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Choices, Changes and Challenges: A Skills-Building Game for the ESL Classroom

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Choices, Changes and Challenges:
A Skills-Building Game for the ESL Classroom.

Mark Feder

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

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Mark Feder

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This project by Mark Feder is accepted in its present form.

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ABSTRACT

This project consists of a game designed to serve review purposes in the ESL classroom and an accompanying paper of explanation. The paper describes the origins and uses of the game as well as a rationale based on the author's learning and teaching assumptions. These assumptions involve the relationship of the cognitive, psycho-motor, and affective domains and the usefulness of small group work for addressing the combined requisites of these three areas. The features of the game, Choices, Changes and Challenges, are discussed in detail and their utility in meeting the special needs of the ESL class are analyzed. Suggestions for modifying the game to suit different levels and circumstances are also included. The bulk of the text consists of questions based on a sample syllabus for intermediate level classes. Observations from actual class use of Choices, Changes and Challenges conclude the final segment of the paper.

ERIC DESCRIPTORS

Games
Small Group Instruction
Classroom Techniques
Instructional Materials
Material Development
Review

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INTRODUCTION

One of the most common difficulties facing the teacher of English as a Second Language (ESL)¹ in foreign countries, and especially in developing countries, is the lack of adequate materials and resources. The procurement of simple realia such as newspapers, brochures, advertisements, and recordings of native speech may entail inordinate effort and expense. My experiences in Liberia, Mexico, and South Korea in teaching English and developing materials and activities from locally available resources have resulted in the recognition that the teacher's most dependable, accessible, and valuable resource is the students themselves. To be most successful, activities should, therefore, endeavor to exploit that resource as fully as possible. Choices, Changes and Challenges (CC&C), a game developed for teaching ESL to adults in South Korea, is an attempt to use the students as the central element of the learning process. In this chapter the development of the idea of CC&C will be described, and since, "Every classroom practice ... derives from an underlying theory of some kind,"² the premises and assumptions upon which the game is based will be examined.

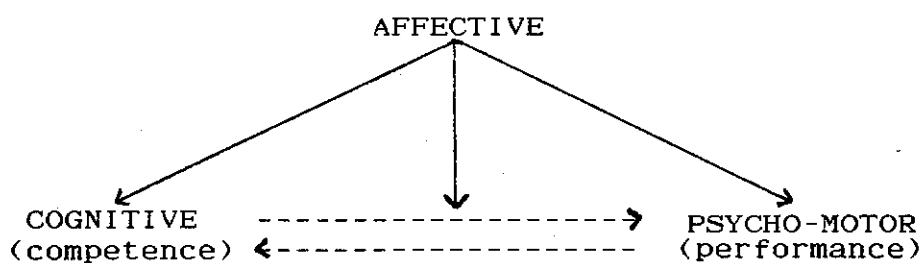
The importance of placing the student at the center of the learning process is attested by my own experiences and firmly supported by ESL literature. Oller, for example, calls the "increasing concentration on student learning rather than

on teaching (the) most significant trend" in ESL.³ The style of teaching in which students passively submit to a kind of linguistic indoctrination has been all but abandoned by progressive teachers who view active student participation as necessary to the effective accomplishment of their roles. By its very nature learning, which is an excursion from the known to the unknown, entails labor and anxiety. But if these negative aspects are de-emphasized and the student is absorbed in the excitement and adventure of the enterprise, inhibiting factors such as anxiety, which obstruct input and form, in the words of Dulay and Burt, an "affective filter,"⁴ can be reduced. Thus, the student can more easily come out of his⁵ "protective shell"⁶ to absorb and integrate new data.

Having determined that student-centered activities are highly desirable, the teacher has the difficult task of selecting and devising activities that can successfully integrate student participation with the specific language objectives set for the class. Dividing the class into small groups, each of which works on pre-established goals, is one of the most practical ways of assuring that the students function as the main participants and the teacher acts only as an inconspicuous counselor or guide. Small group work is also generally less inhibiting and intimidating than whole-class activities. Some students who are shy or lack self-assurance may, nevertheless, be dominated by more aggressive classmates. This limitation should be addressed to assure the general effectiveness of small group work.

Three domains have been recognized in pedagogy as playing a part in learning: cognitive, psycho-motor, and affective.⁷ In language learning the word "competence" refers to the reservoir of knowledge and information that the learner possesses.⁸ Competence, therefore, is related to the cognitive skills of knowing, albeit unconsciously, the rules and information which underlie communication. "Performance" denotes the actual use of those skills. Because performance is affected by use, repetition, and habit, it is closely allied to the psycho-motor domain. To illustrate, a student may be able to accurately chart the pronominal system, but in actual speech substitutes "he" for "she" or vice versa. In this case we may say that competence exceeds performance, which is typically true in language learning. The affective domain embraces all those psychological and sociological factors such as anxiety, shyness, and status which influence learning and hence pervades the entire learning process.

The relationship between the three domains of learning is depicted in the following diagram:



In order to make progress in language learning, a student should not only absorb information but be able to transform

that information into a usable form. Likewise, the functional capabilities of a student can be enlarged into cognitive, generative rules which will enable him to expand his repertory of utterances. That is, discrete items of performance can coalesce into patterns which, by process of analogy, may be used to formulate and produce new items. The progress from cognitive to psycho-motor is, then, essentially a deductive process while the reverse route is inductive. Both processes play important roles in learning. Affective factors influence not only the degree and speed of progress in the cognitive and psycho-motor domains, but the strength of the circuit (represented by broken lines in the diagram) that links the two together. Thus, it is clear that no part of this triad can be neglected if effective language learning is to take place.

In less abstract terms, language learning does not consist of simply internalizing new vocabulary items, grammar rules, and sentence patterns. A complex network comprised of intellectual, emotional, and neuro-physiological elements operates in the assimilation of new material. Every classroom activity need not simultaneously address all three domains. One which does so, however, is inherently more complete than an activity which deals with just a single part.

Small group work is especially valuable for the affective domain because students have more freedom of movement and opportunity to experiment with language. It has been astutely pointed out that, "if communication is always on a one-to-

thirty basis (i.e. from teacher to students), a great number of other possibilities are being wasted."⁹ Small group work clearly provides the great advantage of maximizing student participation. As stated earlier, students who feel intimidated about speaking in front of the whole class can sometimes speak to a few other classmates with less embarrassment and self-consciousness. Small group work is ideally suited for limited practice and reinforcement of previously taught material. A drawback of small group work is the impossibility of monitoring every group at every moment. There is a danger that incorrect utterances will go undetected and be reinforced or that students will totally fail to follow instructions. So, while small group work is very useful, it must be controlled to assure that the objectives are being met.

Until recently affective factors have not been viewed as essential to the learning process and have generally been neglected by traditional teaching methodologies. The Grammar-Translation Method, through such techniques as translation, recognition of cognates, and the deductive application of rules,¹⁰ stresses cognitive input. The Audio-Lingual Method, employing repetition, substitution, and transformation drills as well as dialog memorization,¹¹ treats language learning as a "habit formation process."¹² Affective considerations have traditionally depended on the teacher's temperament. That is to say, such considerations have been incidental rather than integral to the teaching methodology and were not grounded in a conscious philosophy of pedagogy. With the growing realization of the

importance of affective factors came a number of new approaches to language teaching directed at the "whole person" which focused on the condition of the learner. Such holistic approaches attempt to enhance the student's readiness to learn and recognize the comfort, enjoyment, and engagement of the students as legitimate and primary concerns of the language teacher. As Brown observes:

The importance of the affective domain has been recently stressed in most of the literature on language teaching methods and techniques. A number of methods have been devised in the last decade--and some used successfully--which claim to capitalize on humanistic factors in language learning. The Silent Way, Suggestopedia, Total Physical Response, Community Language Learning, and others have emerged as methods which attempt to provide the humanistic context and affective support necessary to meet the egocentric, transactional, and motivational necessities of second language acquisition.¹³

Games have long been used by teachers as a break from the tedium of the regular class routine and as a way to allow the spirit of competition to stimulate greater efforts from the students. Spelling and vocabulary bees, Bingo, and "Hangman" are old games with a long classroom tradition.¹⁴ Teachers must have sensed intuitively what has now become an accepted part of learning theory. But games were usually viewed as a

diversion rather than as an integral part of instruction. Stevick, for example, confesses, "I used to think games were merely enjoyable activities which I could bring in when I saw that my students were tired from the 'hard work of learning' and needed a change of pace."¹⁵

Game-playing has many features which make it a potentially valuable activity in the language class. There are six aspects of game-playing that deserve special attention: communication context; mood enhancement; group-building; student participation; competitiveness; incidental or spontaneous learning.

Communication context: Games provide what Brown calls "meaningful contexts of genuine communication."¹⁶ Students need not mimic the contrived, artificial, and stilted language of textbook conversations but can attempt to formulate appropriate language to express their own thoughts and emotions. Once the student has something to say, the teacher can act as a counselor to perfect that communication.

Mood enhancement: The importance of the affective domain has already been discussed. The student's readiness to learn is influenced by physical as well as psychological factors. In playing games in small groups students have a great deal more freedom than in more formal learning situations. The freedom to move chairs and stretch limbs contributes to a sense of autonomy and well-being. As a result, students feel more relaxed and their minds may be more attentive and receptive. A game is play and play is relaxing and enjoyable. It is obviously advantageous for students to enter into an

activity with a sense of excitement and anticipation rather than foreboding.

Group-building: The teacher who is aware of the importance of the affective domain does everything in her power to make the classroom a friendly and supportive place. The relationships and interactions among students are dynamics which play a critical role in determining the success of a class. Small group work fosters greater intimacy and cooperation among students and provides an opportunity for them to use their pooled knowledge to solve problems.

Student participation: The primary role of the teacher, I have come to believe, is not to "teach" but to set up situations in which the student can learn. The old adage that "you can lead a horse to water but you can't make him drink" is particularly apt for learning. It is the student who is finally responsible for his own learning and he must play an active role in that process. Student-centered classes try to reverse the traditional situation in which the teacher is the actor (i.e. active) and the students are the audience. Small group work, as discussed earlier, is a way of assuring that the teacher has a less obtrusive role to play. While playing games the students may entirely forget about the presence of the teacher, which means that they are absorbed in their task and focusing their attention where it does the most good.

Competitiveness: Rivalry plays an important role in all human affairs and to some extent the progress of civilization seems to be linked to competition. There has probably never

been a human society in which competition has not played a part. Games, contests, and matches of skill seem, indeed, to be universals in the human experience. Because competition is such a pervasive human characteristic and game-playing such a natural trait, competitive activities may well be able to facilitate the learning process. A word of caution, however, is necessary here. Competition is a double-edged sword. While it can promote progress in some circumstances, it can, just as easily retard it by causing intimidation. The inclusion of elements of chance, which will be discussed later, is one way of curtailing potentially negative aspects of competition.

Incidental or spontaneous learning: Anyone who has played Monopoly or any similar board game is aware of how players "pick up" pieces of information without conscious memorization. Players easily assimilate such data as the cost of Marvin Gardens or the rent of Boardwalk with a hotel. This kind of spontaneous, unconscious learning can be put to good use in the language classroom. Observers have noted that when excessive attention is given to the performance of an action, failure frequently results. A Zen master, for example, explained to his archery student that, "The more obstinately you try to learn how to shoot the arrow for the sake of hitting the goal, the less you will succeed..."¹⁷ Likewise, Gallwey attributes tennis players' problems to excessive self-consciousness¹⁸ and Stevick adapts the idea to language learning in his theory of the "Critical Self."¹⁹ When a pseudo-objective is set to absorb the attention of the

participant, the real objective is frequently achieved without special effort. If a student is drilled on a sentence pattern, he may make errors because of his very attention. But if the student's attention is distracted by some unrelated task such as playing a game, the forgotten linguistic objective may be fulfilled effortlessly. Game-playing is an especially effective device for masking the real lesson.

The discussion thus far has pointed to the unique suitability of games for the ESL classroom. The six features of game-playing just discussed, in addition to the theory of language learning outlined above, set the stage for the development of an activity which can serve many purposes at the same time. Two of the limitations of small group work cited above, namely, the difficulty of monitoring and the uncertainty of equal participation by all students, must also be taken into consideration. The following chapter will describe how CC&C fulfills the criteria of a multi-functional classroom activity.

THE GAME

The first chapter dealt with the advantages of games and small group work from the point of view of learning theory. The present chapter contains a detailed account of CC&C and how it conforms to the principles discussed earlier.

Because of their many desirable features, games appeared to be a promising area for experimentation. Bingo and "Concentration"²⁰ proved to be effective and enjoyable classroom activities but their usefulness was limited by the range of topics to which they could be adapted. They worked well for vocabulary and phrasal verbs but were not so helpful for other subjects. Also, the preparation time, particularly in the case of Bingo, was excessive in proportion to the play time. Furthermore, these games could not guarantee the equal participation of all students. Their strong point was their ability to captivate the students' attention and raise the level of interest and excitement in the class.

It seemed that the limitations described above could be overcome by devising a board game along the lines of Trivial Pursuit, using language rather than "facts" as the central focus. With a board game students could work in small groups without the direct supervision of the teacher. Furthermore, since each player would be required to take a turn, the participation of every student would be assured. Board games also offer the advantage of being flexible as to the number of

players that can participate. CC&C can accommodate from two to twelve players, an important consideration for my classes, some of which contain as many as fifty students. A class of forty-five students can be divided into five or six groups of manageable size.

The most useful function of a board game appeared to be review and reinforcement of subjects already covered in class lessons. Just as in Trivial Pursuit players become adept at answering recurring questions, so in a board game students would eventually become expert in handling the language problems presented. Another advantage of such a game is that virtually any aspect of language could be treated and the questions could be easily modified to coincide with the class syllabus. In other words, the game could be used at regular intervals, once a week, for example, to provide a comprehensive review of the material previously taught. The framework of the game would remain constant but the questions would change.

After some experimentation a board design was selected, a facsimile of which appears in the Appendix. Each student has a marker which he moves around the board according to his dice throw. When a player lands on a red, blue, or yellow circle, the player to his right picks up a corresponding red, blue, or yellow card and poses the question printed on it to the dice-thrower. If the dice-thrower answers the question correctly his marker remains on the new circle. If the answer is incorrect his marker is returned to where it was before he threw the dice. The first player to make a complete circuit of the

board and reach the "home" square is the winner. A concise statement of all the game rules appears in the Appendix.

Three different colors of cards are used to allow the posing of three different kinds of questions. The categories of choice, change, and challenge were selected to exercise different aspects of the students' skills. A description of the three categories follows.

Choices: These multiple choice questions encourage students to select the most appropriate form of expression for a given idea, either through recognition of the correct form or elimination of unacceptable ones. This category is especially useful for vocabulary development but can be applied to morphological and syntactical topics as well.

Changes: These questions require players to change specific grammatical elements within a sentence and are, in essence, transformation drills. Some teachers may object that the recognition of formal grammatical classes and labels is academic and not essential for communicative competence. Nevertheless, most curricula do require this knowledge and the requirement is not without foundation. Such terms as "continuous" and "superlative" provide a convenient "handle" for distinguishing and referring to different patterns. Students with a predilection for deductive learning may find this format particularly useful. Furthermore, transformations enable students to clearly see the contrast between two utterances. Since many texts as well as competence exams contain transformation questions, they should not be totally ignored even

by the teacher disinclined to their use. Finally, in CC&C this category of questions serves to complement the other two in an attempt to attack the problem of language learning in as many-faceted a way as possible.

Challenges: This type of question requires the player to correct an unacceptable sentence and is usually considered the most difficult of the three because the error is not pinpointed. The player must not only recognize the inaccuracy but be able to deliver the correct sentence. This type of question is especially useful for directing the students' attention to frequently committed errors and providing an opportunity for the reinforcement of standard forms. The sentences used in these questions reflect actual and habitual student errors and were compiled from notes and recordings of students' speech as well as from an error analysis handbook.²¹

In addition to the red, blue, and yellow circles, there are two types of green circles. Plain green circles are penalties which send a marker back ten spaces and those marked with a star are bonuses which send it forward three spaces. The purpose of these circles is to increase the element of chance in the game. If a student frequently gives the wrong answer he might be left far behind in the progress of the game, which can be intimidating and embarrassing. The luck of the dice throw and the green squares serve as equalizers which make the game more interesting and prevent the strongest students from always being the winners. From the affective standpoint the inclusion of chance elements in the

game plays a significant role.

The dice-thrower does not pick up his own card. It is picked up by the player on his right. This means that the question is posed in verbal form, an important element of the game. It allows CC&C to operate on three skill areas: reading, listening, and speaking. The player who reads the card must pose the question clearly at the risk of a penalty which is explained in the game rules. Students are thus challenged to translate the written code into an accurate and understandable form. Every player assumes each of three roles during the game: questioner, answerer, observer. The dynamics of the questioning process in the game is not unlike that of the Dyad Learning Program in which one student plays the tutor role and the other, the student role.²² From the psychological perspective this alternation of roles appears to be beneficial.

In Korea, a hybrid mixture of English and Korean, commonly called Konglish, is frequently heard. This speech is characterized by the omission and misuse of articles, distorted word order, inappropriate prepositions, and peculiar lexical items. Although students are often aware of the accepted, standard forms, inaccurate utterances persist in typical conversations. CC&C affords the teacher an opportunity to customize questions to combat such problems. The "spontaneous learning" aspect of game-playing which allows the student to pick up correct speech forms automatically and without laborious memorization makes it an ideal vehicle for such topics as prepositions which defy a deductive approach.

The need for constant monitoring of each group by the teacher is somewhat alleviated by the inclusion of the correct answer on each card. Students may, however, sometimes be in doubt about the acceptability of alternative answers. Such a circumstance provides a valuable opportunity for the players to use their pooled knowledge and to use the small group as a resource. The self-confidence the players derive from the realization of the group's capability persists long after the game itself has finished.

CC&C also functions on another level. Because the playing of the game necessitates communication between the players, the whole experience serves as a context for the functional use of language. CC&C, then, operates as an activity within an activity. Even games such as Parcheesi or Clue, which are not directly related to language use, can play a useful role in the language class by providing a context for communication. CC&C serves the language learner in a two-pronged way. The packaging, as it were, as well as the content, helps to enhance the learner's ability. It is one language activity wrapped inside of another.

Many vocabulary items and phrases peculiar to game-playing may be beneficially incorporated into the lesson. Such words as "dice" and "marker" and sentences like, "Whose turn is it?" are essential for communication among the players. It is suggested that the teacher introduce these items before the game is played. For this purpose a list of preparatory words and phrases is included in the Appendix.²³ Such context-

specific communication skills will enable students to more easily participate in game-playing as a social skill.

The usefulness of CC&C is increased manyfold by the ease with which it can be modified to suit a wide range of needs. The following chapter contains more than 300 questions suitable for adult intermediate level students in Korea. While these questions may be used "as is" for other situations, they also serve as models on which teachers can base questions customized for the needs of their particular students. The game can also be modified in other ways, some of which will be discussed under the headings: equipment, questions, rules.

Equipment: As stated earlier, the original stimulus for the development of CC&C was the scarcity of teaching materials available in foreign countries. Replicas of CC&C can be easily produced at little cost in practically any location. A board can be constructed with wood, cardboard, or paper and paint or markers. Bits of wood, plastic, bottle caps or buttons can serve as markers. If dice aren't available, a spin-wheel can replace them. Constructing the game can even be made into a class activity which draws on the students' artistry and creativity. The number of spaces on the board can be increased or decreased to regulate the duration of the game. For the same purpose, one or two dice may be used.

Rules: The rules presented in the Appendix can be followed exactly or serve as a general guide. While watching a game in progress, I noticed that one student had a big lead. I specified that the exact number to enter the "home" space must be

thrown in order to win. That ammendation, now incorporated into the rules, prolonged the game until the other players had a chance to catch up. This instance is offered as an example of how rules can be altered to fit the situation. The teacher may decide to increase or decrease the elements of chance. Also, the number of question cards can be varied to adjust the frequency of repetition. There are virtually no limitations to the number or kind of alterations that can be made to suit particular classroom needs.

In addition to the above modifications, the following ideas might prove useful. In classes where there is a large range of abilities, groups can be organized according to level and questions of appropriate difficulty can be assigned to each group. The basic concept of CC&C can, of course, be used for languages other than English. Furthermore, the game need not be confined to linguistic questions; cultural topics may be addressed as well. Finally, because direct teacher supervision is not required, it is a useful activity for study groups or other extra-classroom meetings. It could serve as an aid to self-study for such exams as TOEFL and the game aspect can alleviate some of the drudgery of test preparation.

This chapter has attempted to describe the origins and design features of CC&C and to suggest how the principles outlined in the first chapter can be converted into practice. The types of questions and the rationale for them have been discussed. The following chapter contains a set of questions and an explanation of their arrangement and use.

QUESTIONS

The questions in this chapter are based on the sample syllabus which appears below.²⁴ It is recommended that 20 cards from each of the three categories be selected for each game that is played. Each card has a number which corresponds to the topics listed in the syllabus. The teacher can select the topics to be reviewed, pick out the appropriate cards, and insert them into the plastic holders provided. Blue holders are for Choice cards, red holders for Change, and yellow holders for Challenge.

The questions attempt to focus on one problem at a time. Nevertheless, at times, two or more problems are addressed by a single question. A card, for example, might have a sentence containing past, progressive, negative, and question elements. In such a case, the numbers for each topic are supplied.

All topics listed contain two aspects: formation (or how to make it) and application (or when to use it). Students must be able to recognize and form the constructions as well as understand their distinctive uses. They must, for example, be able to form progressives by using the copula plus the present participial form of the verb. They must also know the conditions in which the use of the progressive is appropriate and what distinguishes it from the simple tense. The questions in CC&C are directed at both aspects and provide practice both in the mechanics of formation and in semantic understanding.

The syllabus that follows is not presented as a model but simply as a typical program of grammar topics for intermediate level students. Its inclusion here is to demonstrate how CC&C questions can be adapted to a specific program. Such a list syllabus is necessarily inadequate because it doesn't suggest the inter-relationships between categories which must be taken into account in actual teaching. Negation, for example, cannot be treated as a unit by itself but must be interwoven with such topics as verb and copula patterns and questions. Nevertheless, the list does serve as a useful inventory of topics to be covered.

SAMPLE SYLLABUS

1. Verb and copula sentence patterns (word order, subject-verb agreement)
2. Verb tenses
3. Progressive forms
4. Perfect forms
5. Negation
6. Questions (yes/no; or; wh-; tag)
7. Pronouns (personal; possessive; reflexive-intensifying)
8. Determiners (articles; demonstratives; possessives)
9. Count/mass nouns, measure words
10. Imperatives
11. Passive voice
12. Indirect objects
13. Adjectives, adverbs, comparison
14. Phrasal verbs
15. Prepositions
16. Conjunctions (coordinate, causal, temporal)
17. Modals
18. Conditions and wishes
19. Relative clauses
20. Complementation (use of "that", gerunds, infinitives)
21. Indirect speech, embedded sentences and questions

<p style="text-align: right;">1</p> <p>✓a. How much did the flowers cost?</p> <p>b. How much did the flowers costed?</p> <p>c. How much costed the flowers?</p>	<p style="text-align: right;">1 2</p> <p>a. They weren't go to class yesterday.</p> <p>b. They hadn't go to class yesterday.</p> <p>✓c. They didn't go to class yesterday.</p>
<p style="text-align: right;">1</p> <p>✓a. She doesn't like pop music.</p> <p>b. She doesn't likes pop music.</p> <p>c. She don't likes pop music.</p>	<p style="text-align: right;">2</p> <p>✓a. The weather was very warm yesterday.</p> <p>b. The weather has been very warm yesterday.</p> <p>c. The weather had been very warm yesterday.</p>
<p style="text-align: right;">1</p> <p>a. They didn't went downtown.</p> <p>b. They didn't gone downtown.</p> <p>✓c. They didn't go downtown.</p>	<p style="text-align: right;">2</p> <p>a. I have saw a good movie.</p> <p>✓b. I saw a good movie.</p> <p>c. I seen a good movie.</p>
<p style="text-align: right;">1</p> <p>a. The people was in the room.</p> <p>✓b. The people were in the room.</p> <p>c. The peoples were in the room.</p>	<p style="text-align: right;">2</p> <p>a. Mary has eat all the cookies.</p> <p>b. Mary did ate all the cookies.</p> <p>✓c. Mary ate all the cookies.</p>
<p style="text-align: right;">1</p> <p>a. You wasn't in class.</p> <p>b. You weren'ts in class.</p> <p>✓c. You weren't in class.</p>	<p style="text-align: right;">2 11</p> <p>a. The house has been built last year.</p> <p>✓b. The house was built last year.</p> <p>c. The house was build last year.</p>

<p style="text-align: right;">3</p> <p>a. Someone knocks at the door.</p> <p>b. Someone has knocking at the door.</p> <p>✓c. Someone is knocking at the door.</p>	<p style="text-align: right;">4</p> <p>a. The baby has grow a lot.</p> <p>b. The baby has growed a lot.</p> <p>✓c. The baby has grown a lot.</p>
<p style="text-align: right;">3</p> <p>a. The wind blowing hard.</p> <p>✓b. The wind is blowing hard.</p> <p>c. The wind does blowing hard.</p>	<p style="text-align: right;">4</p> <p>a. We have tell him what you said.</p> <p>✓b. We have told him what you said.</p> <p>c. We have telling him what you said.</p>
<p style="text-align: right;">3</p> <p>✓a. He broke his leg while he was skiing.</p> <p>b. He broke his leg while he skiing.</p> <p>c. He is breaking his leg while he skied.</p>	<p style="text-align: right;">4</p> <p>a. She is living here for 3 years.</p> <p>✓b. She has lived here for 3 years.</p> <p>c. She was lived here for 3 years.</p>
<p style="text-align: right;">3</p> <p>✓a. She was looking for her book.</p> <p>b. She was look for her book.</p> <p>c. She had looking for her book.</p>	<p style="text-align: right;">4</p> <p>a. I already spoken to the doctor.</p> <p>✓b. I've already spoken to the doctor.</p> <p>c. I was already spoken to the doctor.</p>
<p style="text-align: right;">3</p> <p>a. It doesn't starting to rain.</p> <p>b. It hasn't starting to rain.</p> <p>✓c. It isn't starting to rain.</p>	<p style="text-align: right;">4</p> <p>✓a. Haven't they called you?</p> <p>b. Didn't they called you?</p> <p>c. Haven't they call you?</p>

<p style="text-align: right;">5</p> <p>✓a. It isn't cold today. b. It doesn't cold today. c. It not cold today.</p>	<p style="text-align: right;">6</p> <p>✓a. When is she going to work? b. When will she going to work? c. When does she going to work?</p>
<p style="text-align: right;">5</p> <p>a. The telephone hasn't ringing. b. The telephone doesn't ringing. ✓c. The telephone isn't ringing.</p>	<p style="text-align: right;">6</p> <p>What is the best answer to the question: It isn't cold in August, is it? ✓a. No. b. Yes. c. Yes, it isn't.</p>
<p style="text-align: right;">5</p> <p>✓a. She didn't hear you. b. She heard not you. c. She not hear you.</p>	<p style="text-align: right;">6</p> <p>✓a. You saw him, didn't you? b. Did you see him, didn't you? c. You have seen him, didn't you?</p>
<p style="text-align: right;">5</p> <p>a. They didn't gone to Seoul. b. They not gone to Seoul. ✓c. They didn't go to Seoul.</p>	<p style="text-align: right;">6</p> <p>a. There lives your teacher? b. Lives there your teacher? ✓c. Does your teacher live there?</p>
<p style="text-align: right;">5</p> <p>a. I don't have some time now. b. I don't have no time now. ✓c. I don't have any time now.</p>	<p style="text-align: right;">6</p> <p>✓a. Is he sleeping? b. Does he sleeping? c. Has he sleeping?</p>

<p style="text-align: right;">7</p> <p>a. I am hers friend. <input checked="" type="checkbox"/>b. I am her friend. c. I am she's friend.</p>	<p style="text-align: right;">8</p> <p>a. Another men are happy. <input checked="" type="checkbox"/>b. Other men are happy. c. The others men are happy.</p>
<p style="text-align: right;">7</p> <p><input checked="" type="checkbox"/>a. I scared myself with the mask. b. I scared me with the mask. c. I myself scared with the mask.</p>	<p style="text-align: right;">8</p> <p>a. I was born in the Korea. b. I was born Korea. <input checked="" type="checkbox"/>c. I was born in Korea.</p>
<p style="text-align: right;">7</p> <p>a. Her and me are friends. b. Her and I are friends. <input checked="" type="checkbox"/>c. She and I are friends.</p>	<p style="text-align: right;">8</p> <p>a. Every man should have the wife. <input checked="" type="checkbox"/>b. Every man should have a wife. c. Every man should have wife.</p>
<p style="text-align: right;">7</p> <p>a. I thought her was happy. <input checked="" type="checkbox"/>b. I thought she was happy. c. I thought herself was happy.</p>	<p style="text-align: right;">8</p> <p>a. I want to be a artist. <input checked="" type="checkbox"/>b. I want to be an artist. c. I want to be the artist.</p>
<p style="text-align: right;">7</p> <p>a. Myself looked for him. <input checked="" type="checkbox"/>b. I, myself, looked for him. c. Me, myself, looked for him.</p>	<p style="text-align: right;">8</p> <p>a. Where can I buy my camera? <input checked="" type="checkbox"/>b. Where can I buy a camera? c. Where can I buy the camera?</p>

<p style="text-align: right;">9</p> <p>a. How much eggs is there? b. How many eggs is there? <input checked="" type="checkbox"/>c. How many eggs are there?</p>	<p style="text-align: right;">10</p> <p>a. Do you have ask me that again. b. You ask me that again. <input checked="" type="checkbox"/>c. Ask me that again.</p>
<p style="text-align: right;">9</p> <p>a. There wasn't much people there. <input checked="" type="checkbox"/>b. There weren't many people there. c. There wasn't many people there.</p>	<p style="text-align: right;">10</p> <p>a. Please to close the door. <input checked="" type="checkbox"/>b. Please close the door. c. Please the door close.</p>
<p style="text-align: right;">9</p> <p>a. Almost students were absent. b. Most of students were absent. <input checked="" type="checkbox"/>c. Most students were absent.</p>	<p style="text-align: right;">10</p> <p><input checked="" type="checkbox"/>a. Don't do that again. b. Don't to do that again. c. You do not that again.</p>
<p style="text-align: right;">9</p> <p><input checked="" type="checkbox"/>a. I ate too much chicken. b. I ate too many chickens. c. I ate too much chickens.</p>	<p style="text-align: right;">10</p> <p>a. Let them to eat cake. <input checked="" type="checkbox"/>b. Let them eat cake. c. They let eat cake.</p>
<p style="text-align: right;">9</p> <p>a. Where is a school? b. Where is school? <input checked="" type="checkbox"/>c. Where is the school?</p>	<p style="text-align: right;">10</p> <p>a. Please you take off your hat. b. Please do you take off your hat. <input checked="" type="checkbox"/>c. Please take off your hat.</p>

<p style="text-align: right;">11</p> <p>a. The book finished.</p> <p>b. The book finishes.</p> <p>✓c. The book is finished.</p>	<p style="text-align: right;">12</p> <p>✓a. He sent me a long letter.</p> <p>b. He sent to me a long letter.</p> <p>c. He sent a long letter me.</p>
<p style="text-align: right;">11</p> <p>a. I was boring by the movie.</p> <p>✓b. I was bored by the movie.</p> <p>c. I had bored by the movie.</p>	<p style="text-align: right;">12</p> <p>✓a. She told him to listen.</p> <p>b. She said him to listen.</p> <p>c. She said him listen.</p>
<p style="text-align: right;">11</p> <p>a. The beer has finished.</p> <p>✓b. The beer is finished.</p> <p>c. The beer is finishing.</p>	<p style="text-align: right;">12</p> <p>a. I said my friend to come.</p> <p>✓b. I told my friend to come.</p> <p>c. I told to my friend to come.</p>
<p style="text-align: right;">11</p> <p>✓a. English is used by many people.</p> <p>b. English uses many people.</p> <p>c. English used many people.</p>	<p style="text-align: right;">12</p> <p>a. He sold me it.</p> <p>b. He sold me to it.</p> <p>✓c. He sold it to me.</p>
<p style="text-align: right;">11</p> <p>✓a. He was fired by IBM.</p> <p>b. He has fired by IBM.</p> <p>c. He fired by IBM.</p>	<p style="text-align: right;">12</p> <p>a. Can you explain me it?</p> <p>b. Can you explain to me it?</p> <p>✓c. Can you explain it to me?</p>

<p style="text-align: right;">13</p> <p>a. She is the best good student in the class.</p> <p>b. She is the most good student in the class.</p> <p>✓c. She is the best student in the class.</p>	<p style="text-align: right;">14</p> <p>✓a. The teacher never calls on Jim.</p> <p>b. The teacher never calls Jim on.</p> <p>c. The teacher never Jim calls on.</p>
<p style="text-align: right;">13</p> <p>a. My watch is more new than yours.</p> <p>✓b. My watch is newer than yours.</p> <p>c. My watch is more newer than yours.</p>	<p style="text-align: right;">14</p> <p>✓a. Give it back to me.</p> <p>b. Give back it to me.</p> <p>c. Give to me it back.</p>
<p style="text-align: right;">13</p> <p>✓a. Come as soon as possible.</p> <p>b. Come as possible as you can.</p> <p>c. Come as soon as possibly.</p>	<p style="text-align: right;">14</p> <p>Which means the same as <u>wait</u>?</p> <p>a. hold out</p> <p>✓b. hold on</p> <p>c. hold up</p>
<p style="text-align: right;">13</p> <p>a. Korea is not developed than other countries.</p> <p>✓b. Korea is not as developed as other countries.</p> <p>c. Korea is not development as other countries.</p>	<p style="text-align: right;">14</p> <p>Which means the same as <u>meet</u>?</p> <p>a. get out</p> <p>b. get by</p> <p>✓c. get together</p>
<p style="text-align: right;">13</p> <p>a. Especially he is friendly.</p> <p>b. He is friendly especially.</p> <p>✓c. He is especially friendly.</p>	<p style="text-align: right;">14</p> <p>Which means the same as <u>endure</u>?</p> <p>✓a. put up with</p> <p>b. put out by</p> <p>c. put away</p>

<p style="text-align: right;">15</p> <p>a. They visited Japan before 3 weeks.</p> <p>b. They visited to Japan 3 weeks ago.</p> <p>✓c. They visited Japan 3 weeks ago.</p>	<p style="text-align: right;">15</p> <p>a. She sits in back at the class.</p> <p>✓b. She sits in back of the class.</p> <p>c. She sits in back in the class.</p>
<p style="text-align: right;">15</p> <p>a. They buy everything by credit.</p> <p>✓b. They buy everything on credit.</p> <p>c. They buy everything for credit.</p>	<p style="text-align: right;">15</p> <p>✓a. I'll be back in 15 minutes.</p> <p>b. I'll be back after 15 minutes.</p> <p>c. I'll be back at 15 minutes.</p>
<p style="text-align: right;">15</p> <p>a. She lives far to school.</p> <p>b. She lives far by school.</p> <p>✓c. She lives far from school.</p>	<p style="text-align: right;">15</p> <p>a. She called by the telephone.</p> <p>b. She called at the telephone.</p> <p>✓c. She called on the telephone.</p>
<p style="text-align: right;">15</p> <p>a. The secretary sat on her desk and typed.</p> <p>✓b. The secretary sat at her desk and typed.</p> <p>c. The secretary sat in her desk and typed.</p>	<p style="text-align: right;">15</p> <p>✓a. The book is on the table.</p> <p>b. The book is in the table.</p> <p>c. The book is at the table.</p>
<p style="text-align: right;">15</p> <p>a. Do you agree in my opinion?</p> <p>b. Do you agree about my opinion?</p> <p>✓c. Do you agree with my opinion?</p>	<p style="text-align: right;">16</p> <p>a. I don't like him and she doesn't too.</p> <p>b. I don't like him and she doesn't neither.</p> <p>✓c. I don't like him and she doesn't either.</p>

<p style="text-align: right;">16</p> <p>a. I am tired since I will rest.</p> <p>✓b. Since I am tired I will rest.</p> <p>c. Since I will rest I am tired.</p>	<p style="text-align: right;">17</p> <p>a. You have not to go yet.</p> <p>b. You must have not to go yet.</p> <p>✓c. You don't have to go yet.</p>
<p style="text-align: right;">16</p> <p>✓a. You can't play while I'm studying.</p> <p>b. While you can't play I'm studying.</p> <p>c. I'm studying while you can't play.</p>	<p style="text-align: right;">17</p> <p>a. You should to see a doctor.</p> <p>b. You must to see a doctor.</p> <p>✓c. You ought to see a doctor.</p>
<p style="text-align: right;">16</p> <p>a. Cathy or Susan either will win the game.</p> <p>b. Either Cathy, either Susan will win the game.</p> <p>✓c. Either Cathy or Susan will win the game.</p>	<p style="text-align: right;">17</p> <p>a. I can't done it.</p> <p>b. I couldn't done it.</p> <p>✓c. I couldn't do it.</p>
<p style="text-align: right;">16</p> <p>a. She can't swim and I can't neither.</p> <p>b. She can't swim and either can't I.</p> <p>✓c. She can't swim and I can't either.</p>	<p style="text-align: right;">17</p> <p>✓a. That must be David.</p> <p>b. That can be David.</p> <p>c. That shall be David.</p>
<p style="text-align: right;">17</p> <p>a. I must went to the hospital yesterday.</p> <p>✓b. I had to go to the hospital yesterday.</p> <p>c. I had go to the hospital yesterday.</p>	<p style="text-align: right;">18</p> <p>a. If he was happy he would stay.</p> <p>✓b. If he were happy he would stay.</p> <p>c. If he were happy he can stay.</p>

<p style="text-align: right;">18</p> <p>a. If it rains I wouldn't go.</p> <p>✓b. If it rains I won't go.</p> <p>c. If it rains I hadn't go.</p>	<p style="text-align: right;">19</p> <p>a. He is the man whom gave it to me.</p> <p>✓b. He is the man who gave it to me.</p> <p>c. He is the man which gave it to me.</p>
<p style="text-align: right;">18</p> <p>✓a. If I were you I would call her.</p> <p>b. If I was you I would call her.</p> <p>c. If I were you I will call her.</p>	<p style="text-align: right;">19</p> <p>a. The walking together people are my cousins.</p> <p>b. The people who walking together are my cousins.</p> <p>✓c. The people who are walking together are my cousins.</p>
<p style="text-align: right;">18</p> <p>a. I wish you answer me.</p> <p>b. I wish you will answer me.</p> <p>✓c. I wish you would answer me.</p>	<p style="text-align: right;">19</p> <p>a. She wrote the letter what you saw.</p> <p>✓b. She wrote the letter you saw.</p> <p>c. She wrote the letter which that you saw.</p>
<p style="text-align: right;">18</p> <p>a. They wish they can study in the U.S.</p> <p>✓b. They wish they could study in the U.S.</p> <p>c. They wish they will study in the U.S.</p>	<p style="text-align: right;">19</p> <p>a. The man called is my brother.</p> <p>b. The man called who is my brother.</p> <p>✓c. The man who called is my brother.</p>
<p style="text-align: right;">18</p> <p>✓a. If you had called I would have gone.</p> <p>b. If you had called I would go.</p> <p>c. If you had called I would have go.</p>	<p style="text-align: right;">19</p> <p>✓a. She told me what you said.</p> <p>b. She told me which you said.</p> <p>c. She told me what that you said.</p>

<p style="text-align: right;">20</p> <p>a. My father wants I should go.</p> <p>b. My father wants I to go.</p> <p>✓c. My father wants me to go.</p>	<p style="text-align: right;">21</p> <p>a. I said them don't worry.</p> <p>✓b. I told them not to worry.</p> <p>c. I told them don't worry.</p>
<p style="text-align: right;">20</p> <p>a. I like listening music.</p> <p>b. I like listen to music.</p> <p>✓c. I like to listen to music.</p>	<p style="text-align: right;">21</p> <p>a. She asked what time is it.</p> <p>b. She asked what time was it.</p> <p>✓c. She asked what time it was.</p>
<p style="text-align: right;">20</p> <p>✓a. I asked him to come to our house.</p> <p>b. I asked he would come to our house.</p> <p>c. I asked he coming to our house.</p>	<p style="text-align: right;">21</p> <p>✓a. Ask her how old she is.</p> <p>b. Ask her how old she.</p> <p>c. Ask her how old is she.</p>
<p style="text-align: right;">20</p> <p>a. I expect him come back soon.</p> <p>✓b. I expect him to come back soon.</p> <p>c. I expect that he coming back soon.</p>	<p style="text-align: right;">21</p> <p>a. I don't know where is it.</p> <p>b. I don't know where is.</p> <p>✓c. I don't know where it is.</p>
<p style="text-align: right;">20</p> <p>✓a. Doing homework is boring.</p> <p>b. Do homework is boring.</p> <p>c. Is boring to do homework.</p>	<p style="text-align: right;">21</p> <p>a. I asked was she cold.</p> <p>b. I asked she was cold.</p> <p>✓c. I asked if she was cold.</p>

<p style="text-align: right;">1</p> <p>Change to <u>they</u>:</p> <p>It is a new book. (They are new books.)</p>	<p style="text-align: right;">2</p> <p>Change to <u>yesterday</u>:</p> <p>He will see his friend tomorrow. (He saw his friend yesterday.)</p>
<p style="text-align: right;">1</p> <p>Change to <u>I</u>:</p> <p>She likes to listen to music. (I like to listen t music.)</p>	<p style="text-align: right;">2</p> <p>Change to perfect:</p> <p>They studied English for 3 years. (They have studied English for 3 years.)</p>
<p style="text-align: right;">1</p> <p>Change to <u>he</u>:</p> <p>They don't want to see the movie. (He doesn't want to see the movie.)</p>	<p style="text-align: right;">2</p> <p>Change to present:</p> <p>She understood the lesson completely. (She understands the lesson completely.)</p>
<p style="text-align: right;">1</p> <p>Change to <u>she</u>:</p> <p>I like to play baseball. (She likes to play baseball.)</p>	<p style="text-align: right;">2</p> <p>Change to past:</p> <p>Do you know his address? (Did you know his address?)</p>
<p style="text-align: right;">1</p> <p>Change to <u>desks</u>:</p> <p>That is a new desk. (Those are new desks.)</p>	<p style="text-align: right;">2 3</p> <p>Change to future continuous:</p> <p>He was travelling to Seoul by train. (He will be travelling to Seoul by train.)</p>

<p style="text-align: right;">3</p> <p>Change to present continuous: He doesn't speak French. (He isn't speaking French.)</p>	<p style="text-align: right;">3</p> <p>Change to past continuous: They drink beer and play cards. (They were drinking beer and playing cards.)</p>
<p style="text-align: right;">3</p> <p>Change to past continuous: It rained last night. (It was raining last night.)</p>	<p style="text-align: right;">4</p> <p>Change to perfect: He teaches English and French. (He has taught English and French.)</p>
<p style="text-align: right;">3</p> <p>Change to future continuous: The train will leave at 7:45. (The train will be leaving at 7:45.)</p>	<p style="text-align: right;">4</p> <p>Change to past perfect: She didn't see him before. (She hadn't seen him before.)</p>
<p style="text-align: right;">3 4</p> <p>Change to perfect continuous: She has had a good time. (She has been having a good time.)</p>	<p style="text-align: right;">4</p> <p>Change to perfect: Why don't you answer me? (Why haven't you answered me?)</p>
<p style="text-align: right;">3</p> <p>Change to present continuous: They watch TV. (They are watching TV.)</p>	<p style="text-align: right;">4</p> <p>Change to future perfect: They will live here for 2 years. (They will have lived here for 2 years.)</p>

<p style="text-align: right;">4 3</p> <p>Change to perfect continuous: I saw her frequently. (I have been seeing her frequently.)</p>	<p style="text-align: right;">5</p> <p>Change to negative: He wants to visit us. (He doesn't want to visit us.)</p>
<p style="text-align: right;">4 2</p> <p>Change to past perfect: David does his job well. (David had done his job well.)</p>	<p style="text-align: right;">5</p> <p>Change to negative: She has a lot of boyfriends. (She doesn't have a lot of boyfriends.)</p>
<p style="text-align: right;">5</p> <p>Change to negative: She said something. (She didn't say anything.)</p>	<p style="text-align: right;">5 16</p> <p>Change to negative: She can speak English well. (She can't speak English well.)</p>
<p style="text-align: right;">5</p> <p>Change to negative: Bill has enough money for lunch. (Bill doesn't have enough money for lunch.)</p>	<p style="text-align: right;">6</p> <p>Change into a tag question: Is it hot today? (It's hot today, isn't it?)</p>
<p style="text-align: right;">5</p> <p>Change to negative: I have an older brother. (I don't have an older brother.)</p>	<p style="text-align: right;">6</p> <p>Change into a question: She is going to Seoul tomorrow. (Is she going to Seoul tomorrow?)</p>

<p style="text-align: right;">6</p> <p>Change to a question: He does homework every night. (Does he do homework every night?)</p>	<p style="text-align: right;">7</p> <p>Change the noun to a pronoun: The water was very cold. (It was very cold.)</p>
<p style="text-align: right;">6</p> <p>Change to a question: She is a student at this college. (Is she a student at this college?)</p>	<p style="text-align: right;">7</p> <p>Change nouns to pronouns: I met Jack and Dave downtown. (I met them downtown.)</p>
<p style="text-align: right;">6</p> <p>Change to a question: You came home late today. (Did you come home late today?)</p>	<p style="text-align: right;">7</p> <p>Change to pronouns: Bob saw Alice's sister. (He saw her sister.)</p>
<p style="text-align: right;">7</p> <p>Change to <u>Mary</u>: John saw his teacher. (Mary saw her teacher.)</p>	<p style="text-align: right;">8</p> <p>Change to indefinite article: They went to the opera. (They went to an opera.)</p>
<p style="text-align: right;">7</p> <p>Change names to pronouns: Bill will visit Bill's friends tomorrow. (He will visit his friends tomorrow.)</p>	<p style="text-align: right;">8</p> <p>Change to plural: A dog is a good pet. (Dogs are good pets.)</p>

<p style="text-align: right;">8</p> <p>Change to definite article: I saw a man. (I saw the man.)</p>	<p style="text-align: right;">9</p> <p>Change to <u>milk</u>: There are many apples in the refrigerator. (There is much milk in the refrigerator.)</p>
<p style="text-align: right;">8</p> <p>Change to <u>friend</u>: It's nice to have friends. (It's nice to have a friend.)</p>	<p style="text-align: right;">9</p> <p>Change to <u>dollars</u>: How much money did it cost? (How many dollars did it cost?)</p>
<p style="text-align: right;">8</p> <p>Change to indefinite article: My friend is the actor. (My friend is an actor.)</p>	<p style="text-align: right;">9</p> <p>Change to <u>sandwiches</u>: How much bread did you eat? (How many sandwiches did you eat?)</p>
<p style="text-align: right;">9</p> <p>Change to <u>don't</u>: I have some free time now. (I don't have any free time now.)</p>	<p style="text-align: right;">10</p> <p>Change to a command: You are washing the dishes. (Wash the dishes.)</p>
<p style="text-align: right;">9</p> <p>Change to <u>most</u>: All the teachers played ball. (Most (of the) teachers played ball.)</p>	<p style="text-align: right;">10</p> <p>Change to a command: You are coming to my office. (Come to my office.)</p>

<p style="text-align: right;">10</p> <p>Change to a command: She helps you. (Let her help you.)</p>	<p style="text-align: right;">11</p> <p>Change to passive: IBM fired Bart in 1982. (Bart was fired by IBM in 1982.)</p>
<p style="text-align: right;">10 5</p> <p>Change to negative: Answer the telephone. (Don't answer the telephone.)</p>	<p style="text-align: right;">11</p> <p>Change to passive: The dog bit the man. (The man was bitten by the dog.)</p>
<p style="text-align: right;">10 5</p> <p>Change to negative: Turn on the light. (Don't turn on the light.)</p>	<p style="text-align: right;">11</p> <p>Change to active: The song was sung by everybody. (Everybody sang the song.)</p>
<p style="text-align: right;">11</p> <p>Change to active: The car was driven by an old man. (An old man drove the car.)</p>	<p style="text-align: right;">12</p> <p>Change <u>the gift</u> to <u>it</u>: I gave Susan the gift. (I gave it to Susan.)</p>
<p style="text-align: right;">11</p> <p>Change to passive: Finish this work today. (This work must be finished today.)</p>	<p style="text-align: right;">12</p> <p>Change <u>say</u> to <u>tell</u>: He said no to them. (He told them no.)</p>

<p style="text-align: right;">13</p> <p>Change to comparative: Angry (Angrier)</p>	<p style="text-align: right;">14</p> <p>Change to a 2-word verb: I will return your pen tomorrow. (I will give back your pen tomorrow.)</p>
<p style="text-align: right;">13</p> <p>Change to comparative: Comfortable (More comfortable)</p>	<p style="text-align: right;">14</p> <p>Change to a 2-word verb: They asked the teacher to postpone the test. (They asked the teacher to put off the test.)</p>
<p style="text-align: right;">13</p> <p>Change to adverb: Nice (Nicely)</p>	<p style="text-align: right;">14</p> <p>Change to a 2-word verb: The students submitted their homework. (The students handed in their homework.)</p>
<p style="text-align: right;">13</p> <p>Change to superlative: Susan is my close friend. (Susan is my closest friend.)</p>	<p style="text-align: right;">14</p> <p>Change to a 2-word verb: I omitted the third question. (I left out the third question.)</p>
<p style="text-align: right;">13</p> <p>Change to superlative: That girl is intelligent. (That girl is the most intelligent.)</p>	<p style="text-align: right;">14</p> <p>Change to a 2-word verb: I will investigate the matter immediately. (I will look into the matter immediately.)</p>

<p style="text-align: right;">16</p> <p>Change to one sentence:</p> <p>She is very hungry. She didn't eat breakfast.</p> <p>(She is very hungry because/ since she didn't eat breakfast.)</p>	<p style="text-align: right;">17</p> <p>Change to <u>yesterday</u>:</p> <p>I must go to Seoul tomorrow.</p> <p>(I had to go to Seoul yesterday.)</p>
<p style="text-align: right;">16</p> <p>Change to one sentence:</p> <p>She is tired. I am not tired.</p> <p>(She is tired but I am not.)</p>	<p style="text-align: right;">17</p> <p>Change to <u>yesterday</u>:</p> <p>I can do it tomorrow.</p> <p>(I could have done it yesterday.)</p>
<p style="text-align: right;">16</p> <p>Change to 2 sentences:</p> <p>Susan and I like raw fish.</p> <p>(Susan likes raw fish. I like raw fish.)</p>	<p style="text-align: right;">17 21</p> <p>Change to <u>says</u>:</p> <p>He said he could come.</p> <p>(He says he can come.)</p>
<p style="text-align: right;">16</p> <p>Change to <u>neither</u>:</p> <p>Alan isn't happy and I'm not either.</p> <p>(Alan isn't happy and neither am I.)</p>	<p style="text-align: right;">17 21</p> <p>Change to <u>thought</u>:</p> <p>I think you may change your mind.</p> <p>(I thought you might change your mind.)</p>
<p style="text-align: right;">16 5</p> <p>Change to negative:</p> <p>He was late and so was she.</p> <p>(He wasn't late and neither was she.)</p>	<p style="text-align: right;">17</p> <p>Change to <u>must</u>:</p> <p>Do I have to tell you?</p> <p>(Must I tell you?)</p>

<p style="text-align: right;">18</p> <p>Change to <u>studied</u>:</p> <p>If I study I will pass.</p> <p>(If I studied I would pass.)</p>	<p style="text-align: right;">19</p> <p>Change to one sentence using <u>who</u>:</p> <p>That girl is my friend. That girl is wearing a red hat.</p> <p>(That girl, who is wearing a red hat, is my friend.)</p>
<p style="text-align: right;">18</p> <p>Change to present unreal:</p> <p>If I have money I'll buy you a present.</p> <p>(If I had money I'd buy you a present.)</p>	<p style="text-align: right;">19</p> <p>Change to 1 sentence using <u>which</u>:</p> <p>I saw a movie. The movie was funny.</p> <p>(The movie which I saw was funny.)</p>
<p style="text-align: right;">18</p> <p>Change to past unreal:</p> <p>If he were late I would have been angry.</p> <p>(If he had been late I would have been angry.)</p>	<p style="text-align: right;">19</p> <p>Change to 1 sentence using <u>that</u>:</p> <p>We took an exam. The exam was hard.</p> <p>(The exam that we took was hard.)</p>
<p style="text-align: right;">18</p> <p>Change to present real:</p> <p>If you had asked I would have told you.)</p> <p>(If you ask I'll tell you.)</p>	<p style="text-align: right;">19</p> <p>Change to 2 sentences:</p> <p>The apple which I ate was rotten.</p> <p>(I ate an apple. The apple was rotten.)</p>
<p style="text-align: right;">18</p> <p>Change to a wish:</p> <p>The weather is nice today.</p> <p>(I wish the weather were nice today.)</p>	<p style="text-align: right;">19</p> <p>Change to 2 sentences:</p> <p>I know the man you met.</p> <p>(I know the man. You met the man.)</p>

<p style="text-align: right;">20</p> <p>Change <u>says</u> to an infinitive: It is strange that he says so. (It is strange for him to say so.)</p>	<p style="text-align: right;">21</p> <p>Change to indirect speech: She said, "I am hungry." (She said she was hungry.)</p>
<p style="text-align: right;">20</p> <p>Change <u>to go</u> to a gerund: To go camping is fun. (Going camping is fun.)</p>	<p style="text-align: right;">21</p> <p>Change to indirect speech: David said, "I will come early." (David said he would come early.)</p>
<p style="text-align: right;">20</p> <p>Change to 1 sentence using <u>that</u>: She will go to Japan. It's possible. (It's possible that she will go to Japan.)</p>	<p style="text-align: right;">21</p> <p>Change to indirect speech: Jane said, "I saw that movie." Jane said she saw that movie.)</p>
<p style="text-align: right;">20</p> <p>Change this sentence by using <u>that</u>: His coming surprised us. (It surprised us that he came.)</p>	<p style="text-align: right;">21</p> <p>Change to indirect speech: Bill asked me, "Where are you going?" (Bill asked me where I was going.)</p>
<p style="text-align: right;">20</p> <p>Change gerund to infinitive: His being angry was unusual. (It was unusual for him to be angry.)</p>	<p style="text-align: right;">21</p> <p>Change to indirect speech: I asked her, "Do you like my new hat?" (I asked her if she liked my new hat.)</p>

<p style="text-align: right;">1</p> <p>The news are on TV every night.</p> <p>(The news is on TV every night.)</p>	<p style="text-align: right;">1</p> <p>I was entered the university 11 last year.</p> <p>(I entered the university last year.)</p>
<p style="text-align: right;">1</p> <p>There were much discussion about the football game.</p> <p>(There was much discussion about the football game.)</p>	<p style="text-align: right;">1</p> <p>Betty doesn't likes lice. 5</p> <p>(Betty doesn't like lice.)</p>
<p style="text-align: right;">1</p> <p>Some questions is harder than others.</p> <p>(Some questions are harder than others.)</p>	<p style="text-align: right;">2</p> <p>The school was builded last year.</p> <p>(The school was built last year.)</p>
<p style="text-align: right;">1</p> <p>Those students always comes late.</p> <p>(Those students always come late.)</p>	<p style="text-align: right;">2</p> <p>Miss Choi swum very fast yesterday.)</p> <p>(Miss Choi swam very* fast yesterday.)</p>
<p style="text-align: right;">1</p> <p>She doesn't has to go to school 17 today.</p> <p>(She doesn't have to go to school today.)</p>	<p style="text-align: right;">2</p> <p>She throwed the ball to the catcher.</p> <p>(She threw the ball to the catcher.)</p>

<p style="text-align: right;">4</p> <p>They haven't ate lunch yet.</p> <p>(They haven't eaten lunch yet.)</p>	<p style="text-align: right;">5 17</p> <p>Do I must take the exam?</p> <p>(Must I take the exam?)</p>
<p style="text-align: right;">4</p> <p>I didn't seen her since 1980..</p> <p>I haven't seen her since 1980.)</p>	<p style="text-align: right;">5 2</p> <p>You didn't sent the letter.</p> <p>(You didn't send the letter.)</p>
<p style="text-align: right;">5</p> <p>I didn't heard what you said.</p> <p>(I didn't hear what you said.)</p>	<p style="text-align: right;">6</p> <p>Why we bow to each other?</p> <p>(Why do we bow to each other?)</p>
<p style="text-align: right;">5</p> <p>The students not do their homework.</p> <p>(The students didn't do their homework.)</p>	<p style="text-align: right;">6</p> <p>When began the game?</p> <p>When did the game begin?)</p>
<p style="text-align: right;">5</p> <p>I don't have gone yet.</p> <p>(I haven't gone yet.)</p>	<p style="text-align: right;">6</p> <p>You like soju, aren't you?</p> <p>(You like soju, don't you?)</p>

<p style="text-align: right;">6</p> <p>Does Betty like rice, doesn't she? (Betty likes rice, doesn't she?)</p>	<p style="text-align: right;">7</p> <p>I'm going to borrow she's book. (I'm going to borrow her book.)</p>
<p style="text-align: right;">6</p> <p>Why did he went? (Why did he go?)</p>	<p style="text-align: right;">7</p> <p>I am waiting until find a rich man. (I am waiting until I find a rich man.)</p>
<p style="text-align: right;">7</p> <p>She met hers friend. (She met her friend.)</p>	<p style="text-align: right;">7</p> <p>He saw my wife and I yesterday. (He saw my wife and me yesterday.)</p>
<p style="text-align: right;">7</p> <p>My sister lost his glasses. (My sister lost her glasses.)</p>	<p style="text-align: right;">7</p> <p>I bought in Japan. (I bought it in Japan.)</p>
<p style="text-align: right;">7</p> <p>I am hers brother's friend. (I am her brother's friend.)</p>	<p style="text-align: right;">8</p> <p>It was good lunch. (It was a good lunch.)</p>

<p style="text-align: right;">8</p> <p>Are you going to the downtown? (Are you going downtown?)</p>	<p style="text-align: right;">9</p> <p>Most of girls like him. (Most girls like him.)</p>
<p style="text-align: right;">8</p> <p>My hobby is to take a photograph. (My hobby is to take photographs.)</p>	<p style="text-align: right;">9</p> <p>There was many noise in the class. (There was much noise in the class.)</p>
<p style="text-align: right;">8</p> <p>I watched the TV last night. (I watched TV last night.)</p>	<p style="text-align: right;">9</p> <p>I only have small money. (I only have a little money.)</p>
<p style="text-align: right;">8</p> <p>I spoke to class president about it. (I spoke to the class president about it.)</p>	<p style="text-align: right;">9</p> <p>I don't have some time now. (I don't have any time now.)</p>
<p style="text-align: right;">8</p> <p>She has the nice personality. (She has a nice personality.)</p>	<p style="text-align: right;">9</p> <p>You ask too much questions. (You ask too many questions.)</p>

<p style="text-align: right;">10</p> <p>You do please go away.</p> <p>(Please go away.)</p>	<p style="text-align: right;">11</p> <p>He was enjoyed the party.</p> <p>(He enjoyed the party.)</p>
<p style="text-align: right;">10</p> <p>You not say that again.</p> <p>(Don't say that again.)</p>	<p style="text-align: right;">11</p> <p>I am very interesting in that book.</p> <p>(I am very interested in that book.)</p>
<p style="text-align: right;">10</p> <p>Please you repeat that.</p> <p>(Please repeat that.)</p>	<p style="text-align: right;">11</p> <p>The teacher was forbidden them to make noise.</p> <p>(The teacher forbid them to make noise.)</p>
<p style="text-align: right;">10</p> <p>You please to come to my house.</p> <p>(Please come to my house.)</p>	<p style="text-align: right;">11</p> <p>I am confusing by the lesson.</p> <p>(I am confused by the lesson.)</p>
<p style="text-align: right;">10</p> <p>Please do you eat something.</p> <p>(Please eat something.)</p>	<p style="text-align: right;">11</p> <p>These lessons needed of students.</p> <p>(These lessons are needed by students.)</p>

<p style="text-align: right;">12</p> <p>She gave me it.</p> <p>(She gave it to me.)</p>	<p style="text-align: right;">13</p> <p>I study hardly every day.</p> <p>(I study hard every day.)</p>
<p style="text-align: right;">12</p> <p>Please say me the truth.</p> <p>(Please tell me the truth,)</p>	<p style="text-align: right;">13</p> <p>My sister is more tall than Mary.</p> <p>(My sister is taller than Mary.)</p>
<p style="text-align: right;">12</p> <p>She recommended me a book.</p> <p>(She recommended a book to me.)</p>	<p style="text-align: right;">13</p> <p>This picture is more nice than the other.</p> <p>(This picture is nicer than the other.)</p>
<p style="text-align: right;">12</p> <p>The ring cost to me \$100.00.</p> <p>(The ring cost me \$100.00.)</p>	<p style="text-align: right;">13</p> <p>That is the best interesting TV show.</p> <p>(That is the most interesting TV show.)</p>
<p style="text-align: right;">12</p> <p>She said him she was sorry.</p> <p>(She told him she was sorry.)</p>	<p style="text-align: right;">13</p> <p>I heard suddenly a noise.</p> <p>(Suddenly I heard a noise.)</p>

<p style="text-align: right;">14 12</p> <p>I didn't throw out it. (I didn't throw it out.)</p>	<p style="text-align: right;">15</p> <p>Call me back after 15 minutes. (Call me back in 15 minutes.)</p>
<p style="text-align: right;">14</p> <p>Please look this word in the dictionary. (Please look this word up in the dictionary.)</p>	<p style="text-align: right;">15</p> <p>He came home on yesterday. (He came home yesterday.)</p>
<p style="text-align: right;">14</p> <p>We were really counting you on. (We were really counting on you.)</p>	<p style="text-align: right;">15</p> <p>The report is written in this page. (The report is written on this page.)</p>
<p style="text-align: right;">14</p> <p>I finished the book and now I will give back it. (I finished the book and now I will give it back.)</p>	<p style="text-align: right;">15</p> <p>Do you agree in my idea? (Do you agree with my idea?)</p>
<p style="text-align: right;">14</p> <p>Put on the envelope a stamp. (Put a stamp on the envelope.)</p>	<p style="text-align: right;">15</p> <p>I have 5 families. (I have 5 in my family.)</p>

<p style="text-align: right;">16</p> <p>I got up after I brushed my teeth.</p> <p>(After I got up I brushed my teeth.)</p>	<p style="text-align: right;">17</p> <p>They couldn't understood the teacher.</p> <p>(They couldn't understand the teacher.)</p>
<p style="text-align: right;">16</p> <p>He died until the doctor came.</p> <p>(He died before the doctor came.)</p>	<p style="text-align: right;">17</p> <p>The teacher made us to do a lot of homework.</p> <p>(The teacher made us do a lot of homework.)</p>
<p style="text-align: right;">16</p> <p>She has been working while you are sleeping.</p> <p>(She was working while you were sleeping.)</p>	<p style="text-align: right;">17</p> <p>You have not to give him money.</p> <p>(You don't have to give him money.)</p>
<p style="text-align: right;">16</p> <p>Miss Kim isn't busy and neither isn't Miss Lee.</p> <p>(Miss Kim isn't busy and neither is Miss Lee.)</p>	<p style="text-align: right;">17</p> <p>I should studying tonight.</p> <p>(I should study tonight.)</p>
<p style="text-align: right;">16</p> <p>The smell wasn't good and the taste wasn't too.</p> <p>(The smell wasn't good and the taste wasn't either.)</p>	<p style="text-align: right;">17</p> <p>I must can talk to you.</p> <p>(I must talk to you.)</p>

<p style="text-align: right;">17</p> <p>I wish today is Friday.</p> <p>(I wish today were Friday.)</p>	<p style="text-align: right;">19</p> <p>The place where he lives there is close.</p> <p>(The place where he lives is close.)</p>
<p style="text-align: right;">18</p> <p>If I could marry Jo Yong-Pil I will be happy.</p> <p>(If I could marry Jo Yong-Pil I would be happy.)</p>	<p style="text-align: right;">19</p> <p>The man you were talking to him is my friend.</p> <p>(The man (that) you were talking to is my friend.)</p>
<p style="text-align: right;">18</p> <p>If I was you I quit.</p> <p>(If I were you I would quit.)</p>	<p style="text-align: right;">19</p> <p>The girl which said that is a liar.</p> <p>(The girl who/that said that is a liar.)</p>
<p style="text-align: right;">18</p> <p>I wish he goes away.</p> <p>(I wish he would go away.)</p>	<p style="text-align: right;">19</p> <p>The story what you heard is true.</p> <p>(The stort that/which you heard is true.)</p>
<p style="text-align: right;">18</p> <p>We would go to a movie if there is time.</p> <p>(We would go to a movie if there were time.)</p>	<p style="text-align: right;">19</p> <p>I don't know who people to ask.</p> <p>(I don't know who (which people) to ask.)</p>

<p style="text-align: right;">20</p> <p>I want for you to stay here.</p> <p>(I want you to stay here.)</p>	<p style="text-align: right;">21</p> <p>I don't know what is his name.</p> <p>(I don't know what his name is.)</p>
<p style="text-align: right;">20</p> <p>He asked me go to a movie.</p> <p>(He asked me to go to a movie.)</p>	<p style="text-align: right;">21</p> <p>He asked me how old was I.</p> <p>(He asked me how old I was.)</p>
<p style="text-align: right;">20</p> <p>Is interesting hearing her speak.</p> <p>(It is interesting hearing her speak.)</p>	<p style="text-align: right;">21</p> <p>I forgot where did I put it.</p> <p>(I forgot where I put it.)</p>
<p style="text-align: right;">20</p> <p>She reminded me I should take my umbrella.</p> <p>(She reminded me to take my umbrella.)</p>	<p style="text-align: right;">21</p> <p>She asked me where was I going.</p> <p>(She asked me where I was going.)</p>
<p style="text-align: right;">20</p> <p>It is difficult stay there.</p> <p>(It is difficult staying/to stay there.)</p>	<p style="text-align: right;">21</p> <p>I asked him what does it mean.</p> <p>(I asked him what it means.)</p>

<p style="text-align: right;">2</p> <p>She is going to comes home soon.</p> <p>(She is going to come home soon.)</p>	<p style="text-align: right;">3 6</p> <p>You are go to Europe, aren't you?</p> <p>(You are going to Europe, aren't you?)</p>
<p style="text-align: right;">2 3</p> <p>I am getting home at six o'clock every day.</p> <p>(I get home at six o'clock every day.)</p>	<p style="text-align: right;">3</p> <p>I going to study tonight.</p> <p>(I am going to study tonight.)</p>
<p style="text-align: right;">3</p> <p>I was cutting myself while I shaved.</p> <p>(I cut myself while I was shaving.)</p>	<p style="text-align: right;">4</p> <p>Hasn't he teached you about that?</p> <p>(Hasn't he taught you about that?)</p>
<p style="text-align: right;">3</p> <p>Where does your friend going now?</p> <p>(Where is your friend going now?)</p>	<p style="text-align: right;">4</p> <p>She hasn't spoke the truth.</p> <p>(She hasn't spoken the truth.)</p>
<p style="text-align: right;">3</p> <p>Korean Air flight number 206 is now arrives.</p> <p>(Korean Air flight number 206 is now arriving.)</p>	<p style="text-align: right;">4</p> <p>She was already cooked dinner.</p> <p>(She has already cooked dinner.)</p>

CONCLUSION

Since the inception of the idea for CC&C I have experimented with a number of different models of the game in various teaching situations. Student response has been overwhelmingly positive. One basic measure of the game's success is that the students obviously enjoyed it, even foregoing their break and staying after the bell to continue play. Spontaneous clapping and laughter along with exclamations of disappointment and glee were commonly heard and added a festive element to the academic atmosphere. Players freely expressed their emotions as they enjoyed the freedom and control of autonomous activity.

Dynamics varied greatly from group to group within a single class. Some groups were highly competitive, imposing a time limit for an answer to be given and counting down while the player "on the spot" grappled with the question. Other groups were supportive, repeating questions numerous times and providing hints for answering. Some players seemed totally absorbed in the play aspect of the game while others studiously took notes after each question. Some groups were loud and boisterous and others displayed a more placid and businesslike style. While some students were more active than others, all were involved in the play process.

I was surprised at how quickly students learned the game procedure and took control of the activity. After five minutes of explanation and demonstration I established small groups

and distributed the games. Play began immediately and if there were questions I answered them as I passed from group to group. Students sometimes made innovations, such as playing "Rock, Paper, Scissors" to choose who would go first. When I did not demand that English be spoken while playing, most groups used Korean to communicate. It was, nevertheless, common to hear players counting, sometimes in unison, in English and referring to "yellow cards" and "dice." Some groups did, indeed, make an effort to play the game in English.

It appeared that students were quite thorough in their examination of the question cards and they spotted a number of unintentional errors and ambiguities which I had to correct. I noticed students reading through the cards before putting them away at the end of the game.

I found that a 50-60 minute class period is adequate to complete a game of CC&C. Since the main goal is to practice sentences and not to establish a winner, it is not absolutely necessary to finish the game, although it is satisfying to have closure. If one player wins the game early, play still continues while the others make their way around the board. CC&C thus proves to be a flexible instrument as far as time allotment is concerned.

Having used CC&C in classes ranging from 15 to 50 students, I detected no significant differences in the dynamics of play due to class size. It proved possible to effectively divide large classes into manageable groups. Large classes should, however, be provided with an adequate number of games,

because the smaller the groups, the greater the amount of direct participation and the shorter the wait between turns.

During a trial use of CC&C by another teacher, three students were given the task of reading the rule sheet while the rest of the class prepared the game for play. The three helped each other understand the procedure which they then explained to their classmates. Another dimension of communication and cooperation was thus added to the activity.

As stated earlier, the most natural use for CC&C is review. I have sometimes dispensed altogether with the categories of choice, change, and challenge and based questions of different kinds directly on class texts. In one instance, for example, the blue cards contained sentences from Graded Exercises in English,²⁵ the red cards had problems from Story Squares,²⁶ and the yellow cards posed questions based on the story, "Uptown" in Express English: Transitions.²⁷ The game proved to be a valuable pre-exam review tool and the experiment convinced me of the ease with which CC&C can be adapted to different texts and programs.

My experiences thus far with CC&C have been quite gratifying, but perhaps some of its success has been due to its status as a special activity, a treat. It remains to be seen if CC&C can successfully function as a routine vehicle for review used on a regular basis. The next step in its development is to make it a part of the syllabus and use it throughout the semester. It would be very helpful at this point if the game were to be used by a number of teachers in many different

settings to ascertain its usefulness and limitations. Finally, the game must be objectively evaluated for its efficacy as a pedagogical tool beyond its ability to delight and entertain students.

In closing it should be noted that this activity was designed to put into practice some of my basic assumptions about the learning and teaching processes. But CC&C is only one activity and not a program. In order for CC&C to be more than a diversion or time-filler its use must be coordinated with a well-conceived lesson plan that takes into account the needs of the learner as well as the fundamental linguistic aspects of language learning. CC&C is simply one more tool to enable the teacher to help students in the awesome task of learning a foreign language.

I hope that this paper will encourage other teachers to experiment with the game format described here and to share their experiences and suggestions. In addition, perhaps some readers, convinced of the importance of the affective domain, the usefulness of autonomous small group work, and the appropriateness of game-playing in the language class will be stimulated to develop new activities building and improving upon the idea of CC&C.

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START 1

HOME

Object: Players must move their markers around the board and reach the "home" square.

Players: From two to eight players may participate. (Option: the number of participants can be increased to twelve if there are an even number of players and teams of two players cooperate as partners sharing a single marker.)

Duration of Game: Variable. When played by five players with two dice the average game time is one hour. (Option: if one die is used instead of two, game time can be prolonged.)

Equipment Supplied: (1) gameboard; (2) dice; (8) markers; (60) plastic card holders; (320) question cards; instructions.

1. Each player (or team) chooses a marker and begins at the "start" square. Players throw dice and the highest number goes first while play continues counter-clockwise.
2. Players move markers the number indicated by dice. If marker lands on a red, blue, or yellow square the player to the right of dice-thrower picks up a correspondingly colored card and poses the question printed on it without showing the card. The question may be repeated up to three times. After answer is given, card is placed at the bottom of appropriate deck. Green squares are explained in rule #6.
3. If the correct answer, which is indicated on card, is given, the marker remains on the new square. If answer is incorrect, marker is returned to the square it was on before dice were thrown. In either case, it is then the next player's turn.
4. If doubles are thrown, player takes an extra turn but must still answer the question card.
5. If a marker lands on an occupied square, the occupying marker is moved backwards one space. If consecutive squares are occupied, each marker is moved backwards one space.
6. The plain green squares are penalties. A marker that lands on one is moved backwards ten spaces. Green squares with stars are bonuses and markers landing on them are advanced three spaces. Players landing on green squares don't answer questions. Penalties and bonuses apply only when the dice are thrown and not when a marker is bumped onto a green square by another player.
7. If an incorrect answer is given because of faulty questioning, the questioner loses his/her next turn. Group consensus determines if the question was asked properly. If questioner is at fault, another question is picked and play continues.
8. Any question or dispute arising in the course of the game should be resolved by group consensus with the teacher acting as final judge, if necessary.
9. The first player to make a circuit of the board and enter the "home" square by throwing the exact number needed is winner.

APPENDIX C: Preparatory Terminology

Board, gameboard

Dice

Marker

Question cards

Deck

Bonus

Penalty

Clockwise, counter-clockwise

Who goes?

Whose turn is it?

I missed my turn.

It's your turn.

Throw (shoot, roll) the dice.

(You) Go again.

Move forward 3 spaces.

Go back to the red circle.

That's the right (wrong) answer.

I don't know the answer.

You landed on the yellow square.

Move my marker to the blue square.

I threw doubles.

Who just went?

Please repeat that question.

Who has the dice?

I dropped the dice.

NOTES

¹ The term ESL is used throughout to refer to all types of English language instruction for non-native speakers.

² Ronald Wardhaugh, "TESOL: Current Problems and Classroom Practices" Teaching English as a Second Language: A Book of Readings, eds. Harold B. Allen and Russell Campbell, 1972 ed. (New York: McGraw, 1965) 3.

³ Christina Bratt Paulston, What Research Says to the Teacher: English as a Second Language (Nat. Ed. Assoc. of the U.S., 1980) 32.

⁴ "Dulay and Burt suggested a filter, an affective filter, can keep input from getting in ... What the filter hypothesis says about pedagogy is that the more we do to lower the filter, i.e., the more our classes are low anxiety, the better off our students will be." (Stephen Krashen, "Theory Versus Practice in Language Training" Innovative Approaches to Language Teaching, ed. Robert W. Blair (Rowley: Newbury, 1982) 25).

⁵ To deal with the sensitive issue of gender in third person pronouns, "he" is arbitrarily used throughout to refer to the student and "she" to the teacher.

⁶ The tortoise metaphor is from Earl W. Stevick, Teaching Languages: A Way and Ways (Rowley: Newbury, 1980) 13-14.

⁷ Bloom's taxonomy is presented in Anita E. Woolfolk and Lorraine McCune-Nicolich, Educational Psychology for Teachers, 2nd ed. (Englewood Cliffs: Prentice, 1980) 389-391.

⁸ H. Douglas Brown, Principles of Language Learning and Teaching (Englewood Cliffs: Prentice, 1980) 27-28.

⁹ Alan Maley and Alan Duff, Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers, 2nd ed. (Cambridge: Cambridge UP, 1978) 12.

¹⁰ Diane Larson Freeman, Techniques and Principles in Language Teaching (Oxford: Oxford UP, 1986) 13-14.

¹¹ Larson-Freeman 45-47.

¹² Dwight Bolinger, "The Theorist and the Language Teacher," in Allen and Campbell 28.

¹³ Brown 116

¹⁴ Instructions for "Hangman" and a variety of Bingo games is presented by Judy E. Winn-Bell Olsen, Communication Starters and Other Activities for the ESL Classroom (San Francisco: Alemany, 1977) 3-10.

¹⁵ Earl W. Stevick, Teaching and Learning Languages (Cambridge: Cambridge UP, 1982) 128.

¹⁶ Brown 77-78.

¹⁷ Eugen Herrigel, Zen in the Art of Archery, trans. R. F. C. Hull (New York: Pantheon, 1953) 51.

¹⁸ Timothy Gallwey, The Inner Game of Tennis (New York: Random, 1974).

¹⁹ Stevick, Teaching Languages 11-33.

²⁰ The use of "Concentration" as a language learning activity was demonstrated at a CLL workshop conducted by Jennybelle Rardin at SIT, Brattleboro, 1984.

²¹ Marina K. Burt and Carol Kiparsky, The Gooficon: A Repair Manual for English (Rowley: Newbury, 1984).

²² Alice C. Pack, Prepositions: Dyad Learning Program (Rowley: Newbury, 1977).

²³ The idea for the inclusion of preparatory language comes from Maley and Duff 17.

²⁴ The syllabus is loosely based on the grammatical categories used by Marianne Celce-Murcia and Diane Larson-Freeman, The Grammar Book: An ESL/EFL Teacher's Course (Rowley: Newbury, 1983) and the questions were compiled with the help of: Burt and Kiparsky; Robert J. Dixon, Graded Exercises in English (New York: Regents, 1983); Susan M. Reinhart, Testing Your Grammar (Ann Arbor: U of Michigan P, 1985).

²⁵ Dixon.

²⁶ Philip L. Knowles and Ruth A. Sasaki, Story Squares: Fluency in English as a Second Language (Cambridge, MA: Winthrop, 1980).

²⁷ Linda A. Ferreira, Express English: Transitions (Rowley: Newbury, 1984).

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