Week 3--Theme: International/Global Issues

Day 1

1. Responding to a Recorded Robbery Tape (30-40 min.)¹²

a. What the teacher does

- 1) First, introduce this week's theme and ask what world issues they would like to talk about. Get a student to write a few of these on the board.
- 2) Hopefully, stealing will be one of those topics generated. Even if it isn't, say that you're going to deal with that now as a specific issue.
- 3) Play a tape, once, on which are recorded some sound effects of a robbery being committed. It should have as few words as possible; the sounds should go something like this: quiet footsteps

gradually getting louder and then stopping; a piece of metal fumbling at a lock; a squeaky door opening; more quiet footsteps; drawers/doors being opened and closed; the click of a light switch; a dialing telephone and muffled speaking; sudden silence; more light footsteps but from a different direction; sudden shouting, screaming, yelling, fighting, and gunshots ringing out; a police siren, gradually fading away. (5-10 min.)

- 4) Ask a few general questions about what students heard. Then ask them to pretend they are one of the characters in the story and to write about what happened from their chosen perspective.

(20-25 min.)

b. Objectives/rationale

Discussing global issues helps to put students in the frame of mind for this week's writing. Stealing is one of those universal issues because everyone everywhere has had some experience with it, even if it has been indirect. Responding to a sound effects tape and then assuming a role and writing about it can tap a student's dramatic potential. First-person accounts are often easier to imagine and more rewarding to write than third-person ones.

c. Suggestions, etc.

Recording the tape won't take long, but preparing it will. Plan to rehearse 3 or 4 times. Have a "sound script" for 3 or 4 people to help you. Finally, don't worry about some ambiguity in sounds which may result in the final taping, such as background noise. This could serve to further encourage the imagination of the writer.

2. What to Do about Illegal Behavior (35-40 min.)

a. What the teacher does

- 1) Refer students to Appendix XI, the story about toll booth cheaters,¹³ and have them answer the suggested questions after presenting the following vocabulary: toll booth; New England Thruway; motorist; clergyman; troopers; to cheat. (10-15 min.)
- 2) Have someone give a 2-sentence summary about a personal experience when someone had been seen stealing, or an experience of first-hand knowledge about an incident of theft. If necessary, supply an example yourself. (10 min.)
- 3) Have them write a similar story of their choice; either their own, the volunteer in 2), or the one you've provided. Tell them they will exchange papers when they have finished. They should des-

cribe the situation, what they did about it, and how they would react again in a similar situation.

b. Objectives/rationale

Students should be made aware of how they feel about illegal behavior like stealing. One way of increasing this awareness is through direct experience. When they finish describing an incident, it is best for the incident to be shared. This will increase the cohesion of the class, and it will make the point that if their writing isn't clear, it won't be understood.

c. Suggestions, etc.

The time you spend on this one can vary greatly. Deal with the passage only to the extent necessary to ensure they understand it. Try to get to the writing part as soon as possible.

If they have no experience whatever of someone stealing, have them consider another illegal act of which they have direct knowledge, while answering the same questions. If they still can't or won't think of such a situation, have them make one up. Writing from imagination can be just as illuminating for clarifying values as actual experience.

Day 2

1. Writing a Speech about "Why I Should be Saved in an Atomic War" (oral: 30 min. Writing: 20-25 min.)¹⁴

- a. What the teacher does

- 1) Do the Atomic War Simulation Activity orally.

There are many versions, but it basically involves choosing which 6 out of 10 given people will be allowed to survive after an atomic explosion.

Each of them is loaded with positive and negative qualities, e.g., a police officer with a gun from which he can not be separated, recently given a community relation award. Tell students to take notes during the exercise which will remind them of the positive and negative qualities of the 10 people that the class has come up with.

- 2) Ask students to assume the role of one of the characters in the Simulation. They are to write a speech in which they try to convince the rest of the class that they should be saved.
 - 3) Have them share their speeches to see who has come up with the best reasons.

- b. Objectives/rationale

An attempt to make use of the dramatic ability in the student, this technique differs from the Recorded Robbery Tape in that students can use the input from a variety of sources. It forces them to make difficult

decisions in a game format and gets them thinking about survival and basic necessities due to a nuclear war. Finally, it is an appropriate reinforcement strategy for a very commonly used oral activity.

c. Suggestions, etc.

Several variations of this simulation are contained in Values Clarification.¹⁵ But so many variations have been used that it's almost easier to write your own characters. If you do, try not to write a character which no one will want to assume. Every one should have positive qualities.

It can be useful for students to write in groups or pairs because sometimes a speech like this is best written after some brainstorming. But keep an eye out for everyone participating actively. Call on a more reticent student to read the finished speech to encourage more participation.

2. Solving Cushing's Energy Dilemma (25-30 min.)

a. What the teacher does

- 1) Have students read Appendix VII, the paragraph and grid, about alternative sources of energy being considered at Cushing.
- 2) Ask some quick comprehension questions to see if they have the basic ability to get information from a table. For example, ask, "Which choice

is the cheapest to build the facilities for?"

- 3) Have students form groups of 2 or 3 to write proposals to the Energy Committee, giving their reasons for choosing one source over another.

b. Objectives/rationale

This type of grid checks the students' abilities to extract information from a table. Beyond that, the exercise gets them to put that information in complete sentence form. Students can choose whether the passage they write using these sentences will be a persuasive argument or a more objective rendition of the facts. It allows them to work on modals, comparatives and superlatives, and future tenses.

c. Suggestions, etc.

There's nothing sacred about the information inside the boxes. Alter the information in any way you wish. Use as your main criterion a combination of advantages and disadvantages for each alternative source.

Encourage students to make up their own choices if they think none of these is the best source. Also encourage them to add other factors which should be considered for any source. Finally, try to concentrate on the future effects of the choices. This may then develop into a look at energy use when students are older and can affect change in their environment.

Days 3 & 4

1. Writing a Letter to the Editor about the Biastian Company Problem (a 2-Day activity, taking approximately 40 min. each.)

a. What the teacher does

- 1) Students read about the Biastian Company (Appendix XIII), which has recently severely curtailed energy use at Cushing. Each student assumes a role in the story. The roles are: Town Board members (3 people); workers (3 people); company representatives (the teacher and 2 other people); citizens (the remainder of the class). (10 min.)
- 2) Discuss some solutions to the problem as a "Town Meeting." (10 min.)
- 3) Students generate some ideas to be contained in letters to the editor of the local newspaper, either summarizing the position of the group to which they belong, or as individuals. They then write the letters. (15-20 min.)
- 4) All papers are rotated so that everyone has a chance to read 1 other group's paper. All papers are read for homework.

THE NEXT DAY:

- 5) Students respond in writing to the content, but not to the form of what they have read. Then everyone gets back her original paper. (15 min.)

- 6) Second drafts of each paper are written. Step 4) is repeated with the same group, but papers are read in class. (10 min.)
- 7) Step 5) is repeated with the same group. This time, the teacher responds to content as well as form. (15 min.)

b. Objectives/rationale

It should be obvious from reading Appendix XIII that the linguistic objective here is identification and communicative production of modals. The passage contains 26 "logical probability" modals, which are those dealing with inference or prediction, and 5 "periphrastic" modals, which are multiword forms that correspond in meaning to single-word modals (e.g., "be able to" = "can," etc.). In writing their letters to the editor, students can make use of the "social interactional" modals, which are the same modals, but whose use is governed by the parameters of the social situation extant at the time.¹⁶

There are four other classroom objectives here. First, it presents a problem-solving activity for students to work on in a meaningful way. This is a factor which can better motivate them than a more mechanical and traditional type of exercise where they use a suggested modal in a given sentence. Secondly, it simulates real life in that students may

often be asked to state their opinions on how a problem can be solved. The use of modals in their various forms is one way to accomplish this. Thirdly, students use each other as editors, to check both content and form. This not only necessitates making themselves clear to their reader, but it also allows students who are strong in a particular group to help a weaker student with modals. Lastly, it can lead to a greater understanding among various factions of this simulated society about an important international issue--the production of oil, and its far-reaching political implications.

c. Suggestions, etc.

Break this activity up into 2 days because it's too long and complicated to do in 1 lesson. It may even be best to make this a week-long project, especially when you're trying to get them used to editing each other's material, as this role is often a new concept for them. When we did projects of this sort for our class-produced books, some students took naturally to the roles of editors, some were leaders in writing, and some seemed to be particularly adept at spotting errors of form, i.e., grammatical errors, although these same students tended to neglect the content. In general, we found it best to let them fall into the roles with which they seemed most comfortable.

Then you only have to make sure that everyone is at least contributing something to the project.

In the beginning, it may be necessary to make the modals in the passage explicit. After you've pointed these out, if necessary, students at this level will use them as a natural response to completing the task. But if they somehow avoid using them, give them explicit sentences to write with a modal and a few key words, e.g., Town Board--emergencies--alternative sources (should). A student (writing as a citizen) could write: "We feel that the Town Board should prepare for emergencies by developing alternative sources of energy like solar power."

As a final suggestion, if students need more explicit help before they begin their letters, have them go through the passage and underline all the modals. Then have them put into their own words what each sentence means. This will assure both you and them that they have an understanding of the modals before they use them in their own writing.

Day 51. Writing Dialogs and Reported Speech from Them (20-30 min.)¹⁷

a. What the teacher does

- 1) Students take Appendix XIII, about the sudden energy crisis in Ashburnham, and in pairs, write dialogs from them, from the perspective of whatever group they choose. Each line of each dialog is written on a strip of paper. All the strips are put into a hat in the middle of the room. (10 min.)
- 2) Students choose a strip from the hat and read it to the class. After each line is read, ellicit the line in reported speech. (10-15 min.)
- 3) After all dialogs are read, students write a paragraph, in reported speech, about what the dialog said.

b. Objectives/rationale

Practice at using reported speech is attempted here using the student's own writing. This is more effective than transforming dialogs which are given to them because they are more apt to be invested in their own writing than someone else's.

This also exploits a text with which they are already familiar, and uses this familiarity as a reinforcement of the modals they dealt with on Days 3 and 4 by showing them how these are used in reported speech.

c. Suggestions, etc.

Make sure you keep track of which line is part of which dialog. You can do this either by having them write the same letter on the back of each strip (each dialog uses a different letter), or by having them categorize for themselves which line goes to which dialog. The latter option might be more interesting and should not be a problem since each pair of students has assumed a different role in the story.

2. Describing the Ideal City (20-30 min.)

a. What the teacher does

- 1) Have them return one more time to Appendix XIII.

Tell them their plans for alternative energy sources were so innovative, so imaginative, original, and cost efficient, that each of them has been appointed to the President's Blue Ribbon National Commission on Building the Ideal City.

- 2) Generate a few ideas about what issues should be considered in planning an ideal city. Have a student write these on the board. (10-15 min.)
- 3) In small groups or individually, have them write their recommendations to the President in a Policy Statement, in 2 pages. (10-15 min.)

b. Objectives/rationale

Besides giving them a chance to use vocabulary related to urban planning, this activity will show you what they consider important in a city. They should be familiar enough with a big city and its problems because most of them come from large urban centers. Also, it shows them that their ideas are highly valued and indicates the faith you have in their willingness and ability to propose creative solutions.

c. Suggestions, etc.

You might want to have them read and grammatically correct each others' papers. This will give them an idea about what everybody is thinking. It will also decrease the amount of time you spend in correcting. It is not necessary to limit the focus to Ashburnham. Have them write about Boston, where they will have been several times by now, or have them write creative solutions to the city they came from. It's probably the city they know best.

Week 4--Theme: The Future and Goal-Setting

Day 1

1. Descriptions of Class Students in the Future (35-40 min.)¹⁸

a. What the teacher does

- 1) Ask students to imagine themselves 10 years from now. What will they be doing? Where will they

be? With whom?

- 2) Elicit a few responses. Each student should answer for herself here.
- 3) Have them pick a student in class and imagine what that person would be like in 10 years. They should not tell who they've chosen.
- 4) Have them write about this person for 15 minutes without identifying the person's name. They should answer the questions of 1), plus the following at least:
 - a) What kind of job will the person have?
 - b) What kind of friend(s) will the person have?
 - c) What will the person spend her money on?
 - d) Will he/she live in the city? The country?
An apartment? An old house? Describe it.
- 5) Students can read their stories aloud and have others guess who it is. (10-15 min.)

b. Objectives/rationale

Besides allowing the student to express herself in any of the future tenses, this one will help set the tone for the week's theme. It should be a relatively simple task, since they should know each other pretty well by now. This exercise can be fun because it encourages them to use their imagination in a playful way.

c. Suggestions, etc.

Adolescents can be creative thinkers. They are encouraged to be so in this exercise, but sometimes their imagination takes the form of rude or hurtful comments. If you find what is written to be offensive, stop the student from reading and go on to the next.

2. Unfinished Sentences about the Future (35-50 min.)¹⁹

a. What the teacher does

- 1) Pass out a list of provocative unfinished sentences that have to do with future goals or expectations, like, "When I finish high school..."

A list of these is in Appendix XIV. Encourage them to be candid, but tell them that you'd like to read all of their responses to the class. Emphasize that they have the option to not answer any item, and/or to not have a completed sentence read aloud.

- 2) Have students complete the sentences, then collect the papers and read a few. Have them guess whose list you are reading from. (10-15 min.)
- 3) After each student has had a few of his/her responses read, have them form groups to write a paragraph of responses of another student. (10-15 min.)

b. Objectives/rationale

The activity is designed to first get them thinking and writing about their own future goals and values, and secondly to encourage them to communicate and write about these for each other. It is an appropriate follow-up to the day's first activity because it allows them to compare what they imagine a classmate's future to be with what that person actually says about himself/herself.

c. Suggestions, etc.

If students are to be candid in their responses, a considerable amount of trust is involved. Therefore, make sure you indicate that each response is valued and respected.

Let them choose their own groups, in whatever size they want. This should encourage as much interest as possible in finding out about another student's goals, since they aren't forced to write about a person they don't wish to know more about.

Finally, adapt the list of unfinished sentences to suit your own class' needs. The same procedure can be followed with sentences that may be more appropriate for your class.

Day 2

1. Writing Letters of Application to Prospective Colleges
(25-30 min.)

a. What the teacher does

- 1) Ask which students plan to attend an American university or other English-speaking school when they finish Cushing.
- 2) Ask these students what they will have to do to apply. Eventually, some idea should emerge that some sort of personal statement regarding why the student wants to attend that particular school would be necessary.
- 3) Elicit some of the areas that such a statement would cover. These should include part of the student's educational background, why she wants to attend this particular school, what she can contribute to the institution, and what she hopes to get out of the experience.
- 4) Divide the class in half. One half is to write letters of application to the Director of Admissions of a school they choose; members of the other half act as the Director(s) to whom the letters are written. (20 min.)
- 5) "Applicants" give their letters to the "directors," and on the basis of what is written, the former are accepted or rejected.

b. Objectives/rationale

This gives students the chance to practice a potentially realistic situation. Since such a statement is very often required, especially for the private schools which most Cushing graduates will attend, this will give them feedback in a non-threatening atmosphere because it will be coming from their peers.

As with many of the tasks for this course, this activity follows a basic premise of the author that one learns to write by reading as if one were an author. The "directors" will probably try to imagine what they would have said if they had been the "applicants," and this will affect their decisions on whether to accept or reject the student. The "applicants" will be likely to keep in mind who their audience is, which is of paramount importance in good writing.

c. Suggestions, etc.

To further emphasize the importance of reading as if you were the author, have them reverse roles. Then, the new "directors" are not as likely to be as critical of the letters as the "old" directors might have been.

Let them choose whatever school they want. If they don't have one in mind, have them make one up, keeping in mind that the prospective reader should be shown that the writer knows he/she is familiar

with that school, its educational policy, background, assets, and other relevant information.

2. Using Determiners in Paragraph Development (25-30 min.) 20

a. What the teacher does

1) Announce that since they all wrote such convincing letters in the last activity, they've all been accepted at the school of their choice. Now they must write a letter home to tell their parents what they need to buy to prepare for the new school year. As it happens, they need a lot more things than they originally expected.

2) Have each student write the letter. In it, they must use the following determiners:

- | | |
|-------------|-----------------|
| a) a little | g) all |
| b) some | h) several |
| c) a few | i) not a lot of |
| d) much | j) few |
| e) many | k) none |
| f) a lot of | l) little |

The student should underline the determiner each time it is used in the letter.

b. Objectives/rationale

This is one area of English grammar that often gives students a lot of trouble because it is much more subtle and thus complicated than it appears to be on

the surface. It should, therefore, be good practice for them. Eight determiners with a positive connotation are listed ("a) - h)"), as are four negative ones. The exercise will indicate to both you and your students how much of a productive understanding they have of these quantifiers. It should thus give you a gauge by which to judge how much time you will need to spend on them in further lessons.

c. Suggestions, etc.

It is not necessary to deal with these quantifiers exclusively. Others you could usefully work with are a couple, a little, a great deal of, most, no, hardly any, or not all, among others. These are nicely summarized in The Grammar Book²¹ which shows the two continua of positive and negative connotations in the quantifiers. Whatever number you decide to deal with in your course, deal with only a few at a time, precisely because of the complexity mentioned above.

Days 3 & 4 (a 2-day activity, with Steps 1) and 2) taking 30-35 min., and with Steps 3)-6) taking 30-40 min.)

1. Forced Choices in a Marriage

a. What the teacher does

- 1) Hand students a list of questions with several alternative answers. They should deal generally

with marriage and the family. Students must indicate their first, second, and third choices when they answer. One example is, "Which is most important in a marriage?"

- _____ a. loyalty
- _____ b. honesty
- _____ c. security

A list of other suggestions is in Appendix XV.

- 2) Based on these choices, have them write for 15 minutes on "My Ideal Husband/Wife."
- 3) Collect these papers and read them for the next day's class.

THE NEXT DAY:

- 4) Using the lists of forced choices and compositions on ideal mates, "match" students with similar interests, goals, and viewpoints as best you can.
 - 5) Pair these students and give them a "Dear Abby" problem of Appendix XVI. Each pair reads every problem, but chooses only one to write about.
(5-10 min.)
 - 6) In these pairs, have them respond in writing to the problem they chose, as if each pair were Dear Abby. (20-25 min.)
 - 7) Students can exchange papers to compare responses.
- b. Objectives/rationale
- First, students must make some choices that mirror

the kinds of decisions they will probably face in real life. But the actual task here is simple: merely writing a number. Thinking about these future decisions should focus their attention for writing the essay on their ideal mate. At a minimum, it should give them several specific areas to think about when they write this essay. This will also give them the chance to write more freely and to choose different alternatives, i.e., not among those listed in the questions.

The rest of the procedure follows a standard principle of functional communication activities: a problem is presented for students to overcome, and the main criterion for success is contained within the activity itself. In this activity, having committed themselves to certain positions regarding their future, students must get together and decide what to do about the specific problem they've chosen. As "Dear Abbies," they write in pairs that you have decided are appropriate, based on their responses, because this gives them a chance to share their ideas, negotiate a solution, and write it as a mutual effort. Finally, they are again reminded to keep their audience in mind and respond as if they were the author of the vignette they've chosen.

c. Suggestions, etc.

As always, make the alternative lists appropriate to your class. Some excellent examples for general use are found in Values Clarification,²² from which some of these questions were adapted.

If students need more structure to write the "Ideal Mate" essay, give them questions to deal with only as specific as they need to be. For example, 2 questions which could both get at the same issue are, "What will you tell your 14 year old daughter when she asks you about the advantages and disadvantages of using the birth control pill?" which is very specific, or, "How would you deal with talking to your children about birth control?", which is more general.

They could also be encouraged to write their own "Dear Abby" letter, to be exchanged with other students who could then respond to them in the procedure suggested in Steps 4)-6).

Day 3 cont'd

2. Modal-Like Forms to Express Preference (25-30 min.)

a. What the teacher does

- 1) Present Appendix XVI, the chart for using the modal-like forms for preference. (10-15 min.)²³
- 2) After presenting the chart, have students exchange with each other the lists of forced choices they've just completed in Activity #1, and using the

information from another student's list, make sentences with would rather, would prefer (to), or would like (to).

b. Objectives/rationale

This is one of the many subset areas within the field of modals that students may need practice in. It is especially useful for expressing the high frequency functions of preference or desire, which they will be using often.

It uses as its content issues which they have just been thinking about and should thus be familiar with, and gets them to express this content for another student in a number of different possible ways.

c. Suggestions, etc.

Try leaving out some of the information of the chart. For example, see if anyone knows whether the Reality of a given sentence is past, present, or future. Or, have them try to figure out the attitude(s) expressed by a sentence.

As with any exercise of this type, be sensitive to the realities of the class. Some questions may "hit too close to home," so emphasize that no one is forced to answer or share any particular item.

Day 4 cont'd.

2. Student-Made Tag Questions (30-35 min.)

a. What the teacher does

- 1) Using several of the sentences that emerged in the "Dear Abby" or "Ideal Mate" writing above, ask several tag questions to the class. For example, "Jose thinks 14 year olds should be allowed to drink, doesn't he?" "Ahmad has thought a lot about his future wife, hasn't he?"
- 2) Ask what these have in common. When students realize they're tags, ask each one to take two sentences that were made in either the "Dear Abby" or "Ideal Mate" essays, and write them in the form of a tag question. (5-10 min.)
- 3) Each sentence is written without the tag on a slip of paper. The tag is written on another slip. All slips with sentences are placed in one pile; all tags are placed in another. (5-10 min.)
- 4) Students sort out the piles and decide which sentence belongs to which tag. (15 min.)
- 5) Have 2 students record the correct answers on the board for the rest of them to copy.

b. Objectives/rationale

Practice with tags is useful at this level because of the wide variety of possibilities and because of their complexity. When students use them in sentences

they've written themselves, they are more likely to become adept at using them. They will retain this skill better than if they're given teacher-made sentences.

c. Suggestions, etc.

You can easily alter the timing and complexity of this by having them increase the number of tags they produce and/or by encouraging them to manipulate the syntax of the sentences. Although tags are by far most common in the present tense, they are likely to be able to use them effectively to the extent that they vary the tenses and try new examples. Have them make as many tags as you have time for.

Since tags are typical of conversations, get them to role-play a situation which they can imagine from either of the two essays. This would be another way to practice tag formation.

Day 5

1. Three Ways of Summarizing (40-45 min.)

a. What the teacher does

- 1) Have students review Jimena's Story (Appendix V).
- 2) Have them summarize it in a few sentences, to be written on the board. (5-10 min.)
- 3) Now have them summarize it in one sentence.
- 4) Have them try to summarize it in a single aphorism,

similar to those worked with during Week 2, Day 1, Activity #2, p. 36.²⁴

- 5) Have them write 1 page about a day in Jimena's future in the classroom, 2 or 3 years from now.
- 6) Now they should imagine their own future in the classroom 2 or 3 years from now and write about it in 1 page. Then have them summarize their own writing in an aphorism on a separate sheet of paper. (10 min.)
- 7) Students exchange aphorisms, and try to reconstruct what the future will be of the person with whom they've exchanged. (10 min.)
- 8) Each student gets back the original aphorism (i.e., the one the student wrote for herself, about her own future), and compares what another student said about her, based on the aphorism, with what she has written about herself. (10 min.)

b. Objectives/rationale

This works on the functional skill of summarizing from 3 aspects. Steps 2)-4) get them to summarize a familiar passage in the usual way, i.e., choosing the most important information and continually condensing it until it takes the form of a single thought. Step 6) has them summarize their own writing, which is based on a subject they know best, themselves. Finally, Step 7) has them expanding on

an already summarized paragraph which is the form of an aphorism. By working on the skill of summarizing from these 3 perspectives, the student will start to achieve a greater understanding of what Caleb Gattegno calls, "the spirit of the language," which is understood to mean being direct and succinct.

It uses material with which students are already familiar, and gets them to reflect on their experience in the course so that they can write about their future expectations and behavior in the classroom.

c. Suggestions, etc.

Have a student record the original summaries (Step 2) as a way of further involving them in the process. It may even be necessary to go over the story sentence by sentence, but try to encourage a more Gestaltian view of the passage. This is a view that considers the passage as a whole, instead of a series of isolated sentences.

A student may find it difficult to summarize a page of writing in one sentence or aphorism. If this happens, it may be because the student's writing is too disparate to be summarized. See if he/she knows why this is, and if necessary and appropriate, point it out.

2. What I'll Remember (15-20 min.)²⁵

a. What the teacher does

- 1) Ask students to reflect on what has happened throughout the course. Tell them to think about it for a few minutes, and then to be ready to name just one incident, or insight, they've gained from class.
- 2) Go around the room and record these on tape, one by one. Add your own.
- 3) After class, type up what they've said and give them each a copy.

b. Objectives/rationale

This is done as much for its emotional impact as it is to fulfill any linguistic objective. Students will hopefully use it to make a public statement about some aspect of class that will stick with them, whether it is a personal incident or something about the class itself. You can use these statements to guide some of your thinking in preparing for the next class, and they can be included in a class-wide writing project such as we did in one of the booklets we produced (see Appendix B, pp. 17 and 18).

c. Suggestions, etc.

To keep it to the point, emphasize that they should choose just one thing they'll remember. This should help them to focus on a very diverse and intense experience of the class as a whole.

When you type up the comments, use some discretion about the form. I would correct any blatant grammatical errors, such as subject-verb disagreement or pronoun referents, but probably nothing else, in order to retain the original flavor of the student's comment.

You'll have to walk a fine line here between seriousness and levity, so take care to set an appropriate tone for the class. Encourage them to be open and sincere, but be prepared to deal with intense feelings of loss if you do, because these feelings are likely to surface at this point in the course.

EVALUATION OF THE COURSE

In assessing the effectiveness of these activities, I considered 3 main sources of input: my students, my colleagues at Cushing, especially Dennis Huffman and Victoria Badalamenti, with whom I taught, and myself.

Before summarizing the input from these sources, the reader is reminded that not all of the activities described were actually used during the course of the summer. Some were adaptations of activities used previously by the author or his colleagues; some were suggestions made to the author; some were as-yet untried activities. With these reservations in mind, what follows is a concise report of their effectiveness from the sources listed.

During the course of the summer, students were asked how they liked doing the activities. Specifically, they were asked if they thought they had learned anything, and if so, what they had learned. They were also asked if they would like to do that type of activity again. By "type of activity", I was referring to one of four kinds which I considered them to be: self-disclosure, such as Student-Student Interviews; grammar, such as Using Determiners; games, like Rotating the Ditto; or problem-solving, like Solving Cushing's Energy Dilemma. The division of the activities into these types is

obviously not absolute. One activity may fit into any number of categories, depending upon how it is used.

Students generally preferred self-disclosure or grammar-type exercises and did not feel they learned much that was valuable in the games of problem-solving types. There may be two reasons for this. One is that they apparently feel it is more important to know one another personally and to be known by their fellow students and the teacher, than is possible if this type of activity is not used. This might account for their interest in interviewing each other, sharing artifacts, or writing about a prospective marriage partner.

Another reason may be their interest in accomplishing a definite, specific goal. In both the self-disclosure and grammar exercises, students at least understood the purpose of the exercise. Whether they liked doing it or not, they at least knew what they were to do. The task might have been asking or answering a set of questions about herself or a peer or completing a written exercise. In either case, students knew what to do and they knew when they were finished. Thus, it probably worked well for them because students at this age have a very low frustration level and want to know when their job is completed.

On the other hand, games or problem-solving didn't work as well, according to them, for much the same reason. Whether an activity is called a game or not, students can quickly determine when something has a game-like quality to it. They

are anxious to avoid the connotations that playing a game has: immaturity, lack of purpose, and a sense of doing something just for fun. Problem-solving was seen also as unimportant, unnecessary, or pointless.

In soliciting my colleagues' comments, we determined that as teachers who were at times "caught up" in a very intensive program and emotionally draining experience, we were not in the most objective position to evaluate the effectiveness of my writing course. Nevertheless, one insight we developed was that the writing activities need to be more closely coordinated with the other 3 skill areas in order to have some consistency and to have a spiraling effect in what students learn. By doing a writing activity that had the same content as a speaking, listening, or reading exercise, we felt that students' understanding of what we were trying to teach would be increased. Although some of this spiraling was done, we felt that we needed more coordination with each other if we wanted to make the course more effective. One way to coordinate more closely with each other would have been to share weekly and daily lesson plans. In this way, we might have increased our students' competence in what we were teaching by emphasizing a different skill area each time the material was presented.

Finally, an evaluation of how I felt about the course is in order. Although there are several positive aspects to it, which I will discuss below, it seems to have had at least one

major problem. It didn't generate in students the kind of excitement and enthusiasm about writing that I would like to have seen. Much of the excitement that I have experienced in ESL writing activities has developed in the two years it has taken me to complete this project. Somewhere along the way, I have expected students to demonstrate this kind of enthusiasm but I have usually not seen it. I am sure that part of this has to do with the nature of writing itself. I see it as essentially an individual, creative act. And although many of these activities are done in small groups (Rotating the Ditto, The Biaxian Company Problem, Writing as Dear Abbies, etc.), each student's contribution is unique to the overall finished work. Since writing is basically an individual act, it is difficult to see any overt, concrete evidence of enthusiasm, such as a lot of talking, sharing of work, or a general sense of high energy in the class.

Another reason for my students' lack of enthusiasm might have been that some of the activities were very long. As mentioned earlier, students at this age often have a very short attention span. Probably 40 minutes is the longest they can be expected to concentrate on a single topic. If the activities could have been tailored down to this time limit, they might have been more successful.

As for the positive aspects to the course, there are at least three. One is, all of the activities belonged to a theme which was of interest to these students. This organiza-

tion of activities around themes greatly helped to give the activities a sense of purpose for the teacher and the students. It also gave some coherence to the course as a whole because we could see where we had been in the course, where we were, and where we were going.

Another major benefit of the course was the way it is written. Each activity has a section each on what to do (and how), why it is done, and how else it could be done. As a "how-to" manual for the novice or the experienced teacher, this way of organizing the activities makes doing them very convenient and easy to understand.

Finally, a variety of approaches to teaching writing is used. Situational contexts are used such as in Assuming a Role in Conflicts in Schools or in Writing Dialogs and Reported Speech from Them. A functional approach is used in Writing Letters of Application to Prospective Colleges, Writing as "Dear Abbies", and others. A purely grammatical approach is used in Sentence Combining and Indirect Speech Substitution, Describing the Subject with an Adjective..., Using Determiners..., and Student-Made Tag Questions. It is the author's belief that this eclectic approach has best addressed the cultural, linguistic, and communicative needs of his students.

ENDNOTES

¹I learned of this technique from Albert Camhi (personal communication).

²The impetus for this idea came from Donald Occhuzzio (personal communication).

³James P. Gorman, "Teaching Composition," Teaching English as a Second or Foreign Language, Celce-Murcia and McIntosh, Eds. (Rowley, Mass.: Newbury House Publishers, 1979), p. 237.

⁴This system of dealing with a text was first pointed out to me by Elisabeth Hinshaw. It is from Earl W. Stevick's Teaching and Learning Languages, (Cambridge: Cambridge University Press, 1982), p. 124.

⁵This is an adaptation of an activity given by Bonnie Mennell of the Masters of Arts in Teaching Staff to degree candidates at the School for International Training on 6 June, 1983.

⁶This is an adaptation of an activity suggested to me originally by Wendyl Wason.

⁷This is the essence of an activity done by Dennis Huffman. It is an adaptation of a procedure followed by Paul La Vasseur of the English Language Office staff at the School for International Training. I participated as a student in this lesson.

⁸The inspiration for this activity and the next came from part of a lesson in React-Interact by D.R. Byrd and Iris Clemente-Cabetas, (New York: Regents Press, 1980), p. 87.

⁹Ibid.

¹⁰A suggestion for this kind of list came from Peace Corps teacher materials given to Wendyl Wason in Togo in 1981.

¹¹Underlined units indicate the relevant forms of the conditional used.

¹²This is an adaptation of a suggestion made by Evelyn Fella (personal communication).

¹³The following is an adaptation of a presentation given by Donna Kuniholm Duran and Diana Haladay at the 1st School for International Training TESOL Summer Conference on 25 June, 1983.

¹⁴This is an adaptation of an activity used by Cary Bickley of the Cushing Summer School ERSK staff.

¹⁵Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, et al., Values Clarification: A Handbook of Practical Strategies for Teachers and Students, (New York: A and W Publishers, 1978) p. 47.

¹⁶Ibid., pp. 82-85.

¹⁷Marianne Celce-Murcia and Diane Larsen-Freeman, an adaptation from The Grammar Book, (Rowley, Mass.: Newbury House Publishers, 1983) p. 468.

¹⁸This activity was indirectly suggested to me by Huguus Cremona, one of my students at Cushing during the summer of 1983.

¹⁹Adapted from Values Clarification: A Handbook of Practical Strategies for Teachers and Students, op cit., pp. 276-280.

²⁰One version of this activity was originally suggested to me by Leslie Johnson in a class on "Approaches to Teaching II" at the School for International Training on 2 June 1983. It is from Substance and Technique by Betty Wallace Robinet (Minneapolis: University of Minnesota Press, 1978), p. 112.

²¹Marianne Celce-Murcia and Diane Larsen-Freeman, op cit., p. 193.

²²Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, et al., op cit., pp. 58-93.

²³Marianne Celce-Murcia and Diane Larsen-Freeman, op cit., p. 91.

²⁴I first learned of this step in the summarizing process from Mike Gerald of the Masters of Arts in Teaching staff at the School for International Training in May, 1983.

²⁵This activity was done by Victoria Badalamenti in her class at Cushing during the summer of 1983.

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MR. VARRINGTON



MS. BADALAMETTI



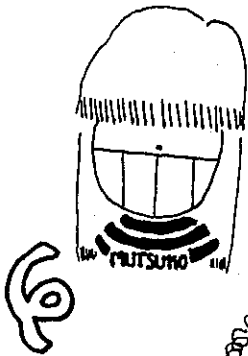
MR. HUFFMAN



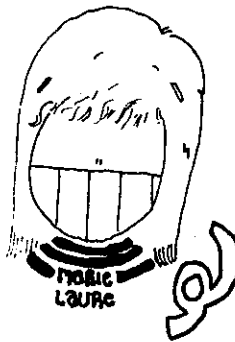
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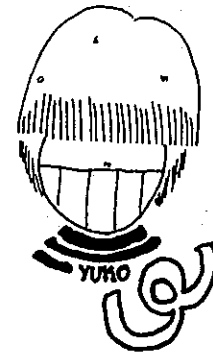
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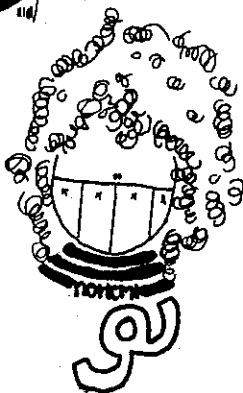
YUTSUO



YOLIC LAURE



YUHO



YONKIN



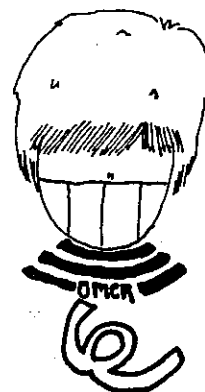
YASUNOBU



YUKI OOH



YASUON



YONKIN

the cushing prisoners





Wojinger

Victoria
Bedalamento

Marie-Louise

Béa

Omep

John Wojinger

Pulia

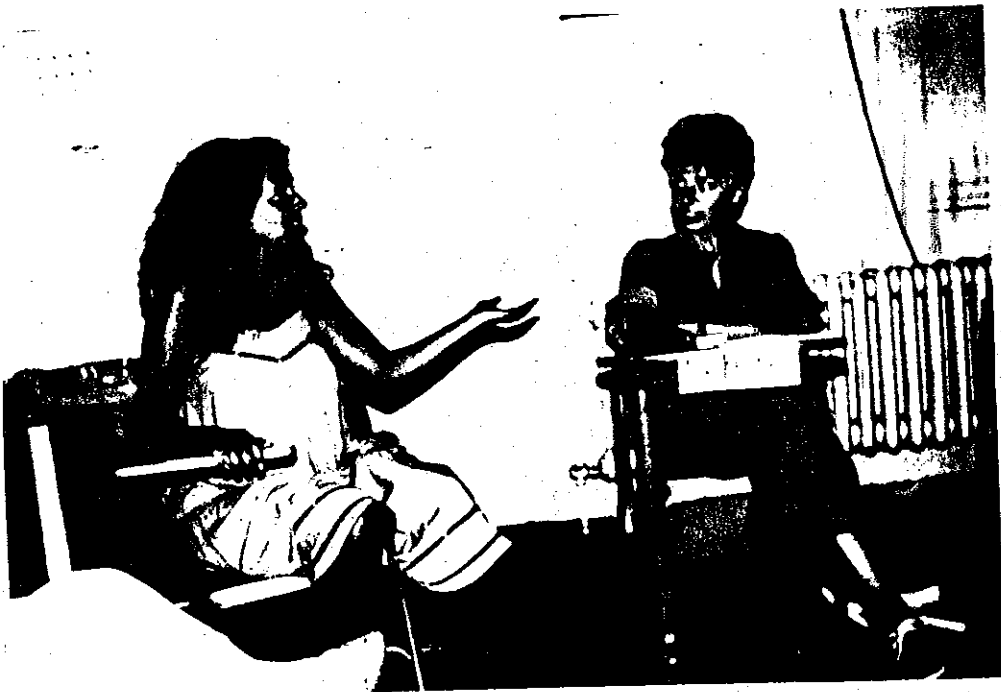
Yuko

T. Kasoon

Nahema

Pasutra

Mutauko



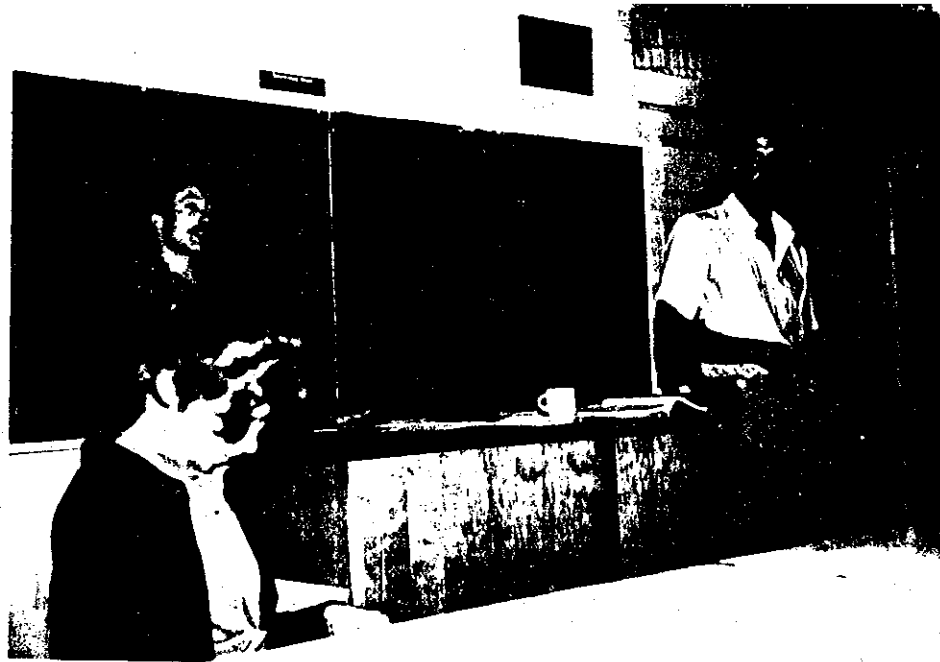
"Will you please
speak English in
class!"

"Oh no.... she's calling
on me again !!!"



"Gee, I hope the windows
don't break!"

"This book is better
than what those guys
are saying!"



"Tell us... Are you
really Lady Diana?"

"Marie-Laure, so tell
me how many boyfriends
have you had so far
at Cushing?"

"Well, I can't really
count them all."

"But, I have a
list here!"



Christmas in July!

At the end of July, some very strange things happened in Cushing Academy. On the 28th and 30th of July, we celebrated Christmas and New Year's Eve. Mr. and Mrs. Cone thought that this was good for foreign students who had never experienced those days in the U.S. before. On those days we had special dinners and we enjoyed eating typical foods for Christmas, and talking together. On Christmas day, we got special Christmas presents from unknown persons under the big Christmas tree. There was a Santa Clause who gave those presents to everybody.

On New Year's Eve there was a big dance party at night. Everyone enjoyed dancing, talking and eating with freinds. We had a great time and at midnight we opened mock-champagne bottles and celebrated the "New Year".

Anyway, these strange days gave us happiness, good feelings, and full stomachs.





←
"Karoon,
Where is "
everybody???"

"If only I
could eat
a nice, big
black rasp-
berry ice
cream cone
instead of
listening
to them!"
→



"It least we're
still smiling !!!"



"Do the dishes ???
Are you kidding!!!"

Life at Cushing

Song written by Woo Jin LEE

Lyrics : Mr. Yarrington, Ms. Badalamenti.

Marie, Mutsuko, Giulia, Yuko, Bea

Karoon, Nohemi, Pasuntra, Omer, Mr. Huffman.

Cushing Press...

We all like to sleep late.
Hurrying's what we hate.
The food is not so good,
the cakes they taste like wood.

We always sleep in class,
like we do on the grass.
The break is not so long,
not enough to play ping pong.

Teachers are really bad,
homework, it makes me mad.
Morning's a waste of time.
Real bored, that's what I'm.

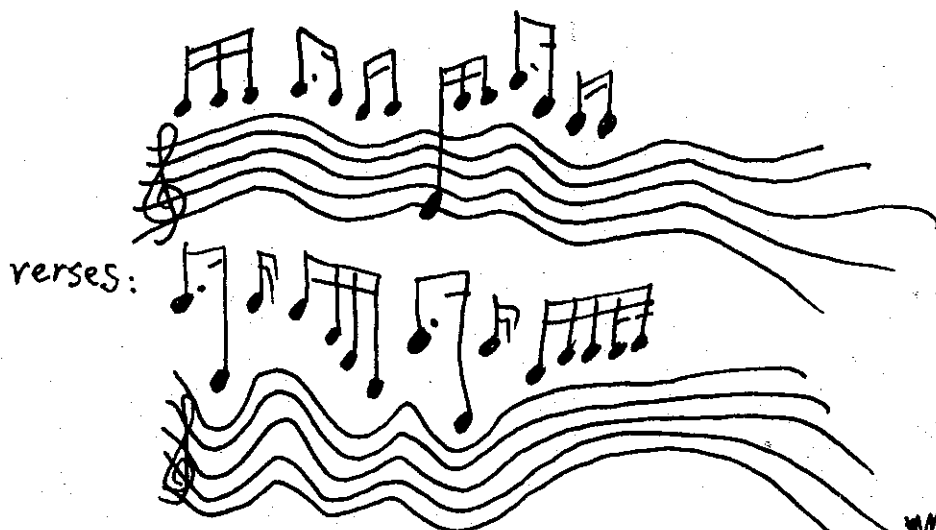
We're used to goin' munch.
We have nothing to eat.
It doesn't help for punch.
The clock we have to beat.

It's time for study hall.
Five days a week ain't quick.
We get ourselves very tired,
and we hate to do so.

It's almost ten-thirty,
time to go to bed.
Teachers are screaming now,
"You have two mintues left!!".

Rhythm Pattern

Country Folk.



Melody Chord Progress

C F C G

* Repeat.

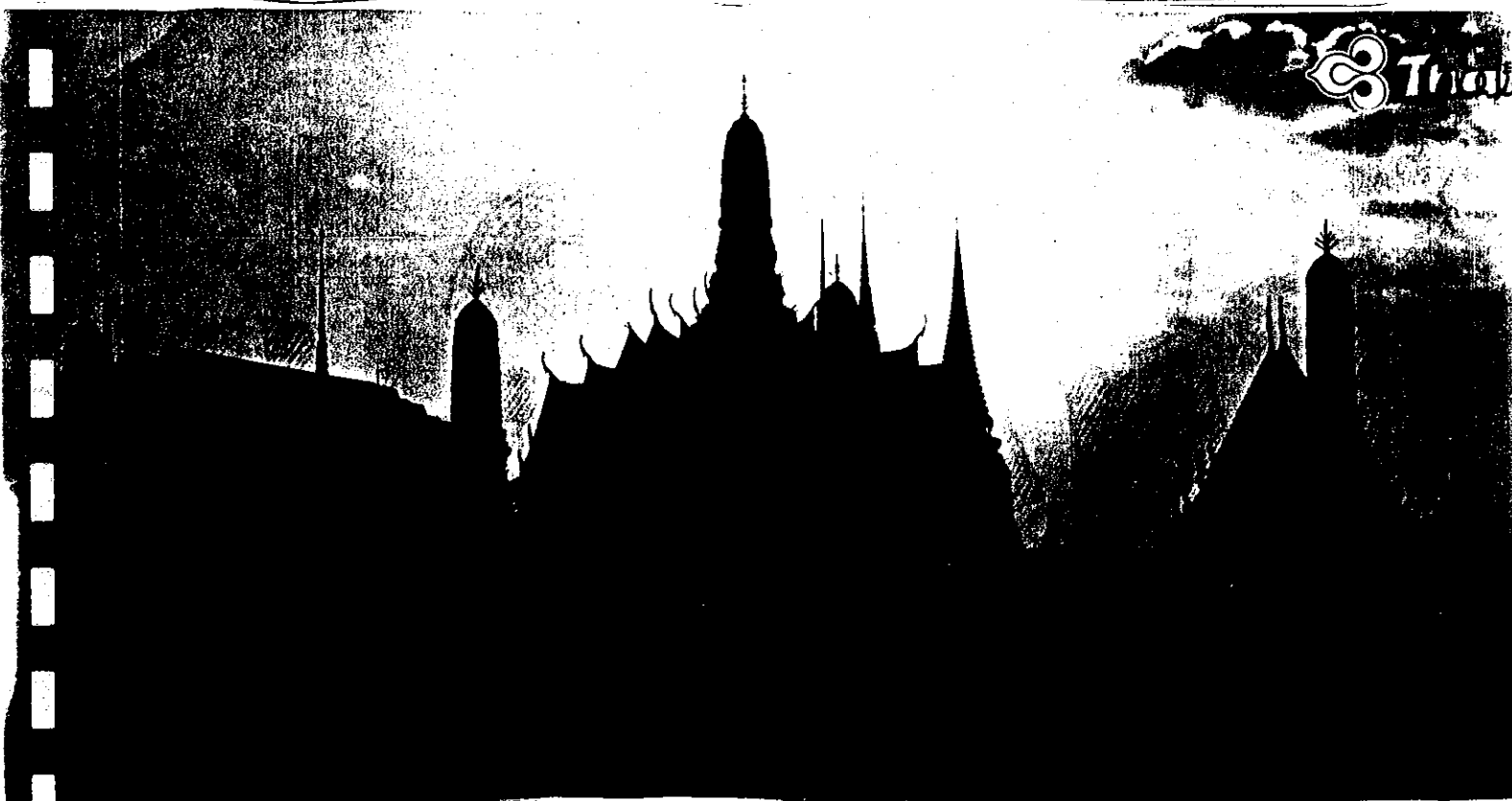
verses: F C G C

* Repeat.



Thailand

Thailand is in South East Asia, very close to the Equator. The capital is Bangkok and Thailand is a democratic country. It is divided into 72 states in which many kinds of languages are spoken. Most people are Buddhist. There are so many temples in Thailand that it is called "the land of the thousand Buddhas". The Orchid is Thailand's national flower. Thai people usually eat rice and meat, pork, chickenanything they want. It is similar to Chinese food.



Italy

Italy is a European country of 54,000,000 people. The capital is Rome. Italy has a democratic government. Most people know two things about Italy: spaghetti and pizza. They both are very good, but Italy is a beautiful country where you can find many things you like.

There are many beautiful cities where you can see the remnants of a great past. Nature is really beautiful and extremely varied.

We are real artists in eating! And in this beautiful country live beautiful people: the Italians!

JAPAN

Japan is an asiatic country, a little smaller than the state of California. The capital is Tokyo. Japan has four big islands, Hanshu is the largest one. There are 47 prefecturs. The most important food is rice and there is a lot of typical Japanese cooking which is very delicious. Japan seems to be a crowded country. There are many cars and people. However, we have a lot of good places to visit, for example, temples, shrines and so on. You will be interested in Japan someday. Why don't you go to Japan on your honeymoon?

KOREA

From ancient times, Korea has been known as a land of scenic mountains and crystal clear water. It has been called by many names, but "Hermit King" and "Land of the Morning Calm" are the most widely known. The Korean Peninsula is located between the massive northeast Asian continent and the Japanese Archipelago.

Its climate is generally mild. I am from Seoul, the beautiful capital city of Korea with a population of 8.6 million. Known as the showwindow of Korea, Seoul has been the center of government, economy, culture, and education since its designation as capital in 1932 A.D. In spite of the difficulties resulting from the division of the country 30 years ago, Korea has achieved rapid growth and an international status evidenced by its successful bid for the 1988 Olympic Games. I am honored to introduce my country to you.

Cordially,

Woojin Lee

JORDAN

Jordan is a small oriental country in the Middle East. Amman is the capital of Jordan. It's a nice modern city which has a very pleasant climate. In Jordan there is also a marvelous city called Aqabā. It's on the Red Sea where you can go water-skiing. We have many ruins in Jordan especially from the Romans, such as Petra, Jerash, Al rabad castle, etc. King Husein has been the King of Jordan for 30 years. The main religion in Jordan is Islam.

Colombia

Colombia is a contry in South America which has 2 coasts : The Pacific Ocean, and the Atlantic Ocean. The capital of Colombia is Bogota. In Colombia there are a lot of tropical fruits, like "Pomelo", "Zapote", "Nispero", etc. ou can buy them any where, but they are more common on the coast. Colombia is one of the best producers of coffee in the world. It's also a very nice country. I hope one day you can come to Colombia.

FRANCE

France is the biggest contry in occidental Europe, and it is situated between the Atlantic Ocean and the Mediterranean sea. It shares a border with Belgium, Germany, Switzerland, Italy and Spain. Its capital is Paris. The population is about 60000000, and most people are Christiam, especially concentrated in big towns such as Paris. Lyon, ... France is also well-known for its food and its wine. It's a nice contry and you'll be welcomed to visit anytime.

BRATTLEBORO

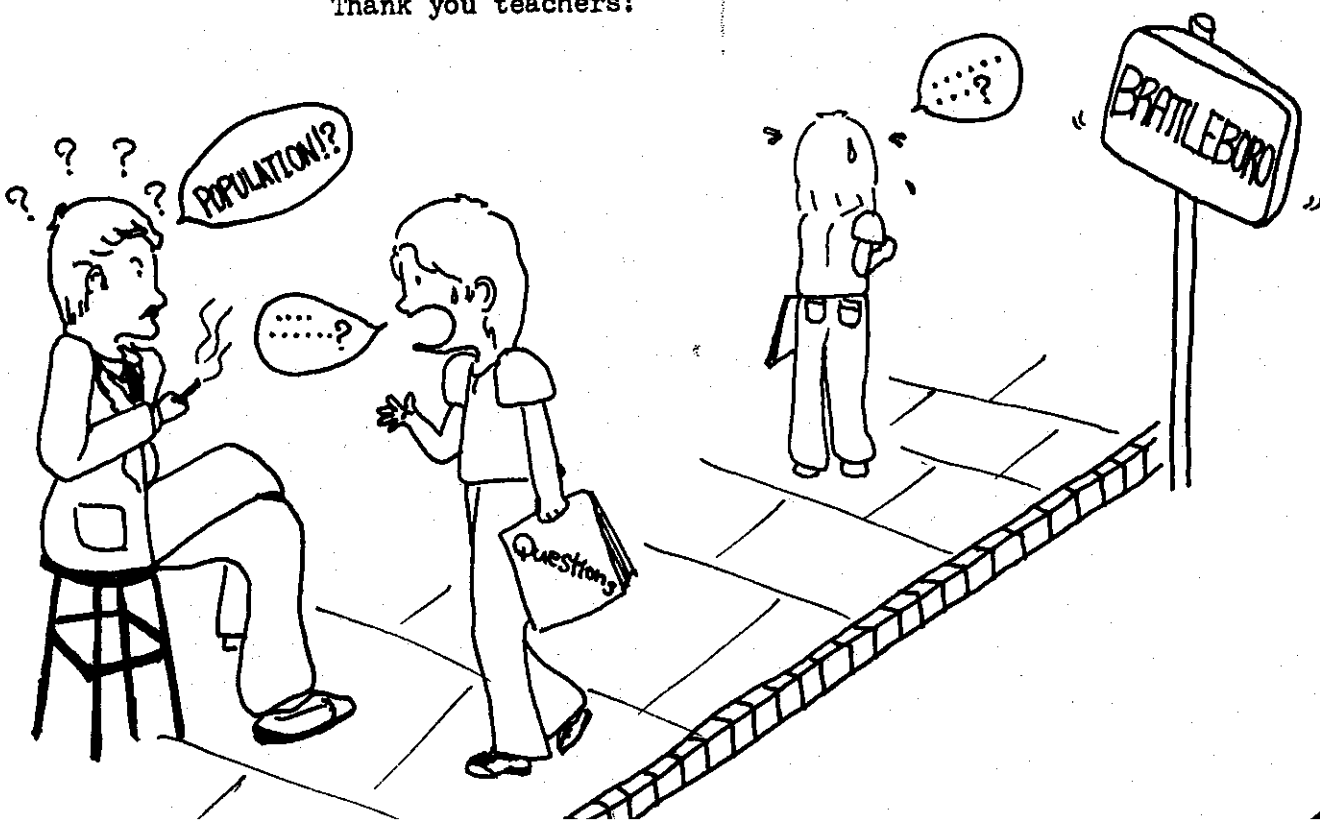
(Vermont)

One day this summer, our teachers brought us to Brattleboro to interview people on the street. In this quaint little town we met very friendly people. Everybody took time to answer our questions even if they were very busy. Fortunately for us, there was an outdoorsale going on. Every body seemed to love Battleboro's life. It's a very calm place with lots of shops but not enough for a real decent living. They have to move to Boston to have everything. The art center is a very interesting museum,...as everyone says!

For a living, people sell in shops or work in factories as the book press. The major problem of this village is that they are building too fast! We had to ask people what their opinion was about the nuclear power plant which is not far from Brattleboro. The majority says that it doesn't bother them and that nuclear power is useful.

Any way we had a very nice time talking with everybody .

Thank you teachers!



"CHINA SYNDROME"

The theme of this movie is nuclear power. It's about an accident, the China Syndrome, in a nuclear power plant. In this movie there is propaganda against nuclear power plants. It shows just one side of the problem. The accident is very serious and the television sets are already at the place. But the nuclear power plant belongs to a company that doesn't want to make propaganda about the accident. In fact the company is going to build another nuclear power plant, and it needs the permission from the Government. I think there is a very important problem at the bottom of the movie: money.

Everything is done for money. I think the movie is good, but it's really against the nuclear power. So, I have to say that there are some advantages from nuclear power. It depends on the way we use it. I don't like very much the woman in the movie. She is a reporter of soft news. For the first time she has something very strong, so she works hard to have the film about the accident and the permission to show it to the public.

I think she is a little nervous about the problem. She really wants to succeed with her report. At last, when the director of the nuclear power plant is dying, she cries and probably understands something about the problem.

Jack Lemmon is very good in this movie. I think he is the best of the whole cast. There are no special effects in this movie and the music track is not important. The problem about nuclear power plants is very important and very deep; but I think that they just touch on it, without considering the other sides. For example there is a social problem about nuclear power plants; and there is a health problem, too.

Linlie Farsed

"CHINA SYNDROME"

This is a movie with Jane Fonda and Jack Lemmon. It is about a nuclear power plant. If you haven't slept well lately, I don't recommend seeing this film. It is ok for people who have been sleeping well, because you need a lot of concentration to understand it. During the film I felt sleepy. I thought that whenever I woke up, I'd be able to understand it, but I was wrong. So I decided to continue my dreams till the end of the movie. If I had not continued my dreams, I wouldn't have understood the movie or my dreams.

I think this is so embarrassing to say, but I couldn't choose any other way to get rid of this homework. So I decided to talk about my nice sleeping in there. After the film I couldn't see anything, and during the film, that stupid bell rang each time that I was dreaming something wonderful!

So I'm going to give this movie a + + +. You know why?
Try to find out!

Noheuei

Cushing Academy is very interested in sports. Each student has a chance to change his sport every two weeks. You won't get bored from Cushing's sports because there is such great variety offered, such as swimming, tennis, weight lifting, etc....

This summer, Cushing had many activities such as:

1. Basketball games--students against teachers. Of course, the teachers won the game, but in soccer, the students won the game, and we all had a very nice time.

2. A tennis tournament in which more than 25 players participated.

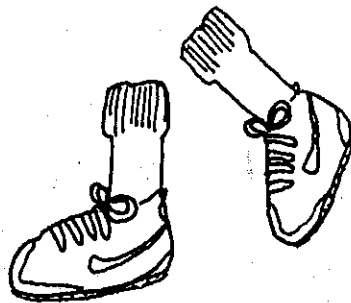
3. Dorm competitions in baseball and volleyball which included all the students.

4. A ping pong tournament with quite a good number of students participating.

5. Many sports activities were done on International Day, like relay races, dizzy-izzy, carry the teacher, and the wheel barrow. It was a lot of fun.

I'm sure that next year, Cushing will do more and more activities which people will want to participate in.

CUSHING'S SPORTS





THAT,S LIFE

All day I'm in front of a class
Like a zoo display behind the glass
Tropped up there with my back to the black board
Lesson plans a leap from the high board

I go home at last to my house
To find my supper's been hæl by a mouse
So I try to relax with a book
But cant find it _ oh, where to look?

Then I trudge to the store for some candy
I drop it and it gets all sandy
At the end of the tunnel's no light
Tell me why life must be such a fight!

THE EQUALITY CONSIDERATION ABSTRACT ??-

Like the "CLASS"
Sounds similar to "GLASS"

Like the "HOUSE"
Sounds similar to "MOUSE"

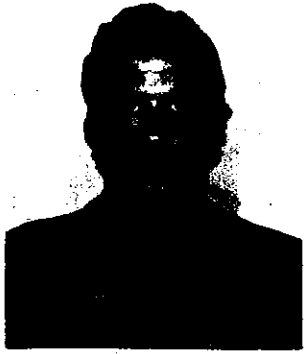
Like the "BOOK"
Sounding similar to "LOOK"

Like the "CANDY"
Sounding similar to "SANDY"

As the "LIGHT"
Sounding similar to "FIGHT"

As the "BLACK-BOARD"
Sounds similar to "HIGHBOARD"

Think!! Does the "MAN"
Sound similar to "WOMAN?!?!?!?....."



* DO YOU WANT TO BUY SOMETHING VERY UNUSUAL? IT WOULD BE REALLY GOOD FOR YOUR COLLECTION OF STRANGE THINGS :

RIGHT NOW YOU CAN BUY A TEACHER!.....

YES, A TEACHER : MR YARRINGTON .

GOOD LOOKING , NICE MUSTACHE . AND THE SENSATIONAL THING IS THAT HE CAN COOK DELICIOUS COOKIES . BELIEVE ME IF YOU BUY MR YARRINGTON YOU'LL FEEL REALLY SATISFIED !

REMEMBER -> THIS OFFER IS ONLY FOR A FEW DAYS , HURRY UP !!!

* HAVE YOU EVER WISHED TO HAVE A VERY GOOD LOOKING LOOK WITH YOU ?

IT'S POSSIBLE NOW : GIULIA CAN MAKE SPAGETTI IN QUITE A LONG TIME ! FOR 14 STARVING PEOPLE AND BELIEVE ME IT TASTES VERY GOOD !

NOW IT'S EVEN POSSIBLE TO HAVE A GIULIA WHO CAN SEW VERY NICE TOGAS FOR YOU ! GIVE HER A SHEET AND IT WILL TURN INTO A VERY NICE ROBE FOR YOUR SELF OR YOUR FAMILY.

WITH A GIULIA YOU'LL HAVE MORE FREEDOM .

ON SALE AT CUSHING ACADEMY FOR A LOW PRICE .



THEY HAVEN'T YOU HEARD ABOUT ZIPCOLA YET? ... HOW COME ? IT'S THE NEW SODA POP !!!

TAKE IT TO THE BEACH ... IT'S A REFRESHING SENSATION ... IT COMES IN ULTIMATE FLAVORS ... WATERMELON , ORANGE AND KOLA . WITH IT'S NEW COMFORTABLE COLORFUL CAN , YOU CAN TAKE IT ANY PLACE , WITHOUT HAVING ANY PROBLEM ... IT WILL NEVER COME OUT FROM THE CAN , AND IF YOU WANT TO SAVE SOME FOR LATER , YOU'VE GOT THE PERFECT ONE ZIPCOLA ----

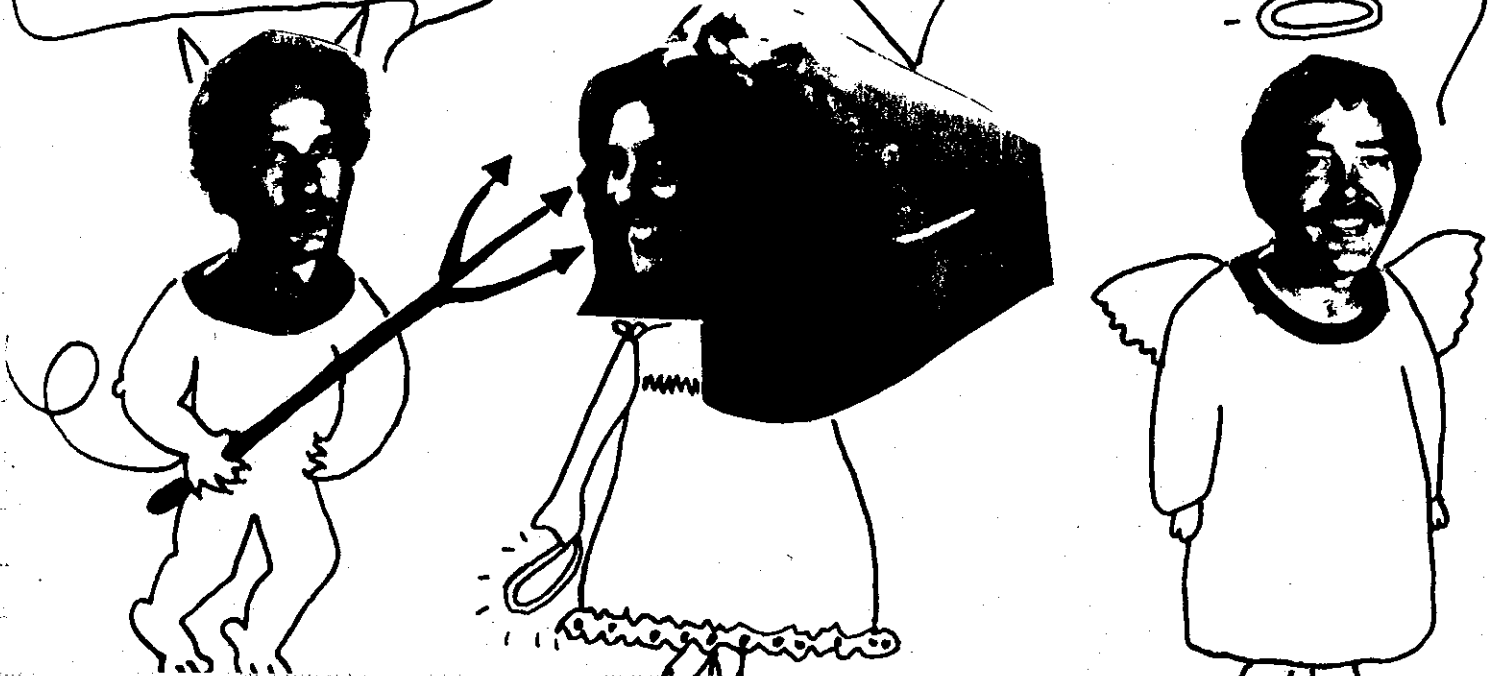


"Our teaching starts with the uniqueness of each student in the classroom. We consider whatever students contribute to be valuable and viable for use in class. We see the use of language as being a creative process, as opposed to being repetitive and mechanical. We also feel that students learn from the larger environment -- from other students, class trips and extra-curricular activities -- not solely from the teacher. Finally, we have worked hard to create a supportive, enjoyable and active classroom in order to make you feel comfortable enough to share, be yourselves and really profit from this unique language learning experience."

John Varrington:
"I grew up in Buffalo, New York, but I feel much more at home in warmer climates like California or Cairo. I became completely enthralled with Arab culture, in all of its aspects, when I first studied and taught in Cairo in 1978. I fully expect to do much of my teaching somewhere in the Arab world in the future."

Victoria Rose
Badalamenti --
*an idealist, romantic
lover of life who likes
to laugh a lot. Needs
friends from faraway
countries and would
never turn down an
honest welcome.....

Dennis Huffman is a
25-year old former farm
boy, would-be poet, part-
time leftist and soon-to-
be unemployed teacher
from Salem, Ohio.



**** Interview with Mr.Cone.****

by WooJin LEE

Here is our dialog with our Mr.Cone, the friendly director of Cushing's Summer School...

#1 Q: Would you tell us your educational philosophy if you have one?

A: I think that education is the process of growth; academic, personal, spiritual. And all of this growth is through experience. Teachers should provide models of growth. And experience should be positive.

Teachers should promote success in the classroom, because I believe success leads to more success.

#2 Q: How many years have you worked at Cushing?

A: I've been here for 10 years.

#3 Q: How do you like it here?

A: I like it very much; in fact, I love it!

#4 Q: Could you tell us what you think is the most serious problem in school life here?

A: When a student breaks the agreement to do what is expected of him. For example, I had a student once who thought should tell the teachers what to do, not the other way around. This attitude seriously violated the agreement between each student and the school.

#5 Q: How do you like foreign students here?

A: I like them very much. It's a wonderful chance to meet friendly kids from all over the world.

#6 Q: How many students are enrolled here during the regular academic year?

325. One third of them are foreign students.

The ratio of boys to girls is 60/40, which is lucky for you guys.

#7 Q: Would you tell us the most important thing in your life?

A: Love. Also responsibility.

Because without responsibility, you can't have love.

#8 Q: We all enjoyed the Christmas party and New Year's Day. Could you tell us why you made it?

A: My wife and I planned to give some chances for the foreigners to feel and enjoy the American way of celebrating Christmas and New Year's.

Mr. Cone thinks love as the most important virtue in his life and he loves the foreign students here. We enjoyed the interview with him.

I WILL REMEMBER ...

Theresa Lawrence
"I think that it was very important that students come from all over the world because it's interesting to see how everybody can live together."

Kimlie
"I think it's very nice the way we work with our teachers in class because you really are close to your teachers and you can talk with them in a friendly way even outside of class, so it's really nice."

Bea
"I like to make a whole group with people from all around the world - working together even for a book or for homework - even if it was a little boring at the beginning. I enjoyed it a lot - working, doing sports. We had a lot of things to do together -- that was great."

Marie-Louise
"I enjoyed the fact that many things were organized; for example on the weekends - we had many possibilities of things to do and we had so many things to do that we never got bored."

Ombyouly
"I think I will always remember Cushing especially the people I met here such as the teachers and my friends. You will have fun at Cushing because it's not just a place to improve your English, but also a place for doing sports and having fun."

Victoria Badalamenti
"I will especially remember the night you all came over for dinner and Giulia and I were cooking in the kitchen. Mr Yarrington was straining the spaghetti and he did it all at once and the whole thing fell into the sink. Giulia and I were hysterically laughing and everyone outside was saying, 'We're hungry. We're hungry. We're hungry.' And we were running around trying to get it all together. Really, it was a lot of fun."

Woojin
"So what did you do with the spaghetti finally?"

Victoria
"We put it back in the pot."

Kimlie
"Ugh!!!!!!!!!!!!!!!!!!!! Oh, my God!!!!!!!!!!!!!!!!!!!!"

Kimlie
"Every cook has his own secret!"

Kimlie
"I will remember most of the time here - it was very interesting knowing people from different places, different ways of thinking. It was a very nice summer and we had a good time."

"And I will remember Nohemi - whenever she started to say something she would start giggling!"

"I'll remember most of the things that happened here. I've met a lot of people including almost every country in the world. I'll remember when we had ice cream at Hunger's Farm - I had black raspberry ice cream!"

17

Mutsaers

"I enjoyed meeting the people who come from a lot of other countries. I really enjoyed it. I especially enjoyed the Saturday classes. You know, it's a strange thing in the U.S. to have classes on Saturday, but I think it's a good thing because if Saturday were free, we wouldn't have anything to do."

James

"Staying in Cushing, I really enjoyed it. We discussed and worked together and helped each other to understand each other better although we come from so many countries. But we could get along well with each other. It's a really good thing that so many different nationalities come together in this class and it's very sad for me to say that everybody has to leave and go their own way --perhaps we will never meet again."

Yuko

"In this school my roommate is American so I can study a lot of things about the U.S. I want to know a lot about the other countries, but before coming here I wanted to study about the U.S. Sometimes I was bored here but I could study about the U.S."

Woojin

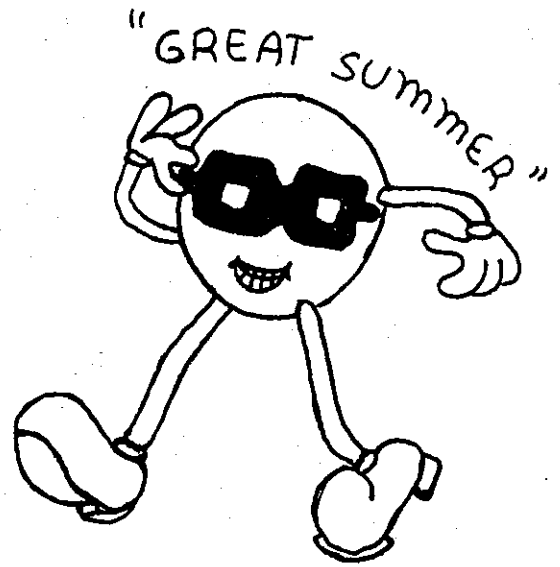
"What do you all think about when you think about WooJin?"

"JEFF BECK"

"I will remember my Alumni dorm, playing the jam session in the student lounge and when I was playing in the cafe. Actually my first string was broken accidentally. I was really embarrassed but we had a great time anyway. Also I really enjoyed the summer with all my friends here - my second floor friends and especially my roommate - Tom Sacks."

"THE END"

Six



WEEKS

BRavo!

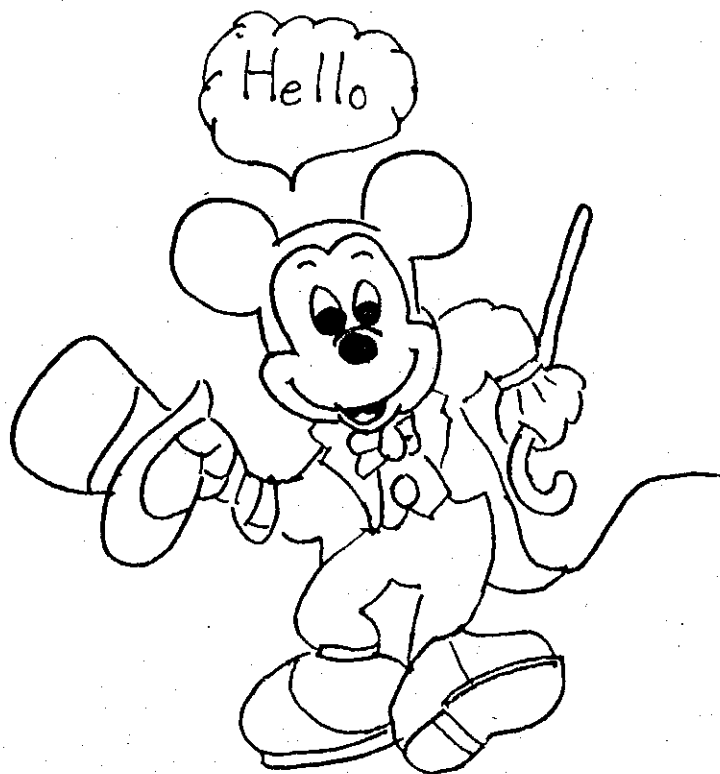


TOGETHER





in the beginning...



Colombia

My name is Enrique Umaña. I come from Colombia. I used to live in Bogota the capital of Colombia, but 4 months ago I moved to New York City. So now I'm living there with my parents and one sister who is 15 and a little brother who is almost 7. I will go to a boarding school in New Milford, Connecticut. I will be 17 years old in September and I'll be a junior. I love sports and my favorites are tennis and soccer.

Sometimes I'm very serious but sometimes I like to enjoy myself, so that depends on my mood. I like to have fun and I can't live without girls. I'm very responsible, too. I enjoy parties and being with my friends and I like having a lot of friends.

Now, I'm going to talk about my country. Colombia is situated in the north part of South America. It has borders with Panama, Venezuela, Brazil, Peru, Ecuador and the Atlantic Ocean is on one coast and the Pacific is on the other. Colombia has a lot of mountains so we have all kinds of climates. Because Colombia is a tropical country, we don't have seasons. The temperature can be very hot if you are at sea level or it can be very cold if you are high in the mountains. The best products we export are coffee, flowers, bananas, textiles, etc.

We have a democratic government and the current president is Belisario Betandur. The people of Colombia are really nice. I am very proud of my country. I know that we have some problems like guerillas and the economy is not very good, but with hard work we will get ahead. We do have marijuana and cocaine but actually other countries like the United States are producing a lot more than us.

Well, I hope you've learned somethings about Colombia and you must always remember that you have a friend there.

My name is Juliana. I am from Colombia, a city called Cali. I am 15 years old and I will be 16 in December 7th. My favorite sports are swimming and aerobics, but I usually spend my free time just relax^{ing} and listen^{ing} to the music. I also like to meet people very much, and get know about their culture and lives, because I think it is very interesting to know what people do and how people live in other countries all over the world. I am still a student. I have two more years to finish school and then I am planning to come to the U.S.A to study for my career. Now, I am going to speak about my country.

Colombia is situated in the north west of South America. It has borders with the Pacific Ocean, Atlantic Ocean, Venez e a, Brazil, Peru and Ecu dor. The capital is Bogota which has cold weather, but it is a very big and nice place. Colombia has all kinds of climates, because of the Andes Mountains. It's government is democratic and the current president is Belisario Betancourt who has helped the country very much. Anyway there are some guerillas that cause many problems to the people, but the government is trying to stop that.

The people from Colombia are really nice and friendly. You should go there and know about it.

I really had a wonderful time with all of you during this summer of '83. I never wanted it to end, but that's life. Anyway, I'll remember each one of you and I want to keep in touch! also, You're welcome to Cali → (Colombia).

Juliana.

Puerto Rico

My name is Jose Forastieri, and my friends call me "Foras" I am 16 years old, but some people say that I look much older. I like to go out with girls and sometimes stare at them. I enjoy going this a lot, but when I am turned on I prefer real slow music. I do not like crowds much, I prefer having a group of friends (female friends) and going out. That is the way I am.

Puerto Rico is a very pleasant and warm island. When you go to the mountains it is like going to paradise. The beaches are absolutely beautiful and the waves are great. The people are helpful, friendly, and fun-loving.

Jose M.

FRANCE

My name is Eric Prissert. I am 18 years old, average height and a little overweight. My eyes are blue, green and grey. My hair is curly and brown. My favorite hobby is golf, but I also like every other sport (except cycling). I am crazy about movies. In addition, I like music, but I can not bear hard rock. My favorite subject is Math. I would like to be an orthodontist. The good qualities I prefer are honesty and generosity. The quality I hate is hypocrisy. I am proud of my country, France.

France is in Western Europe. It is also the biggest country in Europe. The things which best represent my country are: food, clothes, jewelry, and wines. French girls are really nice too. I would like to say that I really love the life at Cushing. My class is very nice and the teachers are excellent. And it is a great experience to meet people from all over the world here at Cushing.

FRANCE

It was the best summer of my whole life. Eric

JAPAN

My name is Shigeru Ikuta. I am 18 years old. My nationality is Japanese, and I was born in Japan. I am about 5 feet 7 inches tall, and I have black hair and black eyes. I like to do sports very much, especially Rugby, Wrestling, and Lacrosse.

Now, I would like to talk about my country Japan. The capital of Japan is called Tokyo. There are more than ten million people in the city. People who are living in the city are very kind and very friendly. They also work very hard all the time. The reason why Japan could become to one of the biggest business country is because we made ourselves keep busy all the time after World War II.

I think that the best thing about Japan is very safe place. If you walk around in the city, nobody will attack you. Also Japanese girls are very nice, I love going out with Japanese girls.

Japan is made up of four different islands. These islands called Honshiyu, Hokkaido, Shikoku, and Kiyushiyu. The capital city Tokyo is in Honshiyu. There is a very small island called Okinawa, this island became the part of Japan about twenty years ago. Because this island was taken by U.S.A. right after the war. But we got it back about twenty years ago. Now this place is becoming as a result. Japan is a very nice place, so you should come and visit us..... BANZAI NIPON!

*I have had such a
+ time with you guys.
forget you all
1st*

KOREA

Hi!!!

I'm Jason Kim. I'm 14 years old and I'm from Korea, but I presently live in Saudi Arabia because of my father's business. I go to an American school in Saudi Arabia.

My aunt lives in New Jersey so I'm going to go to her house after this program and I'm looking forward to having a lot of Korean food. I think Korean food is delicious. You'd like the special dishes. Try it if you have the opportunity. I also want to talk about the Korean students and American students. Korean students are taught to be obedient to their elders, and we have less freedom than Americans do. Our education is very advanced. I would like to talk more if I had more time. Don't forget to try Korean food and visit Korea.

YOU'LL LOVE IT!!!

*It was my pleasure to live with all
the people from other countries.
I'll never forget the summer of '83.
Thank you for everything!*

Jason Kim

I am Andy and I am 15. I am also from Korea. Do you know where Korea is? It is in Eastern Asia. It is a small country. Korean customs are very unusual for Americans. It takes really a long time to fly from Korea to the States. The teenagers in Korea are smart and they like to play sports. The customs in Korea will be interesting for you. If you visit Korea, you'll see. This is the first time I was interested in foreign customs. Of course, I could understand some of them, but I really couldn't understand some others. I've had a good time in Cushing. I've learned a lot of things here. I was pleased to see many foreigners and the people in my class. I will never forget this summer and I hope to see you again.

FRANCE

My name is Hugues Cremona. Well, I am 6 feet tall, and I am over weight. Most of the time I am kind and courteous with other people, except if I am angry. In fact, my friends would tell you that I have the character of a bear and his appearance. I am a bear, not a teddy bear ! I am French, from Strasbourg. I will not describe you all my country but only a province called "Alsace". It is a rich province based mostly on agriculture but the industry is -very good too. In fact, Alsace is the only nice part of eastern France. Anyway, if you can not imagine it, come. You will be my guests.

*Six weeks together,
what a pleasure!*

Hugues Cremona

I am French and I am 17 years old. I live in Paris and I think it is a really pretty city to live in. I always try to discover more about it. France is a very nice country because there are different types of climate and different types of landscape.

What can I say about my personality that is not too personal? Well, my favorite activity is sports and my favorite sport is tennis. I also love animals, especially dogs. The subjects I prefer are Physics and Math, not English. I appreciate a sense of humour, and I believe my friends can trust me and I think honesty is essential among people.

*I really enjoyed our
Six weeks in Cushing
Leite*

My name is Maria Luisa, but people call me in a lot of different ways. I come from Bilbao, a city in the north of Spain. I am 16 years old right now, but I will be 17 in October so when I return home I'll enter the 12th grade. The last one, finally!!!

If I had to describe myself I would say that I am taller than the average person and a little bit overweight. My hair is brown and wavy and I have dark almond-shaped eyes. My nose is little and pointed.

Generally, I am a very serious and introverted person even if I always seem to enjoy myself (almost always!) I am also a gullible, romantic, peaceful, religious and optimistic person. I do not consider myself to be egotistical or hypocritical at all. Finally, if there is something that I can't put up with it would be dishonesty and lies. I like all kinds of people but I prefer happy, energetic and nice people. The only thing that I really need from others is love and kindness ... and then I am hooked!!!

ABOUT SPAIN

Spain is a very nice and enjoyable country, located in the South-west of Europe. Spain is varied, colorful and interesting so if I just have a few lines to talk about it, I'd rather concentrate my words on one particular region.

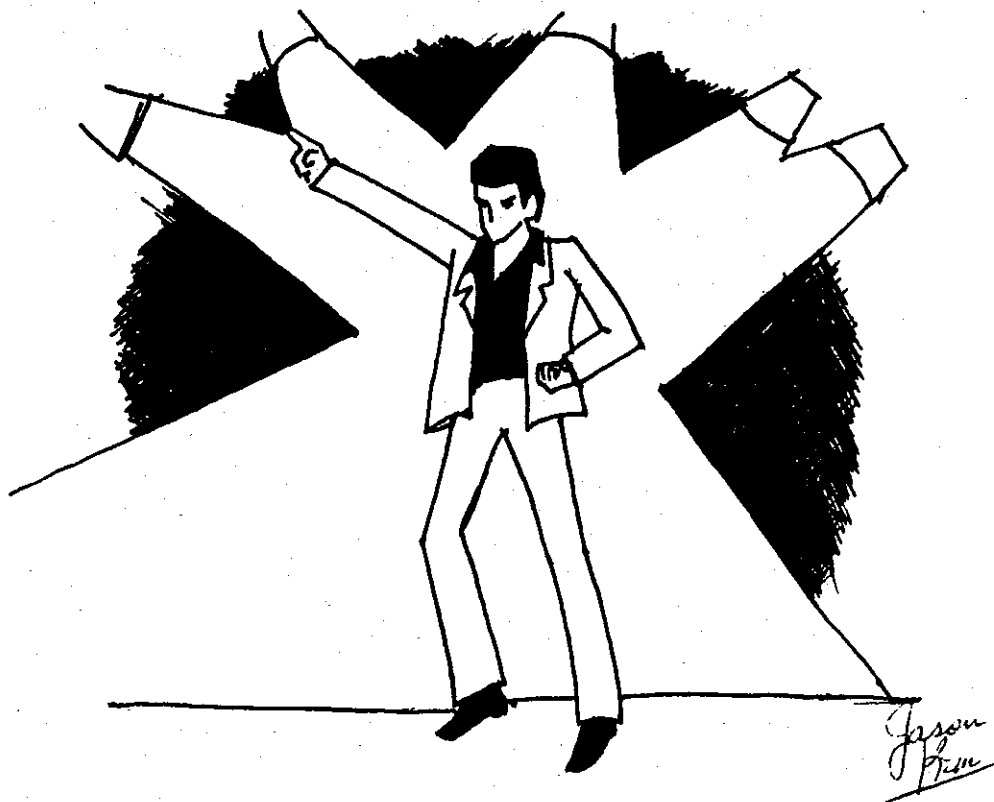
I live in Bilbao, the capital of Vizcaya which with 3 other provinces make up the Basque Country. Bilbao is an industrial city in the very north of Spain, it's very dirty and polluted, but the countryside around it is very pretty. It's very rainy and cold in winter, but the summer is warm. What is most different about Bilbao is the people. They belong to a different culture than the other people in Spain: they are Basque!!!! Hope you come to visit it!!!!

I have had a great time with all of you
and I would like to see you again and soon
in Spain. You are all welcome here,
mu = Luis

STAYING ALIVE starring John Travolta

John Travolta is a dancer in New York and tries to become the main dancer in a dance show on Broadway. On top of this, he tries to do it in a business that is very tough as well as competitive. Besides this, he can't make up his mind which girl he should go out with. Finally, he gets the main part in the show and he makes the show the biggest success. After some romantic problems with the female lead in the show, he finally ends up with his original girlfriend who had really been in love with him from the start. He walks down the street at the end of the movie feeling great about his success and he struts to the music of "Staying Alive".

This movie is a pleasant one especially with John Travolta and others dancing. John Travolta is equally amazing because of his superb newly-acquired physique. It is a visually pleasing movie and the music is equally as enjoyable. Don't miss it!



"Our Interview With Mr. Cone"

by Andrés Espineira

Our class had an interview with Mr. Cone, and we chose the best part of it for this book.

We first asked him how long the summer school has been working. He told us that this was the 7th year, and it was started by him and a man called John Hyslop, who is the headmaster of Shattuck Seminary School in Minnesota. They ran the summer school together and Mr. Hyslop became the permanent director of the summer school. Three summers ago Mr. Hyslop left to go to Minnesota and Mr. Cone came to Cushing summer school.

We also asked him how the idea became a reality. He said that the idea came from a man called Dr. Curry for whom he has a lot of respect. "One of the most outstanding men I've ever met in my life said Mr. Cone. Cushing has always had a large number of foreign students. Many people consider it one of the leaders in that respect. Mr. Cone told us that when Dr. Curry came back from a trip to Korea, Hong Kong, and Iran, Dr. Curry told Mr. Hyslop and him, that everyone he had visited had asked him, 'Why don't you have a summer school so kids could learn some English before they enter the school in the winter?' Mr. Hyslop and Mr. Cone answered that it was a good idea. They said that they will get to work. Thus, the year after they could have a good summer school. But Dr. Curry said that he would like the summer school that year, although it was already March and summer schools start in June. They worked hard and they had the summer school that year. It was 1977, and Cushing's summer school has operated since that time.

We asked him how he made the rules here. He answered this way: "We get a big dart board and place a number of rules on the dartboard. I stand up and throw the darts and the rules that have a dart on,..."

Seriously, he said that the rules have developed from what they considered the needs of the school and the needs of the students. It's a case of time and needs.

We asked him how he feels about being the director of the summer school.

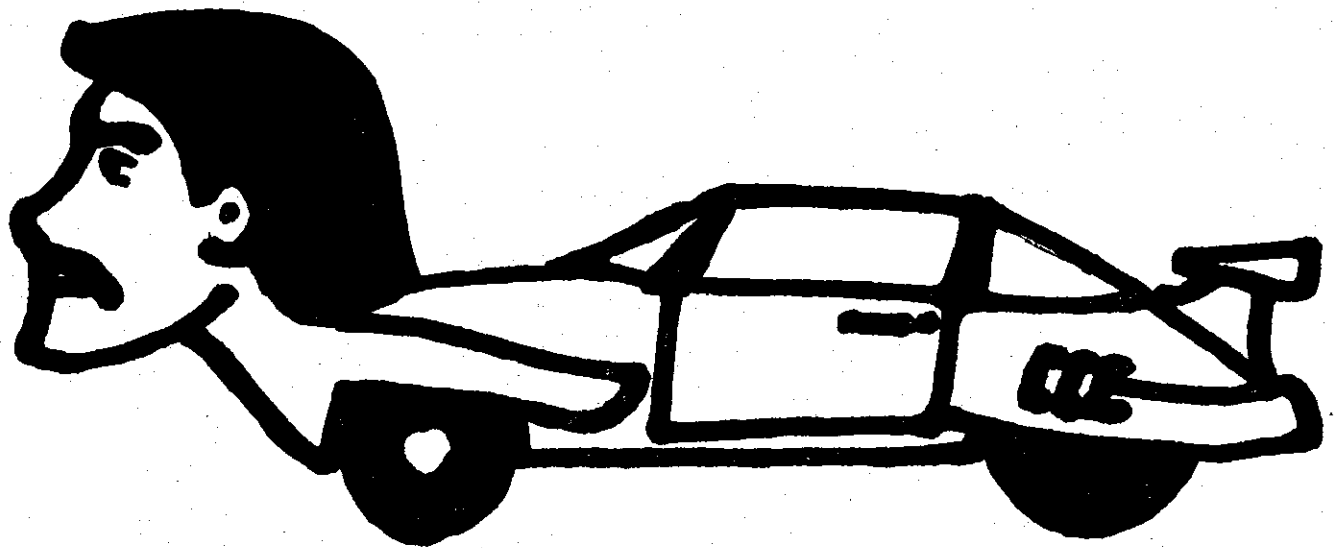
Those were his words: "I love it I'm going to sound like a politician in answering this but I really mean what I say. I think I have the very best job in the whole world. There is nothing else in the world I could think of aside from being a multi billionaire, in which case I think I would still continue doing this, that I would rather do in my life. The opportunity that I have to meet kids from all over the world is just unbelievable. The chance to work with such nice kids all summer, to see them all grow, to see them learn language and also American culture, to meet other people, and become attached to them is just terrific."

"The only thing sad about this is that it goes so quick."

Andrés Espineira

NEW RACER FROM YARRINGTON

GL



YARRINGTON 5000 S'84 MODEL
GREAT PERFORMANCE !!
500 M.P.H. - THE FASTEST !!
3.2 SEC (0-100 Mph) THE POWER !!
THE FASTEST AND THE MOST
POWERFUL CAR IN THE WORLD
WE BUILD IT TO BE THE BEST !!

RULES ... RULES ... RULES ...

Here is Eric's commentary on some of the rules at Cushing that he thinks should change for next summer according to his own point of view.

Comments on the Rules.....

***Going to bed at 10:30

Arguments: What a stupid rule! I understand that rule in dorms like Lowe Hall where students are 11, 12 and 13 years old. But in Alumni, everybody is over 17. We are not babies. What is the problem if at 10:30 a few people (3, 4 or 5) are in one room speaking together or listening to some music. Of course, all this would be done quietly. I'm sure this is possible. In this country, you let children who are 16 drive cars, but you want us to be in bed at 10:30. What a contradiction! I think you should review these rules for the older students once again.

***No Walkmans during study hall

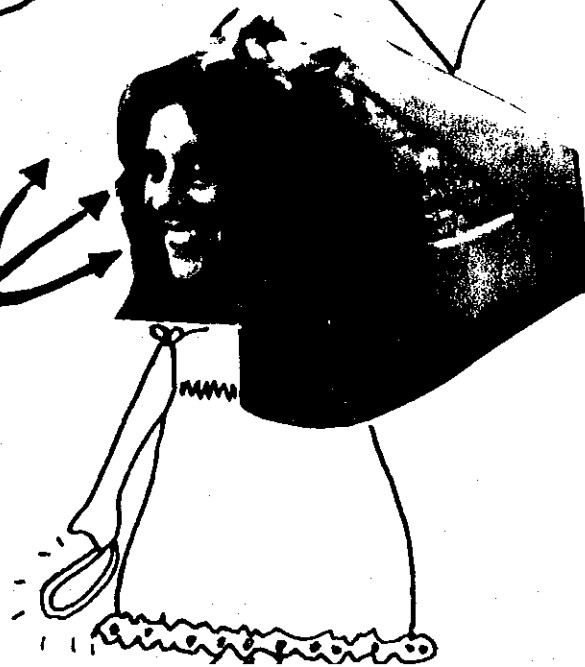
Arguments: When I am writing in my journal, whether it be a letter, a poem or a song, there is nothing better than listening to music with my walkman. I need to be isolated and it also gives me inspiration. The only problem is that some students (a very few) won't be able to resist the temptation and will prefer walkmans to their homework. But we are here to work and when I have to learn some vocabulary words or idioms I need quiet; so my walkman stays near me but not on my ears during this time. Again, these rules for older students should be reviewed.

"Our teaching starts with the uniqueness of each student in the classroom. We consider whatever students contribute to be valuable and viable for use in class. We see the use of language as being a creative process, as opposed to being repetitive and mechanical. We also feel that students learn from the larger environment -- from other students, class trips and extra-curricular activities -- not solely from the teacher. Finally, we have worked hard to create a supportive, enjoyable and active classroom in order to make you feel comfortable enough to share, be yourselves and really profit from this unique language learning experience."

John Yarrington:
"I grew up in Buffalo, New York, but I feel much more at home in warmer climates like California or Cairo. I became completely enthralled with Arab culture, in all of its aspects, when I first studied and taught in Cairo in 1978. I fully expect to do much of my teaching somewhere in the Arab world in the future."

Victoria Rose
Badalamenti --
"an idealist, romantic lover of life who likes to laugh a lot. Needs friends from faraway countries and would never turn down an honest welcome....."

Dennis Huffman is a 25-year old former farm boy, would-be poet, part-time leftist and soon-to-be unemployed teacher from Salem, Ohio.



Our Trip to Brattleboro

On Thursday, July 28th our class went to Brattleboro, a small city situated in Vermont. We went there to do interviews of the local people. It was a kind of survey. The streets were very crowded but nevertheless, people were very nice. My own experience was a good one, especially in the fire station where I went. The firemen were busy but they responded to our questions with pleasure. Finally, I think it was a good idea because we certainly learned something.

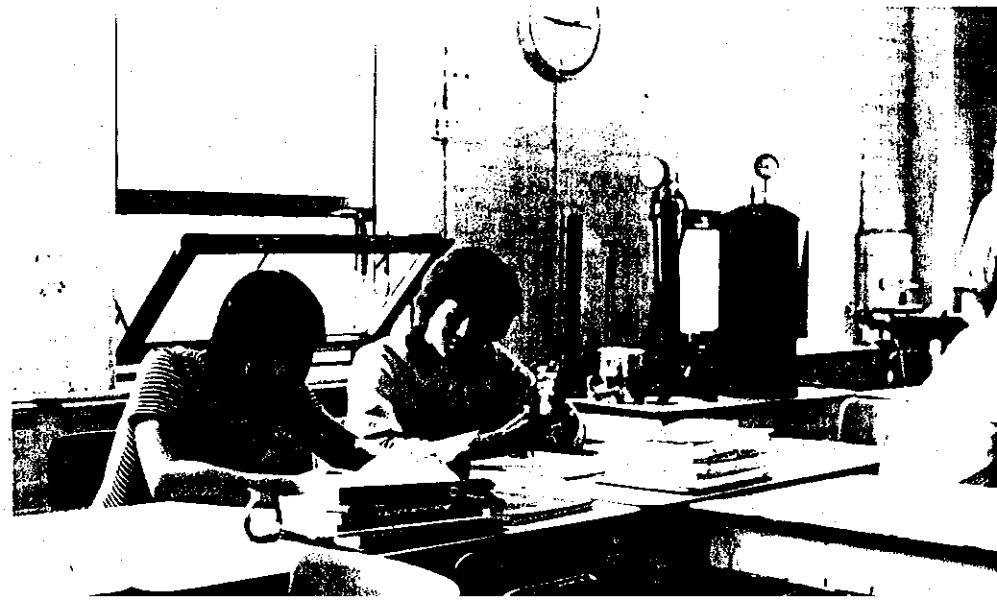
A party in Ms Badalamenti's house.

One day we decided to get together in Ms Badalamenti's house. Eric and Maria cooked crepes so that we had a small meal. It was just for fun. Then the others arrived and we had a great time. The crepes were delicious. Afterwards we discussed about American policy with Mr Huffman and Mr Yarrington. It was a good occasion for us to know each other more. And we all had a very good time! I hope we will be able to eat crepes together once more.



"What ??? The homework was supposed to be handed in today!"

"What the \$@%* is that ???!"



"Hey Andy, how much time left till the break?"

'Oh Shige...
you're so cute!'"



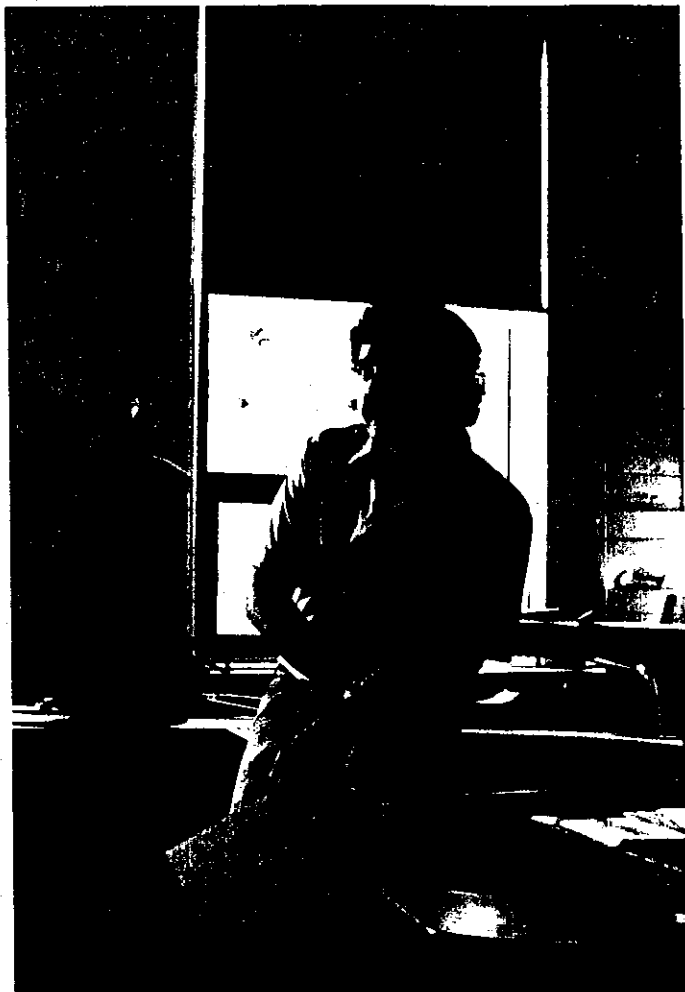
"Are you thinking
what I'm thinking?"

Should I ask
Liana for her
telephone number?"





"What do you mean you
didn't do your homework?"



"Yeah, and my
homework too???"



"Gentlemen PLEASE.
DEAF III"

I WILL REMEMBER

Enrique

"I think I will remember the summer of '83 meeting a lot of people from a lot of countries. Now I have friends from all over the world - France, Spain, Korea, Venezuela, Columbia - everywhere. If I look at the future I can say that as we get older I would like to keep in touch. We will probably become very good friends - doing business or something like that. I don't know -- whatever. I think it has been a very very good experience making people from all over the world and I really had a good time here with everybody. It's really been very nice and I'm going to feel very sad when Cushing is over because the ambience is very nice - everyone says hello - everyone says good-bye. You know it's been a very nice experience a very nice life."

Shige

"I want to say thank you for everything - especially the classes - it was the best class in Cushing Academy. Maybe I won't be able to see you all for a long time. It's really sad. I don't know what more to say."

Enrique

"I also want to say that when you say good-bye to somebody you know that you won't be able to see for a long time -- that feeling that you feel when you say good-bye to somebody that you may not be able to see again -- I love that feeling because you really feel that it's been a pleasure to meet that person and to share a part of your life with them. The other day when the two Italian guys left, I didn't really know them and I felt that when I said good-bye and good luck and I hope you don't die tomorrow - it was a great feeling - feeling something for them."

Maria Luisa

"I would like to thank life - my parents to have had the great idea to send me here because I could say that it has been one of the best summers I have ever had."

Enrique

"I also want to say that I feel like Maria Luisa. I wasn't sure about coming here at first and now I think how I would have been if I hadn't come here - I mean not being here. I would never had known how Cushing really was. It's a very strange feeling."

Jason

"I think it was everybody's pleasure to meet other people from other countries, ways of life and meeting other customs and people. And then to say good-bye. It's really sad."

Maria Luisa

"It's very hard, but we must try to see each other again - sometime - maybe not all together, but still try to keep in touch. I'm really scared about losing contact with so many people after having been so friendly together. I know that there will be some people that I will stay in contact with. Now you are so friendly and in 10 years you won't even remember them. So I really hope we keep in touch."

*Victoria
Badalamenti*

"For me I have certain images that come to my mind when I think about this particular class. I have this image of Eric with the wig on and the skirt, outside sitting with his arm around Shige. This will stay in my mind forever. Or maybe just having you all at my home and making the crepes together and everyone really enjoying that. There were certain times that will stay in my mind -- not so much class time -- but times when we worked together on something, like going to Brattleboro together, doing interviews, these things made me feel especially good."

Imania Lusa

"It's always easy to remember the good times. And here for every bad moment you have 20 good ones to remember too. The people here really know how to make us feel good and comfortable. You, the teachers, the staff -- you know how to make us feel at home. I was really scared about coming here because I had worked very hard this past year and when I saw the schedule, I thought it was going to be so hard. Now I think how stupid I was. I have not wasted my time. I have learned English, met great people, had a good time, made good friendships. If I had to say some adjectives I would say great and fantastic even if I sometimes have felt a little sad. I don't even miss my family and I am very attached to my family, but I have never felt homesick and the answer is because I have such great friends here. They have given me what my parents give me -- I have found that here."

~~Spencer~~

"Can I go and get a Kleenex from my brother's room?"

A. Espinoza

"I don't know how the rest of the class feels about it but personally it has been one of my best summers in my whole life. I just hope that we all could get together once again. I would like everyone to keep in touch. I just don't want to go back to Venezuela and say good-bye to everyone for good. I can't do that. I would like to keep in touch with everyone here because everyone here was very friendly. I will never forget you."

Juliana

"There are many moments that I will remember about this class and all my friends but I just want to say thank you and say that I want to keep in touch with everyone."

...at the end.



It was the greatest
summer I've ever
had. I hope you all
good luck and also
hope you all don't
die tomorrow!!
Jason Kim

Boy, did I work
hard with you guys!
I hope I can see some
of you again - soon!
John W. Young

I passed here the
best summer of my
whole life.
I won't forget you
for ever
Eric

I love all of you
Hughes Cremone

What a class!!!

What a summer!!!

What an experience!!!
Victoria BADALAMENTI

It was a great
summer! Good
luck and hope
to see you again
Loves,
Jolene

Thanks for everything.
Thanks to everybody.
Zhuanna miss you all.
We have to keep in touch
for ever.
always love you all
Shige

It was a great summer
and I hope I'll see
all of you again soon
Cecile

I had a wonderful summer
with great people that I
would never forget.
Please keep in touch
Love you all
huania Luise

APPENDIX I

Thanksgiving Day in America

Every year, on the last Thursday of November, Americans celebrate a very important holiday known as Thanksgiving. On this day, people give thanks for all the good fortune they have both physically and spiritually. It is a time for families to get together and have a huge meal, usually with turkey, which is a big bird with a long neck and which usually can't fly.

Thanksgiving was first celebrated around the early 17th Century in eastern Massachusetts, at a place called Plymouth. It started soon after the time that many Europeans, mostly the British, settled in what were later to become the states of the East Coast. They came usually from England because they were looking for religious freedom, which they could not have under King George V. These settlers were known as the Pilgrims.

The Pilgrims had a very hard life when they first got here. They didn't know what crops would grow in their new homeland, and they weren't used to doing everything for themselves. Also, they weren't accustomed to the long, cold winters. So the original inhabitants of North America, the Indians, helped the pilgrims grow corn, beans, and other kinds of vegetables, and showed them how to build warm houses, fish, hunt, and survive comfortably in America.

Appendix I (2)

In return for all that the Indians did for them, the pilgrims invited them to their homes to give thanks to God and to the Indians.

Today, most people want to be with their families on Thanksgiving Day. People usually just sit around, relax, and eat, eat, eat!! They have turkey with dressing, squash, mashed potatoes, corn, cranberry sauce, and pumpkin or apple pie, among many other things. Everybody eats too much and does little else, especially since, in recent years, there are important football games on T.V., and a lot of people watch them. So we eat, watch T.V., and get fat! But many people try to remember the original reason for the holiday, remembering how the Indians helped the pilgrims. It is to give thanks for all that we have. That is why we call it Thanksgiving.

APPENDIX II

Outline Form for Thanksgiving Day in America

- | | |
|--------------|---|
| | I. Introductory paragraph |
| Introduction | A. |
| | B. |
| | C. |
| | II. History of the holiday |
| | A. |
| | B. |
| | C. |
| | III. The Pilgrims' hard life |
| | A. |
| | B. |
| | C. |
| | D. |
| | IV. Modern ways of celebrating Thanksgiving |
| Body | A. |
| | B. |
| | C. Eating |
| | 1. |
| | 2. |
| | 3. |
| | 4. |
| | 5. |
| | 6. |
| | D. |
| Conclusion | V. Why we call it Thanksgiving |

APPENDIX III

Dealing with the Police in Kathmandu

¹Everyone who travels through a foreign country has some unusual story to tell. ²My story begins in Kathmandu, the capital of Nepal. ³After a long and very rough trip through the mountains of Nepal on a bus, my friend and I discovered that we had had \$200.00 stolen from us. ⁴It had been taken without our knowing it when we had stopped along the way, on our way to India. ⁵When we finally discovered the loss, we convinced the local police to come back with us through the mountains to the shop where we had first noticed it missing. ⁶We thought it was not very likely we would get our money back, because \$200.00 is a lot of money in a poor country like Nepal. ⁷Besides, we had heard so many bad stories about dealing with the police in a foreign country, like so many other world travellers.

⁸Nevertheless, we took the policeman back with us, up through the mountains on the long and arduous trip. ⁹When we finally got back to the shop, we felt even more sure that we were not going to get our money back. ¹⁰Everyone seemed to know about the robbery, but no one wanted to admit that he knew too much about it. ¹¹So for three days, we questioned, accused, begged, and negotiated for the truth from everyone in the little town. ¹²Finally, due to

Appendix III (2)

the very clever questioning and skillful detective work of the policeman who came with us, we got all our money back.

¹³We'll never forget that police officer. ¹⁴We left the country with an affectionate feeling and respect for the police and the people who had helped us through a very difficult time in Nepal.

APPENDIX IV

(a first version of Appendix III)

¹Everyone who travels through a foreign country has some unusual story to tell. ²My story begins in Kathmandu, the capital of Nepal. ³My friend and I had boarded the bus at 5:30 A.M. ⁴We were on our way to the Indian border town of Patna. ⁵It had been a long and arduous trip. ⁶Patna is only 120 kilometers from Kathmandu, but the road is very curvy and hilly, because it goes through steep mountain ranges which rise to about 14,000 feet. ⁷It's a very hot and dusty trip. ⁸About a third of the way there, we suddenly discovered that when we had stopped at a tiny little tea shop along the way, we left our pack there. ⁹This pack contained all the valuables that are carried by most world travellers: camera, passports, travelers checks, and cash. ¹⁰In short, virtually everything valuable. ¹¹As soon as we discovered our loss, I suddenly jumped up, made the bus come to a stop, and walked, ran, and hitchhiked back to the little tea shop. ¹²I told my friend to make the bus wait for me to get back. ¹³When I finally got back to the tea shop, I found the pack, checked the contents carefully, and walked, ran, and hitchhiked back to the waiting bus. ¹⁴As we continued our journey, we discovered that what I had thought was a complete pack was in fact missing two \$100 bills. ¹⁵We were devastated. ¹⁶Here we

Appendix IV (2)

had travelled all this way, and gradually realized that we were missing what was really a lot of money for a country like Nepal. ¹⁷We finally reached the Nepalese-Indian border at Patna, and I eventually convinced my friend that we should go to the police with our story. ¹⁸We had grave doubts about how useful this was going to be, since we had both heard so many horror stories about the police in foreign countries. ¹⁹Nevertheless, I felt that we had to try and get our money back.

²⁰We finally convinced the police captain in Patna to send one of his men back with us to this tea shop, to try and recover the money. ²¹We got back to the tea shop and began a series of negotiations, interrogations, and trying to find out the truth from the local people. ²²No one would actually admit to having taken the money, but we finally tracked down who we thought the thief was. ²³We had a lot of trouble finding him. ²⁴Our search included having to traverse fields of rice paddies, which is the staple of the Nepalese diet. ²⁵At one point, we got leeches stuck on to our skin, and had to burn them off with cigarettes. ²⁶These little worms that suck your blood are horrible!! ²⁷But we finally found the man who we thought was the thief.

²⁸After many hours of negotiating with the man, he offered to give us \$100 in Nepalese currency. ²⁹He insisted that he didn't steal the money, or know anything about who did, but he said he was doing this as a favor to us, and

Appendix IV (3)

because he felt sorry for us. ³⁰His offer sounded pretty suspicious, but after 3 days with little to eat, and since it was 4 A.M. when he made the offer, we decided to accept. ³¹We soon learned that his offer was his crucial mistake.

³²The police officer with us reasoned that because the man had offered us some money, but not all of it, he was very close to admitting that he was the thief. ³³The officer kept talking to the man, and eventually we got all our money back--the original two \$100 bills. ³⁴Naturally, we were elated.

³⁵We'll never forget that police officer. ³⁶We left the country with an affectionate feeling for the police and the people who helped us through a very difficult time in Nepal.

APPENDIX V

JIMENA'S STORY

My name is Jimena. I was born and raised in Colombia, but I have come to the United States to study and perhaps to begin my career. I don't know how long I'll be here.

When I first arrived in this city, I was excited and full of confidence. I had taken six years of English courses at home, so I thought it would be easy to communicate with people. School work was never difficult for me; I didn't expect to have any trouble writing papers or reading books in English. But that was six months ago. I was wrong in both cases.

In the first place, the English that is taught in Colombian schools is not what people speak in the streets and in their homes in the U.S. Here, people use words in ways I never heard before. For instance, "I go" is often used to mean "I said." And then, pronunciation is very different from spelling. Most of our teachers had never been to the States, so they taught us to pronounce words exactly as they are spelled. This is the Spanish way. It's certainly not English.

Reading textbooks is also a challenge. Last night I sat and looked at one page of my biochemistry text for twenty minutes. Biochem was one of my best subjects in

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the University at home.

Even academic problems are not so bad though. It's only a question of time before my skills improve, as my teacher says, so I just have to be patient. What troubles me more is homesickness. I waste a lot of time daydreaming and looking at pictures of my family and my boyfriend. Perhaps the reason for it is that I'm not really close to anyone here. I think its the American way to know lots of people whom you can call by their first name. It's important here to seem friendly and open. Everybody behaves as though he or she wants to become your friend, but actually, people seldom make time to be together. At least that's my impression of university students. It's always "How you doing?" and "See you later," but I wonder how much is meant by those expressions.

Back in November we had several days vacation for Thanksgiving. I was beginning to think about where I would go, because we were not allowed to remain in the dorms during that time. A couple of days before the break, I was invited by Jennifer--who lives two doors down from my room--to stay with her parents. I was relieved and excited. Jennifer and I didn't know each other very well, but this would give us an opportunity to become friends. I would also get to learn something about the customs of an American family.

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The holiday was nice and Jennifer's family was very kind. Her older brother spoke Spanish to me, so I felt really at home. The grandmother was also there; Jennifer's dad picked her up from the nursing home on Thanksgiving day. Everyone was surprised when I told about my grandparents, who lived at home with us until they died. In the evenings we ate popcorn in front of the fireplace and talked about the U.S. and Colombia. Jennifer's parents asked me questions like, "Is America different than you thought it would be?" This was natural I guess; people always want to know what foreigners think of their country.

By the end of the vacation, I remember feeling that I had finally found some friends to visit often and spend time with, and that Jennifer and I would be like sisters. But I was thinking like a Colombian, not an American. To tell the truth, I haven't once been back to visit Jennifer's family. Jennifer herself has continued to be friendly with me, but only in the same way as before vacation. I would say we are casual friends. For a while I wondered whether I did something impolite at Thanksgiving that made the family ashamed to know me. Now I realize it's just the way of this society to have more acquaintances than friendships.

So I expect I'm going to be homesick until I get used to being with people in the American style. Meanwhile, I

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try not to form expectations about those I come in contact with. I'm trying to learn the American way of communication which is not taught in English language textbooks. Eventually, I believe I'll succeed. It's just that I get so lonely for the present.

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APPENDIX VI

Krishnamurti, ON EDUCATION

(short version)

Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying, whether they are saying something true or false...Education is not just to pass examinations, take a degree and a job, get married and settle down, but also to be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, the shape of the hills, and to feel with them, to be really, directly in touch with them. As you grow older, that sense of listening, seeing, unfortunately disappears because you have worries, you want more money, a better car, more children or less children...You know what is happening in the world. You must be studying current events. There are wars, revolts, nation divided against nation...squalor and complete callousness. Man does not care what happens to another so long as he is perfectly safe. And you are being educated to fit into this. Do you know the world is mad, that all this is madness--this fighting, quarrelling, bullying, tearing at each other? And you will grow up to fit into this...

Since you are young, fresh, innocent, can you look at all the beauty of the earth, have the quality of affection? And can you retain that? For, if you do not, as you grow up, you will conform, because that is the easiest way to live. As you grow up, a few of you will revolt, but that revolt will not answer the problem. Some of you will try to run away from society, but that running away will have no meaning...Society is you and I. You and I create the society in which we live. So you have to change. You cannot fit into this monstrous society. So what are you going to do?

APPENDIX VII

Krishnamurti, ON EDUCATION

(longer version)

Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying, whether they are saying something true or false. All that is part of education. Education is not just to pass examinations, take a degree and a job, get married and settle down, but also to be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, the shape of the hills, and to feel with them, to be really, directly in touch with them. As you grow older, that sense of listening, seeing, unfortunately disappears because you have worries, you want more money, a better car, more children or less children. You become jealous, ambitious, greedy, envious; so you lose the sense of the beauty of the earth. You know what is happening in the world. You must be studying current events. There are wars, revolts, nation divided against nation. In this country too there is division, separation, more and more people being born, poverty, squalor and complete callousness. Man does not care what happens to another so long as he is perfectly safe. And you are being educated to fit into this. Do you know the world is mad, that all this is madness--this fighting, quarrelling, bullying, tearing at each other? And you will grow up to fit into this. Is this right, is this what education is meant for, that you should willingly or unwillingly fit into this a mad structure called society? Do you know what is happening to religions throughout the world? Here also man is disintegrating, nobody believed in anything anymore. Man has no faith and religions are merely the result of a vast propaganda.

Since you are young, fresh, innocent, can you look at all the beauty of the earth, have the quality of affection? And can you retain that? For, if you do not, as you grow up, you will conform, because that is the easiest way to live. As you grow up, a few of you will revolt, but that revolt will not answer the problem. Some of you will try to run away from society, but that running away will have no meaning. You have to change society, but not by killing people. Society is you and I. You and I create the society in which we live. So you have to change. You cannot fit into this monstrous society. So what are you going to do?

APPENDIX VIII

The Mythical School

Once upon a time, in a land far, far away,* there was a very unusual school. In this school, the teachers learned and the students taught. They taught themselves, each other, and the teacher. There was no homework assigned here, no books, or no tests. Nor were there any grades given. There were no pencils, pens, or paper.

Everyone at the school was very satisfied with all of the above. But there were three major problems to this school and I will discuss these in detail below.

First of all,...

* with apologies to Steven Spielberg

APPENDIX IX

Attending School in Country A or Country B

<p style="text-align: center;">COUNTRY A</p> <p>In this country, you would have to take a national examination to be accepted. You would have to rank in the top 10 percent on your grade for this exam. The ratio of women to men here is 3:2. If you got accepted, you would be studying with more foreign students than citizens of the country. The schools here do not have an especially poor reputation. You would not have to pay much for your education, because public taxes pay for the schools' support.</p>	<p style="text-align: center;">COUNTRY B</p> <p>Private exams are required for entrance into this country's universities. The standards for these exams are low. The ratio of men to women is 3:2, and most of the students are citizens of the country. The country offers both private and public universities, and although the reputation of the private universities is good, they are very expensive.</p>
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In which country would you choose to attend school, and why?

APPENDIX X

Conflicts in Schools

Situations

A. The best English student in class has put his exam paper at the edge of his desk so that his friends can easily copy his answers. The teacher tells him to cover his paper and that she is subtracting 25 points from his mark for the test. The next day, when he receives his exam and finds that instead of 92, he has 67, he walks to the front of the class, interrupts the lesson, and says that he doesn't agree. The teacher tells him that she will discuss it with him after class and to sit down. He refuses and continues standing at the table, shaking his head.

B. A female professor at the university likes her students and wants to have a good rapport with them. A male student asks her where she lives and she innocently tells him. That evening, she comes home to find him waiting to see her. She lets him in, and after a short conversation she gets the feeling he wants more than just a teacher/student relationship. He leaves saying he'll be back the next day.

C. While in the middle of class, a student raises her hand. Thinking she has a question pertaining to the lesson, the teacher calls on her. She complains that her purse has been stolen and starts crying, putting the class in confusion and making a lot of noise.

D. A teacher in a secondary school gives his students an exam. The students feel that he has not reviewed enough. He insists that they have had ample time to study and that he has given a fair review. He tells the students that he will not postpone the exam and the students continue to protest. He passes out the exam papers, and the students refuse to take the exam.

E. A teacher is presenting new vocabulary to a class of students who all speak the same native language. As he presents it, one of the best students shouts out the translation in the students' native language. Later on, when the teacher is presenting the grammar, the same student responds to a question using a grammatical structure that hasn't been presented, but that will be presented tomorrow. Throughout the school year, this student has interrupted the lesson by giving the answer before other students have had the chance, by giving translations when they are not needed, by asking pointed questions about grammar that hasn't been covered, and by pointing out exceptions that the teacher had planned on covering later in the lesson. He always

Appendix X (2)

is able to answer any question the teacher asks, he has a workbook with all the exercises already completed, and he insists on demonstrating his command of English to the class. It is quite evident that he has had English before. In fact, the teacher finds out that he is repeating the grade because he failed History and Math.

APPENDIX XI

Toll Booth Theft*

1 When the sign says "Thank you" at one of the auto-
2 matic toll booths of the New England Thruway, it does not
3 always mean what it says. That is, not if the driver of
4 the car has not put enough money into the machine or dropped
5 foreign coins into it.

6 The state police reported today that they had arrested
7 151 persons, who have been fined in City Court from \$25 each
8 for first offenders to \$250 for multiple offenders.

9 Police said that the offenders included a clergyman,
10 a doctor, a dentist, an atomic scientist, lawyers, and
11 quite a number of engineers, advertising men and salesmen.

12 What offenders did not know, the police said, was
13 that the new toll-booth glass with one-way vision prevented
14 them from seeing the police who were inside the toll booth.

15 Neither did they know, the police continued, that the
16 license plate of each offender was recorded, along with the
17 objects he dropped into the machine.

Questions:

1. Under what circumstances would you try to pass a toll
machine without properly paying the fee?

- _____ a. Only if I was certain that I would not be caught.
 - _____ b. If I felt I had a good chance of not getting caught.
 - _____ c. Never, under any circumstances.
 - _____ d. Only if I needed the money desperately, like for family food or supplies.
 - _____ e. Other circumstances (Write your own here):
-

* Date line "New Rochelle," THE NEW YORK TIMES, Oct. 28, 1961. VALUES AND TEACHING, Louis E. Rath, Merril Harmin, Sidney B. Simon. Charles E. Merril Publishing Company, 1966, pp. 86-87.

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2. Among the 151 persons arrested, there was only one clergyman, doctor, dentist, and atomic scientist. On the other hand, there were several lawyers, engineers, advertising men, and salesmen. Do you think this means that persons in the first group of occupations are more honest than those in the second group? Discuss.

3. Do you think that this behavior is serious? Do you think these persons are likely to be dishonest in other ways that would be more serious? Discuss.

4. Return to Question 1 and put an 'X' by the choice you would make to this: Under what circumstances would you keep a dime that was returned to you by mistake in a phone booth?

5. Are there differences in how you answered #1 and #4? If so, why?

APPENDIX XII

Alternative Sources of Energy Needed at Cushing

Rising energy costs have made it necessary for Cushing to consider some alternatives to the use of oil in order to heat the library. The Energy Committee has thought of 3 choices as alternative sources of energy, which are summarized below.

Can you think of any other sources and/or factors which should be considered in these choices?

Alternative Sources of Energy Considerations at Cushing

FACTORS WHICH AFFECT THE COMMITTEE'S DECISION	Expense			Time Required To Build	Environmental Considerations	Possible Future Problems
	to build facilities	to operate & maintain	future costs			
THE CHOICES:						
Nuclear power	\$2 billion	\$10,000/yr.	probably minimal, due to durable, synthetic materials	4-5 yrs	possible: leaking radioactivity during construction; after construction: uncertain	melt-down core: radioactivity
Solar Energy	\$1 million	\$20,000/yr.	\$8,500/yr for replacing parts	1½ yrs	clean: dependent on sunny weather	wear-out & breakdown of parts
Wood/Coal	\$200,000	\$5,000/yr.	\$2,000/yr	1 yr.	use of important natural resources	non-foreseeable

APPENDIX XIII

An Energy Crisis in Ashburnham

(The article below recently appeared in the Ashburnham Times)

¹Residents of Ashburnham couldn't have seen it coming, but they were in for quite a surprise the other day when suddenly all the electrical and water power was shut off.

²"There must be some sort of problem," many of them thought.

³"The Biastian Company in town may have the answer," thought others.

⁴Townpeople learned that due to a steep and sudden increase in the price of oil, the company had to turn off all power to the town. ⁵Company representatives explained that the country of Biastia, from which they obtain all of their oil, had recently tripled its prices because of some kind of international political crisis, and may have to raise them even more. ⁶The Biastian Company could not pay the increase, so they thought they should simply stop operating to save what little oil they had left. ⁷Since all of the electricity and power to run the pumps to operate the water system is produced from oil, the entire town was left without power indefinitely. ⁸There was nothing they could do, they said, except that there may be further developments in the situation.

⁹One group in particular was outraged. ¹⁰"What are we supposed to do?!" yelled the angry workers of the company. ¹¹"Should we just give up our jobs and move out?!" ¹²"We might have to go on welfare," said others. ¹³"Can't we think of some better solution?" said others. ¹⁴"Some of us don't think we could accept welfare."

¹⁵As you might have guessed, the town citizens were also very upset. ¹⁶They wondered how they could maintain their homes, use the water they needed, or operate their businesses. ¹⁷Would they move out of town? ¹⁸Could they contact the political leaders of Biastia and negotiate a solution? ¹⁹If they did, would the politicians understand? ²⁰"We must decide what to do," they thought, "or else we will have a big problem to deal with."

²¹The Town Board didn't know what they should do either. ²²Maybe they could find an alternative source of energy. ²³It may be more expensive, they thought, but at least it would get them out of this situation. ²⁴"Biastia must be able to help somehow," someone said. ²⁵"If they can't, they will have a lot more trouble on their hands from us..."

APPENDIX XIV

Unfinished Sentences

1. When I get back home,...
2. Five years from now,...
3. As soon as I have enough money,...
4. When I get married,...
5. When I have my first child,...
6. After I talk to my best friend about it,...
7. By this time next year,...
8. If I ever find the "right" boy/girl,...
9. When my parents start letting me make all of my own decisions,...
10. I hope President Reagan....
11. As soon as this class is over,...
12. When I celebrate my next birthday,...
13. When I finally get to bed tonight,...
14. By the time I leave this country,...

APPENDIX XV

Forced Choices

1. Where would you rather live?
 - ☐ a. on a farm
 - ☐ b. in the city
 - ☐ c. in the suburbs
2. Which pet would you rather have in your home?
 - ☐ a. a dog
 - ☐ b. a cat
 - ☐ c. a parakeet
3. Which would you least like to be when you are 45?
 - ☐ a. very poor
 - ☐ b. very sick
 - ☐ c. disfigured
4. How late should 14 year olds be allowed to stay out on a weekend night?
 - ☐ a. 10 PM
 - ☐ b. 12 PM
 - ☐ c. it's up to them
5. If you were a parent, how late would you let your 14 year old stay out on a weekend night?
 - ☐ a. 10 PM
 - ☐ b. 12 PM
 - ☐ c. it would be up to her/him

Appendix XV (2)

6. Whom would you prefer to marry? A person with
- ☐ a. intelligence
 - ☐ b. personality
 - ☐ c. sex appeal
7. Pretend you are married and have your own family. Your mother has died and your father is old. What would you do?
- ☐ a. invite him to live in your home
 - ☐ b. place him in a home for the aged
 - ☐ c. get him an apartment for himself
8. If your parents were in constant conflict, which would you rather have them do?
- ☐ a. get divorced, and your father leave home
 - ☐ b. stay together and hide their feelings for the sake of the children
 - ☐ c. get divorced, and you live with your father
9. Which of the following actions should be taken to help solve the population problem?
- ☐ a. legalize abortion
 - ☐ b. limit each family to two children and sterilize the parents afterwards
 - ☐ c. distribute birth control information everywhere
 - ☐ d. trust people's common sense to limit the size of their families
10. If you were with your family in a boat that capsized far from shore and there were only one life preserver would you
- ☐ a. save your wife/husband
 - ☐ b. save one of your children
 - ☐ c. save yourself

Appendix XV (3)

11. How would you break off a three-year relationship with someone you've been dating steadily?
- ☐ a. by telephone
 - ☐ b. by mail
 - ☐ c. in person
12. What is the worst thing you could find out about your teenager?
- ☐ a. that he/she has been shoplifting
 - ☐ b. that he/she is a high school dropout
 - ☐ c. that he/she has been having sex with many different people, and often
13. Which would you least like your son or daughter to do?
- ☐ a. marry out of necessity
 - ☐ b. marry outside of his/her race
 - ☐ c. smoke marijuana once a week
14. Which best describes the way you handle money?
- ☐ a. spend freely
 - ☐ b. always looking for bargains
 - ☐ c. budget carefully
15. If one of your friends and your wife were attracted to each other, which would you prefer?
- ☐ a. for them to be open about their relationship
 - ☐ b. for no one to know
 - ☐ c. for them to keep it a secret from you alone
16. Men: What kind of wife would bother you most?
- ☐ a. one who interrupts her husband
 - ☐ b. one who spends too much money
 - ☐ c. one who keeps a messy house

Appendix XV (4)

17. Women: What kind of husband would bother you most?

- ☐ a. one who interrupts his wife
- ☐ b. one who spends too much money
- ☐ c. one who keeps a messy house

18. Teenagers: Which do you think is the worst?

- ☐ a. to become (or to get someone) pregnant (unmarried)
- ☐ b. to be dependent upon hard drugs
- ☐ c. to date someone from another race

APPENDIX XVI

Dear Abby Vignettes

1. Dear Abby: I'll make this short and to the point. Last year I had a rather brief affair with my boss. (He's married, I'm not.)

I thought I was pregnant in August, so I told him and he quickly gave me \$300.00 for an abortion. Well, as it turned out, it was a false alarm, so I spent the \$300 on clothes and never told him the abortion wasn't necessary.

He still thinks I had the abortion and my conscience is bothering me. I rationalize it in my mind by telling myself that the scare was worth the \$300. What do you think?

"Guilty Conscience"

3. Dear Abby: You stated that the widow of "John Smith" should call herself "Mrs. John Smith." I don't agree with you. I have a name, and I am a person in my own right. In the wedding ceremony it says, "Till death do you part." Well, if your husband dies, you are no longer married. I don't want to feel like I belong to someone who is dead. I am not his possession.

Of course, I will still use his last name, which became our family name, but if there is no "John Smith," how can there be a "Mrs. John Smith?" It doesn't make any sense at all.

I prefer to use my first name and his last name.

I wonder if anyone else feels the way I do.

"John is Dead;
I am Living in Ohio"

2. Dear Abby: A group of us girls were gathered at our weekly card club when a question was asked by one of our members:

"Is it possible for a husband to come home, undress and get into bed with his body reeking of someone else's perfume, then deny that he was with another woman?"

The majority said it is not possible, so we decided to ask you.

"The Thursday Group"

4. Dear Abby: I'm engaged to marry a wonderful man. His mother and I get along fantastically. I call her "Mom." She says that I am the "daughter" she's always wanted but never had.

"Mom" asked me if she could come along with my mother and me and help pick out my wedding gown. Seeing no reason why she shouldn't, I told her I'd love to have her.

Well, I told my mother, and she thought it was totally rude of my future mother-in-law to include herself. Then she said if "Mom" wants to help pick out my wedding gown, she should pay for half of it.

Abby, I've already told "Mom" she could come along, and it would break her heart if I had to tell her I changed my mind. How

Appendix XVI (2)

Dear Abby Vignettes Cont'd.

#4 (Cont'd.)
should this be handled without
making my own mother look bad?

"In The Middle"

5. Dear Abby: I am a divorced woman with two daughters, age 8 and 11. I have custody of the girls, but their father has them every other weekend.

My "ex" has recently remarried and joined his wife's church (Baptist). Our children were baptized Catholic and have always attended Mass every Sunday with me.

My "ex" now wants to take the girls to Baptist services on the weekends he has them. He says that neither he nor his pastor sees anything wrong with this.

I think consistency in their religious upbringing is very important--that going back and forth between the Catholic church and the Baptist church will confuse them, so my "ex" should take the girls to Catholic services when he has them for the weekend.

He doesn't see this as a workable solution. Your opinion is needed.

"Conscientious Mother"

6. Dear Abby: I've been thinking about the letter you published recently from a woman signed "Crushed." She thought she had an ideal marriage, but after her husband died, his secretary delivered his personal belongings and among them were some "love letters" from two women. These letters nearly destroyed her and consumed her with hate due to her husband's deceit.

Having been a secretary for many years, I wonder how necessary it was for the secretary to have included those "love letters" with the rest of his belongings? Why didn't the secretary do the decent thing and destroy them?

I wonder how other secretaries feel.

"Pat in Kearny, Ariz."

Appendix XVI (3)

What Abby Said

1. DEAR GUILTY: Scare up \$300, give it to your boss and tell him the truth. (23-1-84)

3. DEAR LIVING: You may call yourself anything you wish, but the rule of etiquette is: A widow is "Mrs. John Smith" until she dies, unless she marries again. A divorcee is "Mrs. Mary Smith."
(25-1-84)

5. DEAR MOTHER: I agree that consistence in religious upbringing is essential. The minuet your ex-husband proposes between the Catholic and Baptist churches could get your daughters off on the wrong foot.
(25-1-84)

2. DEAR GROUP: It is possible for a man to deny it, but in view of such overwhelming circumstantial evidence, it would be impossible to believe him.
(1-2-84)

4. DEAR IN: Tell your mother that you've already made your future mother-in-law welcome, and there is no way you can exclude her now without causing hard feelings.

Be patient with your mother. She could be jealous of the woman with whom she must now share her daughter. Tell your mother that you want yours to be a happy, lasting marriage, and one of the most essential ingredients is a loving relationship with your husband's mother.
(14-1-84)

6. (no reply)

(6-2-84)

N.B. All "Dear Abbies" are from the Brattleboro Reformer on the dates cited.

APPENDIX XVII

Chart of Expressing Modal-Like Forms for Preference

<u>Example</u>	<u>Reality</u>	<u>Attitude</u>
<u>would rather</u>	Present/Future:	
Eric would rather live in the city than in the suburbs.	It hasn't happened yet.	the city--good the suburbs--not good
Maria would rather not find out that her teenage son has been shoplifting.	It hasn't happened yet.	negative
	Past:	
Giulia would rather have chosen Maria than Omer for this exercise.	Guilia chose Omer.	Maria--better choice Omer--poor choice
Guilia would rather not have chosen Omer.	Guilia chose Omer.	negative
<u>would like (to)</u>	Present/Future:	
Cecile would like to legalize abortion.	It hasn't happened yet.	positive
Juliana wouldn't like to make that decision.	She hasn't made that decision.	She's glad she hasn't made that decision.
	Past:	
Jose would like to have talked to his girlfriend this weekend.	He didn't talk to her.	He's sorry he didn't.

APPENDIX XVII (2)

would prefer to

Example

Reality

Attitude

Present/Future:

Enrique would prefer to live with his father, instead of living alone.

positive

Bea would not prefer to get divorced.

She isn't divorced.
(Maybe she isn't even married yet!)

She's glad she isn't divorced.

Past:

Andy would have preferred to save his money.

He didn't save his money.

He's sorry he didn't save it.

Woo Jin wouldn't have preferred to marry an ugly girl.

He didn't marry an ugly girl.

He's glad he didn't.