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A COMPARISON OF AUDIOVISUAL AND AUDIO MATERIALS
IN TEACHING LISTENING COMPREHENSION TO ADULTS
IN ENGLISH AS A SECOND LANGUAGE

A Thesis
Presented for the
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DEDICATION

This thesis is dedicated to my parents, Mr. and Mrs. James Ward; to Mrs. Julia Burks and the staff and teachers of the American University Alumni Association Language Center, Bangkok, Thailand; to Mrs. Ruth Montecalban and to my close friends, Neo and Virasoot.

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ABSTRACT

The purpose of this exploratory study was to determine if film would enhance the teaching of listening comprehension to adult students enrolled in the intermediate and advanced levels at the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979, over a period of 22-1/2 instructional hours.

It should be noted that ELI students were grouped at different levels of overall proficiency. However, the pretest used in this study indicated that both groups were at the same level of listening ability.

The review of related literature centered on four areas. First, the use of audiovisual material in teaching native speakers was examined. Numerous studies indicate that such material is advantageous to learning. Second, the use of audiovisual materials in foreign language education was reviewed. Third, current materials used to teach students how to listen to lectures, to written English read aloud and to discrete point items were described. Fourth, a theoretical model for listening comprehension material was presented.

The intermediate level students heard the sound track of seven films chosen from the Division of Continuing Education, University of Tennessee. The advanced level students saw the films. Both groups used the same classroom materials. Both groups were pre and post tested with the Comprehensive English Language Test (CELT) Form L-A Listening Comprehension Section.

The mean, difference in mean, median, mode and standard deviation were calculated. Difference in mean between pre and post tests indicated that the experimental group improved 17.50 points while the control group showed a 8.66 difference in mean.

It was concluded that further, statistically more rigorous studies are necessary and worthwhile. Greater effort should be made to develop classroom materials to teach listening comprehension to students in English as a Second Language (ESL). Other recommendations included the following: conducting the experiment with a larger number of students over a longer period of time; conducting the experiment to study such factors as age, sex, native language, previous educational background and IQ; development of other models of material organizations; conducting the experiment overseas to avoid the effects of everyday listening; development of an experiment using film to teach listening comprehension to low level or beginning students; conducting the experiment with mandatory classroom attendance; conducting the experiment with a different measurement instrument; conducting the experiment using videotape and conducting the experiment using an advanced group as the experimental group.

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CHAPTER I

INTRODUCTION

This section will briefly review the state of the art concerning teaching listening comprehension in the English as a Second Language (ESL) classroom. The fact that listening comprehension in the Teaching of English as a Second Language (TESL) has been generally ignored will be noted. The future role of teaching listening comprehension in the ESL classroom will also be discussed.

Early teaching emphasis in TESL was on the speaking skill. Reading and writing have only recently been stressed in classroom instruction. Today, however, one skill remains to be both adequately researched and taught with theoretically sound materials (Morley and Lawrence, 1972, p. 99). That skill is listening. While most ESL programs have listening-speaking courses, few treat listening as a separate skill. Thus, the entire issue of listening comprehension in foreign language education has been relegated to a minor level. As Goodman (1971, p. 135) notes, it is ironic that while most researchers believe that receptive control generally precedes generative control, "...more attention has been given to the process of language production than to the process by which language is understood." Mear (1978, p. 143) agrees that most foreign language specialists have almost exclusively analyzed productive language: "Only a few of them [specialists] recognize that mastery of a particular language involves mastery of a receptive as well as a productive repertoire...." Because of the general importance of listening,

Binder and McGlore (1971, p. 264) predict that listening comprehension will preoccupy the foreign language teaching profession in the years ahead: "The significant research question...is not whether it is an important communication skill or whether it can be taught; instead teachers want to know what is the best way to teach it." Thus, this study addresses itself to the issues raised by Goodman, Mear and Binder and McGlone: What is an effective way to teach listening comprehension in the ESL classroom?

This section briefly reviewed the history of teaching listening comprehension in the ESL classroom. The minor role that listening comprehension played in foreign language education was noted. It was predicted that listening comprehension will receive increased emphasis in future ESL instruction.

I. THE PROBLEM

This section will present a statement of the problem and the need for the study. The delimitations and assumptions of the study will be presented. The null hypothesis will not be used.
hypothesis will not be used.

Statement of the problem. The purpose of this exploratory study was to investigate the use of audiovisual and audio materials in teaching listening comprehension in ESL to adults who are at intermediate and advanced stages of second language development. In particular, the study attempted to determine which material might be superior: film or film sound track only.

Need for the study. Research into listening comprehension in ESL has been almost nonexistent. Educational Resources Information Center (ERIC) cites four sources dealing with the subject and a review of the Current Index to Journals in Education from 1970 to 1979 yields only seven articles on the topic. Duker (1964) fails to cite one article dealing with listening comprehension in ESL.

The relegation of listening to a minor role in adult second language acquisition is difficult to understand, since an inability to comprehend spoken English limits the student's success in society, both in and out of the classroom. Additionally, aural illiteracy is a source of a great deal of anxiety to the foreign student. As Rivers (1966, p. 196) writes, without an ability to comprehend what is going on around them, the foreign students' participation in community life and thought are limited. Furthermore, lack of aural comprehension is embarrassing and, as such, can create anxiety. Not only will the foreign students' extracurricular and social life be hampered, but his or her university success is far from assured (Rivers, 1966, p. 197). If the student can not comprehend a classroom lecture, for example, his or her chances of failure increase.

The fact is that the foreign student as a second language learner simply cannot avoid listening. Samovar, Brooks and Porter (1969, p. 301) estimate that 64.4 percent of waking time is spent listening, with students ranking high as communicators.

Delimitations of the study. The study was conducted with two groups of students. One group consisted of advanced students and the

other group consisted of intermediate students. Both groups were adults enrolled in the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979. The experiment lasted a total of 22-1/2 hours. (Classes met five times per week, one hour per class, for four and a half weeks.)

Assumptions of the study. This study makes the following four assumptions. First, there is a separate listening factor and it can be objectively, reliably and validly measured. Second, the Comprehensive English Language Test (CELT) Form L-A Listening Comprehension Test, used as both a pre and post test, is both valid and reliable. (The CELT listening section and the Michigan Achievement Series listening section correlate at .80.) The listening sections of both the CELT and the Test of English as a Foreign Language (TOEFL) correlate at .71 (Harris and Palmer, 1970, p. 9). Third, just as systematic instruction is necessary in reading, systematic instruction is necessary in listening. Fourth, an effective method of presenting listening material is centered around the advance organizer model which will be discussed in the review of related literature.

This section presented a statement of the problem and the need for the study. The delimitations and assumptions of the study were then presented.

II. DEFINITION OF LISTENING

This section will define the central term of this thesis: listening. Rivers' three stages of listening comprehension will be reviewed. The

related concepts of receptive and reflexive listening as well as auditing will be presented. Finally, the role of redundancy will be discussed.

How do non-native speakers understand a second language when they hear it? What processes are involved? Rivers (1978, p. 126) observes that the listener first perceives the sound as mere noise and only later, after a sufficient length of time, as a systematic message. As order is understood to exist, the listener comprehends segments that he or she has never heard in an identical form. Rivers (1978) calls this the recognition level. Recognition involves identification of words and phrases, time sequences and logical and modifying terms and redundancies. When the listener first recognizes these relationships, he or she will not be able to remember them. There is no time for recoding the information because all attention is on recognizing the relationships when they are heard. Later, the learner recognizes the message, concentrating on some sound group and is aurally perceiving, but not retaining, other parts. Rivers (1978, p. 126) calls this the selection level. As the learner is interpreting the message, he or she must simultaneously retain, listen and guess ahead. It is, Rivers (1978, p. 124) writes, "...a continuous process of analysis and synthesis, in which factors of attention and memory are vitally involved." Listening, then, involves the use of both upper and lower cognitive processes.

Hughes (1974, p. 79) cites Pratt as stressing the dynamic nature of the listening process. According to Hughes, Pratt distinguishes between receptive and reflective listening. Both divisions demand that the listener think about or process what he or she is hearing. Receptive

listening includes four areas: ability to keep related details in mind, ability to observe a single detail, ability to remember a series of details and an ability to follow oral directions. Reflective listening involves five areas: ability to use contextual clues, ability to distinguish between a main idea and a detail, ability to recognize relationships between a main idea and a supporting idea and an ability to infer.

The concept of listening as an active process also reflects itself in the use of the term auding. Stammer (1977) and Ruben (1977) posit a three-phase listening strategy: hearing, listening and auding. Hearing is not paying attention to noise. Some messages are not heard because of noise, auditory fatigue, such as simply being tired of listening, and physical impairments (Stammer, 1977, p. 663). Listening is marked by a certain amount of attentiveness and concentration. Some messages are not listened to because of problems in sound discrimination, such as between the /r/ and /l/ sounds, a lack of background information about the message and unusual context (Stammer, 1977, p. 66). Auding is getting the message.

Tutolo (1977, p. 263) believes that auding or getting the message can be viewed as three levels of cognitive processing. The literal stage is repeating what has been said. The interpretive stage is determining the meaning of sounds. The critical or evaluative stage represents the highest level of cognitive processing.

Auding or listening comprehension is an area of combining both psychological and linguistic factors and, as such, is an act of

construction more than mere reception (Rivers, 1978, p. 125). Rivers takes both psychological and linguistic factors into account when she posits three stages in the process of perceptual construction: sensing, identification and rehearsal or recoding.

Sensing is the rapid, unretained perception of impressions. It depends on an echoic memory of a few seconds. Next, the language items are identified by segmentation and grouping. Phonotactic, syntactic and lexical collocations are made. This chunking of language provides the listener with a greater power of retention. Identification is an active skill which sequentially processes the transmitted message and simultaneously interrelates the information with previously identified segments (Rivers, 1978, p. 126).

While the mind is sensing and identifying, it is also engaging in a "...process of anticipatory projection that is adjusted should the utterance not conform with...expectation" (Rivers, 1978, pp. 124-125). The projection is based on morphology, lexical collocation and extralinguistic factors such as situation and nonverbal communication (Rivers, 1978, pp. 124-125).

After sensing and identification, the material is rehearsed and recoded for long-term storage. Rehearsal is the "...recirculation of material through our cognitive system as we relate it to what follows and at the same time readapt what we have already interpreted" (Rivers, 1978, p. 128).

The message is placed in long-term memory in its deep structure form, only retaining basic semantic information. In short, the gist of

the message is stored in simple, active, affirmative, declarative sentences (SAADs). SAADs are closest to the kernel sentence before mandatory transformation rules (negation, for example) (Rivers, 1978, p. 128). Thus, abstractions, not exact words, are remembered.

Redundancy plays an important role in a hearer's ability to sense, identify and recode information. Redundancy is used to reduce the tremendous amount of information a hearer receives. Eventually, partially because of redundancy, a listener becomes familiar with various aspects of speech: sound patterns, grammar sequences, cliches, hesitations, dialect and emotion (Rivers, 1978, p. 81).

Goodman (1971, p. 136) emphasizes the role of redundancy: the efficient language user samples data by relying on redundancy, predicts the structures, tests a hypothesis against semantic content and situation and confirms or disconfirms predictions. The language user relies on strategies which yield the most reliable predictions with a minimum use of the information available (Goodman, 1971, p. 136). In other words, the listener must know what to pay attention to and what not to pay attention to.

This section defined listening. It then reviewed Rivers' three stages of listening comprehension as well as the related concepts of receptive and reflexive listening and auding. Finally, the role of redundancy was briefly discussed.

III. PROCEDURES OF THE STUDY

This section will discuss the population and its selection and both the measurement instrument and classroom material used in the study. The method of treating the data will also be presented.

The population and its selection. The population used in this study consisted of students enrolled in the advanced and intermediate levels in the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979. On the basis of the Structure Test English Proficiency (STEP), the ELI divides students into three levels: one, two and three or high, intermediate and low. Levels one (high) and two (intermediate) were the sample groups used in this experiment; first, because the STEP examination correlates at .80 with CELT; and second, because group three's proficiency was too low for the type of materials used.

The instrument used. The Comprehensive English Language Test (CELT) Listening Comprehension Section, Form L-A was administered as both a pre and post test. (The CELT will be further described in Chapter 3.)

Classroom materials. The following films were chosen from the Teaching Materials Center of the Division of Continuing Education, University of Tennessee (Knoxville) on the basis of quality and interest: Ishi in Two Worlds (McGraw-Hill, 1973, 18 minutes), Freedom River (Roundtable Films, 1971, 18 minutes), Is It Always Right To Be Right? (Roundtable Films, 1971, 18 minutes), Anatomy of a Teen-Age Courtship (Coronet, 1974, 24 minutes), Heritage of the Negro (Indiana University, 1965, 28 minutes) (only the first 10 minutes of this film were used),

Benjamin Banneker: Man of Science (Encyclopedia Britannica Films, Inc., 1971, 9 minutes) and Gala Day At Disneyland (Walt Disney Films, 1960, 28 minutes) (only the first 10 minutes of this film were used).

Student worksheets were based on the advance organizer model of learning as theorized by Ausubel (1965, 1968, 1969). Worksheets were also based on the work of Morley and Lawrence (1972), Plaister (1976) and Allen (1978).

Analysis of data. The data were analyzed by computing the mean, difference in mean, median mode and standard deviation. Detailed results will be presented in Chapter V.

IV. ORGANIZATION OF THE STUDY

The present chapter has considered a statement of the problem, the need for the study, the delimitations of the study, the assumptions of the study, a definition of listening, the procedures of the study and the organization of the study. Chapter II presents a review of related literature. Chapter III presents the methodology and procedures. Chapter IV contains a presentation, summary, conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will examine four areas. First, it will discuss the use of audiovisual material in teaching native speakers. Second, research in the use of audiovisual materials in foreign language education will be examined. Next, current materials used to teach listening comprehension in the ESL classroom will be reviewed. Finally, the theoretical model on which such materials are based will be examined.

The Use of Audiovisual Material in Teaching Native Speakers

Numerous studies indicate that the use of audiovisual material in teaching native speakers is effective. Nelson and Moll (1951, p. 66) believe that both audio and visual portions of films are effective channels of communication but that "...both channels together are more effective than one alone." Cross and Cypher (1961, p. 60) agree: "...proper use of appropriate films does increase both the efficiency and effectiveness of instruction." Westone (1974, p. 34) studied the effect of live television and audio story telling narration on primary grade children. She concluded that live television was superior to the teacher telling the story.

Kramer and Lewis (1951, p. 20) attempted to answer the following question: Is there a difference in listening ability between two groups when one group both sees and hears the speaker and the other group only hears the speaker? They report a significant difference in mean score

on a post test on content and conclude that "...the speaker's visible action somehow contributed to the ability of the listener to understand and remember the ideas expressed by the speaker."

Wells, Van Mondframs, Postlethwart and Butler (1973) studied the effectiveness of three visual media (still pictures, slides and films) in teaching time, space and motion concepts in Biology. After viewing the film, students were tested on content. Film was found to produce the highest mean score for the concept of time. For the motion concept, both film and slides resulted in high scores. For the space concept, no significant difference was found; however, slides and still photographs were favored.

Flemming (1971, p. 55) quotes Levin, Bender and Lesgold (1976) as concluding that visual stimuli are superior to nonvisually oriented listening materials. One group of first graders listened to a lecture without visuals. The second group both listened to and watched a lecture. The latter group outperformed the former group on a test of verbal recall. Furthermore, Levie and Levie (1975, p. 81) cite both Snodgrass, Volvovitz and Walfish (1972) and Standing (1973) as finding that pictures result in better performance in recognition memory tasks. Levie and Levie (1975, p. 81) also cite both Dallet and Wilcox (1968) and Sampson (1970) as finding that pictures aid in free recall tasks.

A review of literature reveals four major theories explaining why film is an effective educational tool. Some researchers believe that motivation is aroused and, as a result, memory is aided. Others argue that films are successful because they are less frequently encountered

than words. Some researchers believe that films result in superior learning because they are better organized. Finally, some researchers argue that some concepts are easier to explain through film.

Beverman and Farley (1978, p. 322) believe that films are highly motivational and that motivation accounts for the success of film. They write that persons low in intrinsic arousal (motivation) will seek extrinsic sources of stimulation (in this case, film). As a result, memory is aided.

The question of why memory is aided by film is largely unsettled, Braverman and Farley (1978, p. 326) cite Glanzer and Clark (1964) as arguing that visual information is translated into verbal form (the verbal loop hypothesis). However, Braverman and Farley (1978, p. 326) refer to both der Heyer and Barrett (1971) and Teversky (1968) as arguing for the existence of a separate iconic memory system (the dual coding hypothesis). Levie and Levie (1975, p. 81) refer to Paivio (1971) as supporting the dual coding hypothesis: "...two separate memory systems exist, one for verbal symbol processes and another for nonverbal imagery."

Thus far this section has discussed one theory explaining the success of film on learning. A second theory is cited by Flemming (1971, page 47). He refers to Levin, Ghatala and Wilder (1974) as arguing that films are effective because they are less frequently encountered than words. Thus, they create a novelty effect resulting in superior learning.

Flemming (1971, pp. 47-48) refers to a third explanation of film success. He cites Bower (1972) as writing that because films are better

organized than lectures the material is easier to learn: "...the memory effect of imagery could be ascribed primarily to its organized character."

Finally, some researchers believe that some concepts are easier to learn than others through film. Houser, Houser and van Mondframs (1970, p. 425) conclude that motion pictures are superior to slides in learning the concept of motion: "...it is clear that in the case where motion is a defining concept it is better to present that concept using motion picture film...."

Audiovisual Materials in Foreign Language Education

Research into the use of audiovisual materials in foreign language education has been meager, at best. A review of literature from 1930-1966 by Birkmaier and Lange (1967) yields two articles on the topic. A review of the annual bibliography of the American Council on the Teaching of Foreign Languages from 1967-1972 yields only three articles on the topic. A review of other related literature yields only one study. Pearson (1978) used a Spanish version of Sesame Street to teach a class of 12 students in the second semester of first-year Spanish at Phillips Academy in Exeter, Vermont. Students met 50 minutes a day for six days a week using the regular textbook. Once a week television was used for 30 to 40 minutes. The show presented four types of visual images: studio street scenes, outside studio scenes, puppets and animation. Through a survey it was determined that the "...class reacted more positively to sequences involving visual symbols." When concepts were discussed and supported by visual images, students commented that they learned more from the segment with visual support. Thus, Pearson

concludes "...that the degree of learning is directly affected by the presence of visual symbols...." It should be noted that this study lacked a control group and that no pre or post test was administered to measure cognitive gains.

Current ESL Listening Comprehension Materials

Rivers (1971) theoretically relates language materials to the process of perceptual construction discussed in the definition of listening: materials should reflect the three stages of listening development--identification, sensing and recoding. (She has not published any actual classroom material.) In order to help students segment or group language (the identification level), both Rivers (1971) and Godfrey (1977, p. 116) suggest that at first students hear only the structures that have been practiced in class. Repetition forces the "...student to segment the stream of sound" (Rivers, 1971, p. 130). The pauses between segments are essential for cognitive processing. Thus, the teacher should exploit the pauses.

Later, in order to help the students in their systematic recognition of structural features, learners should be made aware of hesitation words that contribute nothing to the meaning of a message. They only take up important storage space (Rivers, 1978, p. 81).

In order to aid the student in the third perceptual level discussed in the definition of listening, rehearsal or recoding (Rivers, 1978, p. 132) suggests that students practice gisting or restating in their own words what they have heard. First, they should hear the main or kernel sentence and then the transformed sentence.

Rivers (1978, p. 64) believes that all listening comprehension material should be authentic; that is, it should consist of utterances with a high probability of occurrence. Artificially prepared materials omit hesitations, restatements, prop words, expressions and cliches and thus deliver information at a greater rate than normal conversation.

Stevick (1977, p. 30) also emphasizes the importance of authentic language material. The student must foresee the time when he or she might really require the skills being taught. If the student views the material as merely class exercises, then the skill taught is not likely to be activated in a real life situation. Carroll (1966, p. 105) agrees: "The more meaningful the material to be learned, the greater the facility in learning and retention."

Rivers (1971, p. 131) urges the second language instructor to record natural conversations among native speakers and from radio and television. She suggests that students should be trained to listen to group conversations. "In the excitement...speech will be...slurred" (Rivers, 1971, p. 131). However, this is natural and will be compensated for by the hesitations and interruptions.

As previously mentioned, the teaching of listening comprehension involves focused or selected listening--a process of guiding the student in exactly what to listen for. Morley and Lawrence (1972, p. 101) state that the student must know what to listen for, when to listen and how to listen. This is the fundamental principle that underlies all materials discussed below.

The major material available today falls into three broad categories: discrete point presentation; lecture style presentation; and scripted,

mass media presentation. It should be noted that materials for teaching conversational English are not currently on the market. Foreign language instructors need to follow Rivers' advice and record their own material.

Morley (1972) has developed discrete point material at the lower skill levels. This material provides practice in three areas: concepts (numbers, letters, time, dates, directions, measurements, proportions and amounts), context (factual information) and combinations of the above. The main emphasis is on factual listening (receptive listening) with a secondary emphasis on abstracting, analyzing and organizing (reflective listening).

Allen (1978) in her Progressive Listening Series also centers students' attention on factual or receptive listening skills. She differs with Morley in that her series of 52 lessons also teach phonological variations of speakers, dialects, stress, intonation and pauses. The tapes are written speech read aloud: 52 stories from her Progressive Reading Series are each read aloud by three or four different speakers. Thus, the Progressive Listening Series lacks the hesitations, restatements, prop words, expressions and cliches of conversational English.

Both Morley and Allen underscore the urgency for remembering by requiring a behavioral response on the part of the student: the language learner must write some sort of response. Allen goes further and requires the student to repeat, not after, but along with, the speaker. The student imitates the pauses as well as the normal and emphatic

stress patterns of the speaker. Myers (1971, p. 99) agrees with the need for these behavioral responses: a "...listening comprehension activity must encourage each individual child to react in some way that can be monitored...." Wilkinson (1978, p. 743) also agrees, underscoring the motivational aspect of a behavioral response: student's formulation of a response or reply is an interesting experience. Asher (1969) reviews 21 studies which indicate that physical responses greatly facilitate both learning and retention.

Plaister (1976) also deals with receptive listening in his textbook Developing Listening Comprehension for ESL Students: The Kingdom of Kochen. Allen works with artificially scripted English read aloud. Plaister also deals with scripted English, but a script with a certain amount of authenticity: students listen to lectures which generally approximate a classroom situation. (The speaker addresses a class and certain pauses and hesitations are heard, for example.) The text contains 20 lectures on such topics as climate, agriculture, cities, public health, population, education, the monarchy, religion, foreign relations, business and sports. The lectures are about a mythical kingdom in Southeast Asia, Kochen. Each lecture is presented four times. Each time, Plaister provides the students with what he calls aural prompts which slowly remove visual aids. For example, slashes are used to cover words. Next, only key words in each sentence are left for students to use to follow the lecture. Finally, only an outline remains. Before each lesson, key words, used in contextual sentences, are dictated to students. Students also read a summary of the lecture before listening activities begin. There is also a short, self-graded quiz at the end of each lesson.

In addition to discrete point listening, Morley has also dealt with mass media-listening comprehension activities through film and a textbook for the intermediate and advanced ESL student. Believing that "...few [materials] go beyond rudimentary listening...." and that these materials concentrate only on fragments of the listening process (Morley and Lawrence, 1972, p. 99), Morley and Lawrence have developed a set of materials that deal with the "...real goals of aural competency training-listening for facts and ideas, listening to analyze and evaluate" (Morley and Lawrence, 1972, p. 99). In using film, Morley and Lawrence believe that they are exploiting a "...vital communication medium of the 20th century...." (Morley and Lawrence, 1971, p. 118).

Morley and Lawrence (1972, pp. 101-102) believe that listening comprehension material at the intermediate and advanced levels should meet the following criteria: include both receptive and reflective listening activities; require the overt participation of students; provide guidance as to when to listen, what to listen for and how to listen and provide conscious memory work to increase the memory span. Finally, materials should teach, not test, listening. This last point refers to the popular technique of reading a passage to students and then asking questions on the content.

A Theoretical Model for Listening Comprehension Material

The great majority of scholars support both the Morley and Lawrence and Plaister methodology of summary, use of key words and repeated listenings. Brown, Lewis and Harclerroad (1969, p. 192) write that summary aids comprehension: "Increased learning will result from a film

showing if viewers are told in advance what it is they are expected to learn." Brown, Lewis and Harclerroad (1969, p. 192) also argue that key words, provided in advance, increase learning: "It is important that students know in advance what special terminology...they must learn in order to grasp the meaning of the film." Finally, Brown, Lewis and Harclerroad (1969, p. 192) write that repeated showings of the film facilitate learning. The Morley and Lawrence technique of discussion as a follow-up activity also aids the learning process (Dale, 1969, p. 412).

Weiss and Fine (1956) conducted an experiment with three groups to determine the usefulness of key words being presented before viewing a filmstrip. Control group one was exposed once to a filmstrip on the United Nations. Control group two was exposed to the filmstrip two times. The experimental group was exposed once but underwent a familiarization procedure. Subjects associated the names of six United Nations organizations with pictures taken from the filmstrip. The experimental group scored significantly higher than the control groups on a post-test on content. Thus, familiarization via key words appears to be advantageous.

Generally speaking, all the materials previously reviewed (Morley and Lawrence, Allen and Plaister) are oriented toward, but do not duplicate exactly, the advance organizer model of teaching. David Ausubel is the major theorist behind this model.

Advance organizers (or anchoring ideas) are defined as complex and deliberately prepared ideas which are presented to the learner before the subject matter is presented. This "...insures that relatively anchoring ideas will be available" (Ausubel and Robinson, 1969, p. 145).

The need for organizers is based on the assumption that the state of the student's cognitive structure at the time of learning is the vital factor influencing learning (Ausubel, 1969, pp. 104-105). "There must exist in the cognitive structure ideas to which the material can be related" (Ausubel, 1969, pp. 104-105). New material is learned only in insofar as it is subsumable under other ideas (Ausubel, 1965, p. 103).

The organizer, which emphasizes the salient ideas by omitting less important information (Ausubel, 1968, p. 148), is introduced to the student before the material is actually studied and they are formulated in terms that are relatively familiar to the student (Ausubal and Fitzgerald, 1962, p. 243). Organizers better enable the student to activate his or her background knowledge to its maximum effectiveness (Ausubel, 1965, p. 103). They explain, integrate and interrelate the material they precede. Thus, they make the new material more meaningful. Because organizers delineate clearly and precisely, (Ausubel, 1968, p. 137) they are especially helpful for students with a poor verbal ability and below average general background in a learning task.

There have been few research studies that employ the advance organizer model, but the ones that do exist are quite convincing. Ausubel (1968, p. 146) used an expository organizer to prepare students for a passage about the properties of steel. The organizer showed similarities and differences between metals and alloys, their advantages and disadvantages and reasons for making alloys. Note that this is not a summary of details but a general introduction pointing out discourse patterns to be used. From prior testing it was known that the organizer

did not give an advantage on the final test. The control group studied historical material describing the process of making iron and steel. It had no concepts that could serve as an ideational framework for the ideas in the passage. Ausubel found that the experimental group outperformed the control group at a statistically significant level. In a later study, Ausubel and Youssef (1962) used two learning passages, one on Buddhism and the second on Zen. Comparative organizers were used, the first showing the similarities and differences between Christianity and the second organizer showing the similarities and differences between Buddhism and Zen. The control group studied historical and biographical material. Again, the organizer produced a significant effect on both learning and retention.

Clearly, Morley and Lawrence take this approach when they write that students must know what to listen for, where to listen and how to listen. Allen's material also reflects the advanced organizer model. Students listen for the answers to certain questions or fill-in-the-blanks as they listen.

In this chapter an attempt was made to review the literature pertaining to the use of audiovisual material in teaching native speakers listening comprehension. The use of audiovisual materials in foreign language education was reviewed. Current ESL listening comprehension materials were examined. Close attention was paid to the work of Morley and Lawrence, Allen and Plaister. The theoretical model on which such material is based was then examined.

CHAPTER III

METHODOLOGY AND PROCEDURES

In this chapter the methods and procedures used in this study are presented. They are presented under the following sections: identification of the study population, identification of the test instrument, identification of the films, treatment of the films and analysis of the data.

The Comprehensive English Language Test (CELT), Listening Comprehension Section, Form L-A was both the pre and post test instrument utilized in this study. The test was administered to students enrolled in level one (a high level of general proficiency) and level two (an intermediate level of general proficiency) in the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter of 1979. Analysis of the data was done in terms of the mean, difference in mean, median, mode and standard deviation.

Identification of the Study Population

The population was comprised of students enrolled in the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979. These students had not yet reached the level of language proficiency required for admission to an American university; that is, they had not yet passed the Test of English as a Foreign Language (TOEFL), the standardized test required by most universities.

The students, ranging in age from 18 to 55, came from two major geographic areas: Latin America (Nicaragua, El Salvador, Venezuela and Colombia) and the Middle East (Iran, Iraq, Syria, Lebanon and Libya). The major native languages were, therefore, Spanish, Persian and Arabic. (In addition, one Cypriot and one Rumanian participated.) All subjects except seven were male.

On the basis of the Standard Test English Language (STEL), the ELI divided students into three levels of proficiency: level one (high), level two (intermediate) and level three (beginning or low). The following STEL scores were used for this classification: 0-70 level three (low), 70-90 level two (intermediate) and 90-150 group one (advanced). The two highest levels (one and two) were chosen for this study primarily because the classroom materials were judged by the researcher as too difficult for students in level three (low or beginning).

Level one (the advanced group) was selected as the experimental group. This was done for practical reasons. Because of their lower proficiency, level two (the control group) would require much more listening time to complete the listening activities designed by the researcher. This in turn would require rewinding the projector too many times to be practical. Furthermore, multiple rewinding would consume an excessive amount of class time.

Before the experiment began all students were presented a consent form as required by the Committee on Research Participation. Appendix A is a copy of the form given to students for their signatures. The

researcher read the form with the students in class and answered all questions raised.

In addition to listening comprehension, ELI students also took courses in grammar, reading and writing. All courses met a total of five hours per week.

Identification of the Test Instrument

The Comprehensive Test of English Language (CELT), Listening Comprehension Section, Form L-A was used as both a pre and post test. The CELT correlates at .80 with the STEL (Harris and Palmer, 1970, p. 9). Appendix B is a copy of the test book. Appendix C is a copy of the test directions and script. Appendix D is a copy of the students' answer sheet.

Three multiple choice tests compose the CELT battery: listening (a test of the ability to understand short statements, questions and dialogues), structure (a test of the ability to manipulate the grammatical structures of oral English) and vocabulary (a test of the understanding of lexical items occurring in advanced English materials) (Harris and Palmer, 1970, p. 1).

All items in the test were pretested on large samples of students from diverse language backgrounds enrolled in intensive, college level programs. Both the results of item analysis and the comments of the classroom teachers who administered the tests were used in the preparation of the final test form. Later, the materials were further refined on the basis of administrations of the battery to a wide

variety of students at both the high school and university level (Harris and Palmer, 1970, p. 1).

The listening test consists of three parts and has a total of 50 items. The total testing time is approximately 40 minutes.

In part one of the listening comprehension section, students hear 20 short questions with each question being spoken just one time. Students are given 15 seconds to select the logical answer from the four alternatives in the answer book. Students do not at any time read the question. The question is only aurally presented. Fifteen of the twenty questions are wh-questions (questions beginning with interrogatives) and five are yes-no questions beginning with would, should, can, do and are.

In part two of the test, students hear 20 short statements with each statement being spoken just one time. Students are given 15 seconds to select the correct paraphrase from among the four alternatives in the answer book. Students do not at any time read the initial statement. The statement is only aurally presented. The statements range in length from 5 to 17 words and include a wide range of sentence types and subject matter such as conditions, comparisons and time and number expressions.

In part three of the test, students hear 10 short dialogues between a man and a woman. Each dialogue is followed by a comprehension question asked by a third speaker. Each item is heard only one time and it is not written out for the student. Students have 15 seconds to select the correct response from the four alternatives in the test book.

Identification of the Films

The following films were selected from the Teaching Materials Center of the Division of Continuing Education, University of Tennessee (Knoxville): Ishi in Two Worlds (McGraw-Hill, 1975, 18 minutes), Freedom River (Roundtable Films, 1971, 18 minutes), Is it Always Right to be Right? (Roundtable Films, 1974, 18 minutes), Anatomy of a Teen-Age Courtship (Coronet, 1974, 24 minutes), Heritage of the Negro (Indiana University, 1965, 28 minutes) (only the first 10 minutes of this film were used), Benjamin Banneker: Man of Science (Encyclopedia Britannica Films, Inc., 1971, 9 minutes) and Gala Day at Disneyland (Walt Disney Films, 1960, 28 minutes) (only the first 10 minutes of this film were used). Before selecting these films approximately 40 films were previewed. The films were selected on the basis of both general production and sound quality and length. Additionally, a wide range of interest areas were chosen. All films except Anatomy of a Teen-Age Courtship and Heritage of the Negro were in color. (A copy of each student worksheet is in Appendix E.)

Ishi in Two Worlds told the story of the last surviving member of the Yahi Indian tribe of Northern California, Ishi. The film includes information concerning the life style of the Yahi, the destruction of the Yahi by gold prospectors, the discovery of Ishi and Ishi's new life at The University of California. Freedom River, narrated by Orson Welles, is an animated parable about the rise and fall of an unidentified nation. Is it Always Right to be Right?, also an animated film narrated by Orson Welles, concerns the development of a generation gap within a nation

that greatly resembles the United States during the late 1960's.

Anatomy of a Teen-Age Courtship concerns the dating habits of two American high school seniors and the conflicts created within a family.

Heritage of the Negro, originally produced for television by the National Educational Television Network, is the first of a series of films narrated by Ozzie Davis. It discusses some early film characterizations of Blacks and the effect these had on Black children. Benjamin

Banneker: Man of Science is an animated film about the life and accomplishments of an early Black American scientist and inventor.

Gala Day at Disneyland discusses the history of the park and includes segments of a parade.

Treatment of the Films

The classroom worksheets were organized on the basis of Ausubel's advance organizer model as reviewed in Chapter II. Generally, materials for each film were divided into four sections: an introduction and summary of content, a sentence outline of content, vocabulary presented in the context of the film's usage, listening activities and discussion activities. (Both groups in the study worked on the same classroom materials.)

The review of literature in Chapter II revealed that an introduction and summary of contents aid general comprehension (Brown, Lewis and Harclerroad, 1969; Ausubel and Robinson, 1969; Ausubel and Fitzgerald, 1962; Ausubel, 1965, 1968, 1969. Furthermore, the review of literature demonstrated that the presentation of vocabulary in advance also aids comprehension (Weiss and Fine, 1956).

All listening activities focused the student's attention on what to listen, when to listen and where to listen (Morley and Lawrence, 1972). Moreover, the activities required the students to produce a response either orally or in writing (Morley and Lawrence, 1972; Wilkinson, 1976; Plaister, 1976; Asher, 1969).

Finally, students discussed various subjects that developed out of the film. This required the active processing of the information presented (Morley and Lawrence, 1972, p. 109).

The material was typed and photocopied by the Non-Credit Department of the University of Tennessee (Knoxville). Each student was provided a copy of the material in advance of the actual classroom presentation.

The first time that group one (the experimental group) viewed the film they simply watched the screen. They were not asked to perform any listening tasks at this time. It was felt that this would help to motivate the students. The control group began with the listening activities.

Later both groups were directed to listen for the answer to questions, fill in the blanks and perform other tasks based on the information they heard. Both groups repeatedly listened to the sections containing the answers until the majority of students indicated that they understood.

Analysis of Data

The data were analyzed by computing the mean, difference in mean, median, mode and standard deviation. The result of these computations will be presented in Chapter V.

CHAPTER IV

PRESENTATION OF FINDINGS, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. PRESENTATION

The purpose of this chapter is to present the findings of the experiment as well as a summary, conclusions and recommendations. The data were collected from the pre and post test administration of the Comprehensive English Language Test (CELT) Form L-A to advanced and intermediate students enrolled in the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979. Level one (high language proficiency), the experimental group, viewed films in the listening comprehension class for a total of 22-1/2 hours. Level two (intermediate language proficiency), the control group, did not view the films but heard the soundtrack over the same time period. Both groups completed the same listening activities. It was assumed that level one (advanced) students, the experimental group, would significantly outperform level two (intermediate) students, the control group. This presentation of results will be divided into two sections: presentation of mean and presentation of the level of significance.

The mean, difference in mean, median, mode and standard deviation were calculated. Table 1 presents the results of the experimental group. Table 2 presents the results of the control group. Both tables present

TABLE 1
EXPERIMENTAL GROUP (LEVEL ONE STUDENTS)

Subject	Pretest	Post Test
01	42	60
02	40	44
03	48	76
04	72	66
05	46	54
06	60	76
07	28	42
08	42	66
09	44	68
10	58	82
11	42	60
12	<u>32</u>	<u>40</u>
Sum	524	634
Mean	43.66	61.16
Difference in Mean	17.50	
Median	42	63
Mode	42	76 60
S.D.	9.05	13.92

TABLE 2
CONTROL GROUP (LEVEL TWO STUDENTS)

Subject	Pretest	Post Test
01	38	34
02	34	42
03	36	66
04	52	68
05	30	28
06	54	54
07	80	86
08	40	38
09	62	74
10	28	40
11	36	58
12	<u>32</u>	<u>36</u>
Sum	522	626
Mean	43.50	52.16
Difference in Mean	8.66	
Median	37	57
Mode	36	-
S.D.	15.54	18.43

the mean, difference of mean, median, mode and standard deviation of both the pre and post tests

Presentation of Mean and Difference in Mean

The pretest mean of the experimental group was 43.66 and the post test mean was 61.16. Thus, the difference in mean score was 17.50. The control group pretest mean was 43.50 and the post test mean was 52.16. Thus, the difference in mean score was only 8.66. (See Tables 1 and 2, pp. 31-32). A mean score increase of 17.50 indicates the strong possibility that film significantly enhances the teaching of listening comprehension in the English as a Second Language classroom when adult advanced and intermediate students are studying from materials based on the advanced organizer model.

Presentation of Median, Mode and Standard Deviation

Both the median and mode of the experimental group pretest were with a standard deviation of 9.05. The median of the experimental group post test was 63 with a bimodal result of 76 and 60. The standard deviation was 13.92. The median of the control group pretest was 37 and the mode was 36 with a standard deviation of 15.54. The median of the control group post test was 57. No mode was found. The standard deviation was 18.43. It should be noted that both the experimental and control groups had approximately the same mean scores on the pretest.

II. SUMMARY

In Teaching English as a Second Language (TESL) one of the four language skills remains both inadequately researched and taught. That skill is listening. Most English as a Second Language (ESL) programs subsume the listening skill under a general listening-speaking course. Because listening is not taught as a separate skill as are speaking, reading and writing, and because few classroom materials exist to teach it, listening, until recently, has been virtually ignored as an independent language skill.

The review of literature focused on four issues: the use of audiovisual material in teaching native speakers; the use of audiovisual material in foreign language education; ESL listening comprehension material and a theoretical model for teaching listening comprehension material. First, numerous studies indicate that the use of audiovisual material is effective in teaching native speakers (Nelson and Moll, 1951; Wells, van Mondframs, Postlethwart and Butler, 1973; Fleming, 1971 and Levie and Levie, 1975).

Second, the successful use of film in teaching native speakers is attributed to four factors. Some researchers (Beverman and Farley, 1978) believe that film enhances motivation. Others (Flemming, 1971) believe that films are successful because they are less frequently encountered than words. Other researchers (Flemming, 1971) argue that films succeed because they are better organized. Finally, a group of researchers (Houser, Houser and van Mondframs, 1970) argue that some concepts are inherently easier to teach through film than by other means.

Third, research into the use of film materials in foreign language education has been meager at best. The review of literature revealed only one film study (Pearson, 1978) in the field.

Current ESL classroom materials in teaching listening comprehension fall into three categories: discrete point (Morley, 1972; Allen, 1978); lecture style presentation (Plaister, 1976) and scripted, mass media English (Morley and Lawrence, 1972). Materials to teach conversational English are not currently available.

Finally, the review of literature presented a theoretical model for listening comprehension materials based on the advance organizer model of Ausubel. The classroom material used in this study generally divide itself into four sections: introduction and summary, sentence outline of content, presentation of vocabulary in context and discussion activities. Scholars supported the procedure of presenting a summary in advance of listening (Brown, Lewis and Harclerroad, 1969), the use of key words (Weiss and Fine, 1956; Brown, Lewis and Harclerroad, 1969), repeated viewings (Brown, Lewis and Harclerroad, 1969) and discussion as a follow-up activity (Dale, 1969).

As a result of the review of literature it was assumed that film would enhance the teaching of listening comprehension to adult students enrolled in the high and intermediate levels at the English Language Institute (ELI) of The University of Tennessee (Knoxville) during the spring quarter, 1979.

On the basis of the Standard Test English Language (STEL), the ELI divided students into three levels of proficiency: level one (high),

level two (intermediate) and level three (low or beginning). The following STEL scores were used in the above classification: 0-70 level three, 70-90 level two and 90-150 level one. Level one and level two were chosen for this experiment primarily because the classroom materials were judged by the researcher as too difficult for level three students.

Level one was selected as the experimental group for a practical reason. Because of lower language proficiency, level two would require much more listening time to complete the listening activities designed by the researcher. This in turn would require excessively rewinding the film projector and would thus consume too much class time.

It should be noted that at the beginning of the study both the experimental group and control group were nearly equal in listening skills. The pretest mean of the experimental group was 43.66 and the pretest mean of the control group was 43.50.

The ELI also required students to take courses in grammar, reading, and writing. All courses met for a total of five hours per week.

The Comprehensive Test of English Language (CELT), Listening Section, Form L-A was used as both a pre and post test. The CELT correlates at .80 with the ELI placement examination (Standard Test English Language or STEL).

The listening comprehension section of the CELT consists of three parts and has a total of 50 items. The total testing time is approximately 40 minutes. In part one of the listening comprehension section, students hear 20 short questions with the questions, as with all

questions in this section of the CELT, being spoken just one time.

Students are given 15 seconds in this section and all other sections of the CELT listening comprehension section to choose an answer from the four alternatives in the student answer book. Fifteen of the twenty questions are wh-questions and five are yes-no questions.

In the second part of the test, students hear 20 short statements and choose the correct paraphrase from the four alternatives in their test book. Statements range in length from 5 to 17 words and include a wide range of sentence types and subject matter.

In the third and final part of the test, students hear 10 short dialogues between a man and a woman. A third voice then asks a question and students choose the correct response from the four alternatives given in the test book. The test was recorded on cassette tap following the suggestions found in the Examiner's Book.

Seven films were chosen from the Teaching Materials Center of the Division of Continuing Education, University of Tennessee (Knoxville): Ishi in Two Worlds (McGraw-Hill, 1975, 18 minutes), Freedom River (Roundtable Films, 1971, 18 minutes), Is it Always Right to be Right? (Roundtable Films, 1974, 18 minutes), Anatomy of a Teen-Age Courtship (Coronet, 1974, 24 minutes), Heritage of the Negro (Indiana University, 1965, 28 minutes), Benjamin Banneker: Man of Science (Encyclopedia Britannica Films, Inc., 1971, 9 minutes) and Gala Day at Disneyland (Walt Disney Films, 1960, 28 minutes).

As a result of the exploratory experiment several factors were discussed: the mean, difference in mean, median, median, mode and

standard deviation. The pretest mean of the experimental group was 43.66 and the post test mean was 61.16. Thus, the difference in mean score was 17.50. The control group pretest mean was 43.50 and the post test mean was 52.16. Thus, the difference in mean score was 8.66.

III. CONCLUSIONS

As a result of this exploratory experiment it can be concluded that further, more statistically rigorous research is warranted. A mean score increase of 17.50 indicates the strong possibility that film enhances the teaching of listening comprehension in the English as a Second Language classroom when intermediate and advanced adult students are studying from materials based on the advance organizer model. Results may have been influenced by the fact that the experimental group was at a higher level of overall proficiency. Further research is necessary to determine if this is the case.

IV. RECOMMENDATIONS

The following implications and recommendations are offered as a result of this study:

1. Greater effort should be made to develop classroom material based on film to teach listening comprehension in the ESL classroom.
2. Because of the small number of subjects and short length of time, this experiment should be replicated in order to draw stronger conclusions.

3. The experiment should be performed to measure other characteristics such as sex, native language, previous educational experience and IQ.

4. Other models of material organization should be developed and tested with film.

5. An experiment of this type performed in an English speaking country cannot measure the effects of everyday listening on students. Ideally, therefore, this experiment should be replicated overseas where there is little chance for students to hear English other than in the classroom.

6. The use of film to teach listening comprehension to low level or beginning students should be investigated.

7. Student absences became a serious problem during the administration of this experiment. This was due to an administration policy of not enforcing mandatory attendance and not due to student boredom with the experiment. Therefore, this experiment should be performed with students being required to attend class.

8. The CELT was found to be an inadequate test. For example, section one (Answering Questions) failed to include either-or questions or tag questions. Furthermore, all answers were short prepositional phrases. Section two (Understanding Statements) greatly depended on the student's knowledge of vocabulary; that is, if the student did not understand a key word, he or she could not answer the question. Thus, this section is more a vocabulary test than a test of any other skill. Section three (Comprehending Dialogues) not only included unusual

vocabulary items (laces, for example) but also unusual social situations. (In one situation, for example, a woman is in a shoe repair shop to have her heel fixed. She wants to buy some laces while she is there. Not very many native speakers, much less non-native speakers, go to shoe repair shops.) Therefore, a different measurement instrument is recommended.

9. In order to solve the mechanical problem of rewinding film, it is recommended that the film be placed on video tape. It is considerably easier and less time consuming to rewind and advance video tape than film. With this mechanical simplification, a lower level group can be chosen as the experimental group and thus strengthen the experimental results.

The above recommendations are not in any particular order of importance.

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APPENDIXES

APPENDIX A

Dear Participant:

You have been asked to participate in a study to help determine if film (movies) helps in teaching listening comprehension to adults studying English as a Second Language.

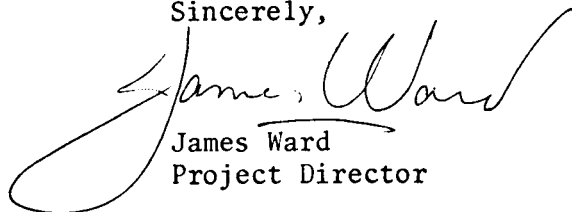
One group will both see and hear a series of short films. The other group will only hear the soundtrack of the same movie. Both groups will use the same comprehension workbooks. Both groups will be given the same listening comprehension test before and after the experiment. If one group scores higher on the final test, that may show that the use of film is good in teaching listening comprehension.

Your names will not be used in the study; only the test scores will be published.

You may withdraw from the study at any time.

I will be happy to discuss this further with you at any time.

Sincerely,

A handwritten signature in cursive script that reads "James Ward". The signature is written in dark ink and is positioned above the printed name and title.

James Ward
Project Director



LISTENING

Form L-A

*A Comprehensive
English Language Test
for Speakers
of English
as a Second Language*

General Directions

1. This is a test of your ability to comprehend spoken English. It is in three parts, and there are special directions for each part.
2. Mark only *one answer* for each problem. If you change your mind about an answer after you have marked it on the answer sheet, completely erase your first answer and then mark your new answer.
3. Try to answer every problem. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be based on the number of correct answers that you give.
4. Do not make any marks in this test book. You must put *all* your answers on the separate answer sheet which you have been given.
5. Be sure that you have printed your name, today's date, your native language, and your country in the spaces provided for them at the top of the answer sheet.

by
David P. Harris
and
Leslie A. Palmer

McGraw-Hill Book Company
New York London Toronto
Sydney Mexico Panama

DO NOT OPEN THIS TEST BOOK UNTIL YOU ARE TOLD TO DO SO

LISTENING Form L-A

Part I: Answering Questions

Directions: In this part of the test you will hear 20 questions. Each question will be spoken *just one time*, and it will *not* be written out for you. Therefore, you must listen very carefully. After you hear a question, read the four possible answers that are printed in this test book and decide which one would make the *best answer* to the question you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an $\times$ in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.

Listen to the following example.

You will hear: "When are you going to New York?"

You will read: (A) To visit my brother.
(B) By plane.
(C) Next Friday.
(D) Yes, I am.

The best answer to the question "When are you going to New York?" is choice (C), *Next Friday*. Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (C) as shown below.

() () (x) ()
A B C D

This is the way you should answer all the problems in Part I.

Now let us begin the test with question number 1.

- | | |
|---|--|
| 1. (A) Yes, I do.
(B) About twenty minutes.
(C) Take a Number 30.
(D) Yes, you should. | 3. (A) I believe he does.
(B) I think it's a drugstore.
(C) Yes, it's his own.
(D) Yes, he's very kind. |
| 2. (A) Yes, I will.
(B) Just \$50.
(C) Yes, I have to.
(D) Just two days. | 4. (A) Since last April.
(B) Yes, I do.
(C) At the new Hilton Hotel.
(D) Until the end of this month. |

Go on to the next page.

COMPREHENSIVE ENGLISH LANGUAGE TEST

Listening, Form L-A

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5. (A) About noon.
(B) By bus.
(C) To the baseball game.
(D) Certainly we should.
6. (A) Until about ten o'clock.
(B) Yes, I usually do.
(C) At my brother's house.
(D) Yes, in the evening.
7. (A) Yes, I see her.
(B) They're very nice.
(C) Yes, I see them.
(D) Whenever they come to Washington.
8. (A) Yes, I often used to.
(B) It was Mary's.
(C) Yes, I took them.
(D) I'm quite used to it now.
9. (A) Yes, I always do.
(B) In the library.
(C) Right after dinner.
(D) Yes, I did.
10. (A) At the new department store.
(B) No more than \$30.
(C) As soon as you can.
(D) Yes, I think you should.
11. (A) I'll be glad to.
(B) Yes, he did.
(C) At about four o'clock.
(D) No, he hasn't.
12. (A) Yes, I do.
(B) Next fall, I believe.
(C) Yes, she does.
(D) It's an excellent idea.
13. (A) It's hanging in the hall.
(B) Yes, it's tonight.
(C) At about eight o'clock.
(D) Yes, I think you should.
14. (A) Yes, he does.
(B) In two days.
(C) Since 1964.
(D) By plane.
15. (A) Yes, it will be the last one.
(B) At eight o'clock.
(C) No more than two hours.
(D) Yes, it begins in an hour.
16. (A) I've just met him once.
(B) Yes, he's quite well now.
(C) I've known her for years.
(D) Yes, I certainly do.
17. (A) Yes, on the hall table.
(B) No, I don't know when he left.
(C) No, I don't know where he is.
(D) Yes, I know he did.
18. (A) Yes, Mary has two sisters.
(B) No, one is a teacher.
(C) Yes, Mary has two nurses.
(D) No, Mary is a secretary.
19. (A) No, he isn't here just now.
(B) About once a month.
(C) Very little, really.
(D) Yes, I can hear him.
20. (A) Yes, she likes him very much.
(B) He's a very amusing man.
(C) Yes, George likes her very much.
(D) She's a very charming woman.

*This is the end of Part I. Now
turn the page and listen to the
directions to Part II as they are
read to you.*

Part II: Understanding Statements

Directions: In this part of the test you will hear 20 statements. Each statement will be spoken *just one time*, and it will *not* be written out for you. After you hear a statement, read the four sentences that are printed in this test book and decide which one is *closest in meaning* to the statement you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an X in the space over the letter A, B, C, or D—whichever goes with the sentence you have chosen.

Listen to the following example.

You will hear: "George has just returned home from his vacation."

- You will read:**
- (A) George is spending his vacation at home.
 - (B) George has just finished his vacation.
 - (C) George is just about to begin his vacation.
 - (D) George has decided not to take a vacation.

Choice (B), *George has just finished his vacation*, is closest in meaning to the statement you heard, "George has just returned home from his vacation." Therefore, choice (B) is the answer to this problem and you would mark your answer sheet as shown below.

() (X) () ()
A B C D

This is the way you should answer all the problems in Part II.

Now let us begin Part II with problem number 21.

- | | |
|--|--|
| <p>21. (A) Jim likes neither tea nor coffee.
(B) Jim likes tea better than coffee.
(C) Jim likes coffee just as much as tea.
(D) Jim likes coffee better than tea.</p> | <p>23. (A) We had trouble finding Carl's letter.
(B) Carl had trouble reading the letter.
(C) We had trouble reading Carl's letter.
(D) Carl had trouble finding the letter.</p> |
| <p>22. (A) Paul came to visit us.
(B) Paul sent us a letter.
(C) Paul attempted to call us.
(D) Paul wanted to help us.</p> | <p>24. (A) I think George is a poor driver.
(B) I've never seen George drive.
(C) I think Helen is a poor driver.
(D) I've never seen Helen drive.</p> |

Go on to the next page.

25. (A) We couldn't find John's homework.
 (B) The homework was difficult for John.
 (C) We couldn't understand John's homework.
 (D) John thought the homework was easy.
26. (A) Mary has found the children.
 (B) Mary raised the children herself.
 (C) Mary likes the children very much.
 (D) Mary is playing with the children.
27. (A) We saw Harry although he was late.
 (B) We saw Harry although we were late.
 (C) We didn't see Harry because he was late.
 (D) We were too late to see Harry.
28. (A) Bob will be here but Betty won't.
 (B) Neither Bob nor Betty can come.
 (C) Betty will be here but Bob won't.
 (D) Both Betty and Bob can come.
29. (A) There were 50 people in the theater.
 (B) There were 75 people in the theater.
 (C) There were 100 people in the theater.
 (D) There were 150 people in the theater.
30. (A) We were sorry that Ruth didn't attend the party.
 (B) Neither Ruth nor we attended the party.
 (C) We enjoyed attending the party with Ruth.
 (D) Ruth enjoyed the party more than we did.
31. (A) The Smiths left at eleven thirty (11:30).
 (B) The Smiths left at twelve o'clock (12:00).
 (C) The Smiths left at twelve thirty (12:30).
 (D) The Smiths left at one o'clock (1:00).
32. (A) Alice wants the box.
 (B) Alice wants the suit.
 (C) Alice wants the hat.
 (D) Alice wants the case.
33. (A) There probably are six eggs left.
 (B) There probably are eight eggs left.
 (C) There probably are ten eggs left.
 (D) There probably are sixteen eggs left.
34. (A) Mary didn't believe what John said.
 (B) Mary believed what I told John.
 (C) Mary didn't believe what I told John.
 (D) Mary believed what John said.
35. (A) We took the train and it was late.
 (B) We took the bus and it was on time.
 (C) We took the train and it was on time.
 (D) We took the bus and it was late.
36. (A) We had just seen a movie when we met Helen.
 (B) Helen was going to a movie when we met her.
 (C) Helen had just seen a movie when we met her.
 (D) We were going to a movie when we met Helen.
37. (A) Jane and Ann are very different.
 (B) Jane doesn't like her sister.
 (C) Jane and her sister are alike.
 (D) Jane doesn't like Ann's sister.
38. (A) Only Jack's first attempt was successful.
 (B) Only Jack's second attempt was successful.
 (C) Both of Jack's attempts were successful.
 (D) Neither of Jack's attempts was successful.
39. (A) Paul likes living here very much now.
 (B) Paul hasn't become accustomed to our climate yet.
 (C) Paul used to like living here, but he doesn't anymore.
 (D) Paul is accustomed to our climate now.
40. (A) We haven't known her long, and neither has Bill.
 (B) We've known her longer than Bill has.
 (C) Bill has known her longer than he's known us.
 (D) Bill has known her longer than we have.

*This is the end of Part II. Now
 turn the page and listen to the
 directions to Part III as they are
 read to you.*

Part III: Comprehending Dialogues

Directions: In this part of the test you will hear 10 short conversations between a man and a woman. You will hear each conversation *just one time*, and it will *not* be written out for you. At the end of each conversation, a third voice will ask a question about what was said. After you hear a conversation and the question about it, read the four possible answers that are printed in this test book and decide which one is the *best answer* to the question you were asked. Then find the number of the problem on your answer sheet and put an $\times$ in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.

Listen to the following example.

- You will hear:** (man) "Are you still planning to leave for New York next Monday?"
- (woman) "I'm afraid not. My husband just found out he'll be in a meeting until late that afternoon, so we won't be able to get started until the following morning."
- (3rd voice) On what day does the woman expect to leave for New York?
- You will read:** (A) Sunday
(B) Monday
(C) Tuesday
(D) Wednesday

From the conversation we learn that the woman and her husband cannot leave on Monday, but will have to wait until the following morning, which would be Tuesday. Therefore, the correct answer to the question is choice (C), which you would mark on your answer sheet after the number of the problem.

() () (x) ()
A B C D

Now let us begin Part III with problem number 41.

Go on to the next page.

41. (A) He liked it, but she didn't.
(B) She liked it, but he didn't.
(C) Both of them liked it.
(D) Neither of them liked it.
42. (A) That Helen is still in the hospital.
(B) That Helen's friend is still in the hospital.
(C) That Helen's brother is still in the hospital.
(D) That Helen's boy is still in the hospital.
43. (A) Take the children to the beach.
(B) Get her coat at the cleaner's.
(C) Take her and the children to dinner.
(D) Get something at the post office.
44. (A) Fifty cents.
(B) Seventy-five cents.
(C) Eighty cents.
(D) One dollar.
45. (A) She visited George's parents in Chicago.
(B) She visited her sister in Boston.
(C) She visited George's parents in Boston.
(D) She visited her sister in Chicago.
46. (A) In a doctor's office.
(B) In a clothing store.
(C) In a shoe repair shop.
(D) In a furniture store.
47. (A) That he has decided to look for a house.
(B) That he is moving to a new apartment.
(C) That he has bought a house.
(D) That he has decided to stay where he is.
48. (A) Thirty cents.
(B) Forty cents.
(C) Fifty cents.
(D) Sixty cents.
49. (A) In a bus station.
(B) In a ticket office.
(C) In a bank.
(D) In a furniture store.
50. (A) Six thirty (6:30).
(B) Seven o'clock (7:00).
(C) Seven thirty (7:30).
(D) Eight o'clock (8:00).

This is the end of the test. Please keep your Test Book and Answer Sheet until the examiner comes to get them.

APPENDIX C

Preparations for Administering the Test by Phonograph

The examiner's preparations for administering the test by phonograph are nearly the same as those for using a tape recorder. The examiner should check to be sure that the phonograph to be used is in good operating condition and gives a clear and undistorted reproduction. The records are recorded at 33 1/3 rpm, and they should be checked before the day of the test. The examiner should play the records all the way through in order to familiarize himself with the recorded material and the procedure for changing the discs for the different parts of the test. The instructions for administering the test are the same as above.

Preparations for Administering the Test by Live Voice

Note: It is expected that the Listening Test will generally be given by tape recorder or phonograph. The use of good sound equipment is preferable to the use of live voices for the following reasons:

1. It is often difficult, especially in small programs, to find and train three speakers with suitable voices.
2. It is difficult to ensure that the test items are read in precisely the same way from one administration to another.
3. It is difficult to time the intervals between items precisely.

However, if suitable sound equipment cannot be obtained, the test may be given by live voice with good results if the following procedures are followed carefully.

Testing Conditions: The requirements are the same as for administering the test by tape recorder; see page 5.

Examiner's Preparation: In order to ensure an efficient test administration, the examiner should make the following preparations at least one day before the testing session:

1. Check to see that there are a sufficient number of unmarked test books and answer sheets (based on the maximum number of examinees expected, plus a few extra copies for emergencies).
2. Familiarize himself with the content of this book and those of the test book and answer sheet to be given to the examinees.
3. Practice reading the script for Parts I and II aloud in a natural, clear manner. Normally the examiner himself reads these parts, all test directions, the item numbers, and the third voice in Part III.
4. Schedule a rehearsal for the dialogues in Part III. Note that three readers are needed for Part III, one of whom must be a woman. The examiner should *not* attempt to read all three parts himself. Both in practice and in the actual testing, the readers must be careful not to overemphasize those parts of the test utterances directly related to the problems being tested.
5. Obtain, if he does not already have one, a reliable watch or clock having clear numbers and an easily read sweep-second hand. This is essential for accurate

timing of the intervals between test items. The intervals should be *just 15 seconds long*, and special attention must be paid to ensure proper timing.

Instructions for Administering the Test: After the preliminary preparations have been completed (seating the examinees, passing out materials, filling in the information on the answer sheet, etc.), tell the examinees to look at the front covers of their test books and follow the General Directions as they are read to them. Then begin the test by reading the General Directions (p. 9) aloud. All the text, from these directions to the end of the script on page 13, is to be read to the examinees.

Note: The test items in all three parts of the test are to be read once only, even if an examinee asks for a second reading because he had difficulty hearing the first reading.

TEST DIRECTIONS AND SCRIPT

General Directions

1. This is a test of your ability to comprehend spoken English. It is in three parts, and there are special directions for each part.
2. Mark only *one answer* for each problem. If you change your mind about an answer after you have marked it on the answer sheet, completely erase your first answer and then mark your new answer.
3. Try to answer every problem. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be based on the number of correct answers that you give.
4. Do not make any marks in this test book. You must put *all* your answers on the separate answer sheet which you have been given.
5. Be sure that you have printed your name, today's date, your native language, and your country in the spaces provided for them at the top of the answer sheet.

Now open your test book and listen to the directions to Part I as they are read to you.

Part I: Answering Questions

Directions: In this part of the test you will hear 20 questions. Each question will be spoken *just one time*, and it will *not* be written out for you. Therefore, you must listen very carefully. After you hear a question, read the four possible answers that are printed in this test book and decide which one would make the *best answer* to the question you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an X in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.

Listen to the following example.

You will hear: "When are you going to New York?"

You will read: (A) To visit my brother.
 (B) By plane.
 (C) Next Friday.
 (D) Yes, I am.

The best answer to the question "When are you going to New York?" is choice (C), *Next Friday*. Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (C) as shown below.*

This is the way you should answer all the problems in Part I.

Now let us begin the test with question number 1.

1. What bus do you think I should take to go to the post office?
2. How much time will you have to spend in New York?

* *Note to Examinee:* The examiners' test books illustrate the correct method of recording their answers on the answer sheet.

3. What kind of store does Charles own?
4. How long do you plan to stay in Washington?
5. Where do you suggest we go tomorrow?
6. How late do you usually look at television in the evening?
7. How often do you see Mary's parents?
8. Whose camera did you use to take the pictures?
9. When do you do your homework on Sunday?
10. Where do you recommend I buy a new radio?
11. Would you ask Mr. Smith to call us when he comes back?
12. What do you think of Betty's plan to go back to college?
13. Should I wear my coat when we go to the Smiths tonight?
14. How soon does Jack leave for Miami?
15. Can you tell me how long this meeting will last?
16. How well do you know Helen's brother?
17. Do you know where John left the newspaper tonight?
18. Are both of Mary's sisters nurses?
19. What do you hear from Mr. Johnson?
20. What is Ruth's Uncle George really like?

This is the end of Part I. Now turn the page and listen to the directions to Part II as they are read to you.

Part II: Understanding Statements

Directions: In this part of the test you will hear 20 statements. Each statement will be spoken *just one time*, and it will *not* be written out for you. After you hear a statement, read the four sentences that are printed in this test book and decide which one is *closest in meaning* to the statement you have heard. Then find the number of the problem on your answer sheet and mark your answer by putting an $\times$ in the space over the letter A, B, C, or D—whichever goes with the sentence you have chosen.

Listen to the following example.

You will hear: "George has just returned home from his vacation."

- You will read:
- (A) George is spending his vacation at home.
 - (B) George has just finished his vacation.
 - (C) George is just about to begin his vacation.
 - (D) George has decided not to take a vacation.

Choice (B), *George has just finished his vacation*, is closest in meaning to the statement you heard, "George has just returned home from his vacation." Therefore, choice (B) is the answer to this problem and you would mark your answer sheet as shown below.*

**Note to Examiner:* The examinees' test books illustrate the correct method of recording their answers on the answer sheet.

This is the way you should answer all the problems in Part II.
Now let us begin Part II with problem number 21.

21. Jim prefers tea to coffee.
22. Paul said he tried to reach us by phone yesterday.
23. Everyone found Carl's letter difficult to read.
24. I don't see how Helen can stand George's driving.
25. We found it hard to understand why John had so much trouble with the home-work.
26. Mary's grown very fond of the children.
27. If we had arrived when we expected to, we would have been able to see Harry.
28. Bob will be unable to come tonight although Betty can be here.
29. The theater only seats a hundred and fifty people but it was half empty last night.
30. We would have enjoyed the party more if Ruth had been there.
31. The Smiths were supposed to leave at midnight, but their plane was delayed for half an hour.
32. Alice wants you to bring her the hat box instead of the suitcase.
33. I bought a dozen eggs yesterday, and we had four of them for breakfast this morning.
34. In spite of what Mary thought, I'm sure John told the truth.
35. I'm sure we would have arrived on time if we'd taken the train instead of the bus.
36. Helen was on her way home from a movie last night when we met her.
37. Jane isn't a bit like her sister Ann.
38. Jack's second attempt to swim across the lake was no more successful than his first.
39. Once he gets used to our climate, I'm sure Paul will like living here much better.
40. We haven't known her as long as Bill has.

This is the end of Part II. Now turn the page and listen to the directions to Part III as they are read to you.

Part III: Comprehending Dialogues

Directions: In this part of the test you will hear 10 short conversations between a man and a woman. You will hear each conversation *just one time*, and it will *not* be written out for you. At the end of each conversation, a third voice will ask a question about what was said. After you hear a conversation and the question about it, read the four possible answers that are printed in this test book and decide which one is the *best answer* to the question you were asked. Then find the number of the problem on your answer sheet and put an *X* in the space over the letter A, B, C, or D — whichever goes with the answer you have chosen.

Listen to the following example.

You will hear: (man) "Are you still planning to leave for New York next Monday?"

(woman) "I'm afraid not. My husband just found out he'll be in a meeting until late that afternoon, so we won't be able to get started until the following morning."

(3rd voice) On what day does the woman expect to leave for New York?

You will read: (A) Sunday
(B) Monday
(C) Tuesday
(D) Wednesday

From the conversation we learn that the woman and her husband cannot leave on Monday, but will have to wait until the following morning, which would be Tuesday. Therefore, the correct answer to the question is choice (C), which you would mark on your answer sheet after the number of the problem.*

Now let us begin Part III with problem number 41.

41. (M) "I'm really very sorry you didn't enjoy the movie. Did your husband feel the same way about it?"

(W) "No—quite the opposite."

(3rd V) How did the woman and her husband feel about the movie?

42. (M) "Is Helen's brother still in the hospital?"

(W) "That's what her boyfriend told me when I happened to meet him yesterday."

(3rd V) What news did the man learn from the woman?

43. (W) "Will you have a chance to pick up my coat at the cleaner's today? I'd do it myself, but I promised the children I'd take them to the beach, and I'm sure we won't get back until dinner."

(M) "I'll be glad to. I have to go to the post office this afternoon anyhow, and I can get it on the way."

(3rd V) What did the man say he would do for the woman?

44. (W) "I'd like two tickets, please. One for myself and one for my little boy. He's eight years old."

(M) "If he's only eight, he can get in for half price. That will be a dollar fifty altogether."

(3rd V) How much did the woman's ticket cost?

**Note to Examiner:* The examinees' test books illustrate the correct method of recording their answers on the answer sheet.

45. (M) "I thought you were planning to spend your vacation in Boston. What made you change your mind and go to Chicago?"
 (W) "We were originally going to spend some time with my sister, but she went to Europe this summer, and so we visited George's parents instead."
 (3rd V) How did the woman spend her vacation?
46. (M) "I see what the trouble is; there's a nail coming through the left heel. If you'll just have a seat, I can fix this while you wait."
 (W) "Oh, wonderful! And while I'm here, I'd like to pick up another pair of laces."
 (3rd V) Where did this conversation most probably take place?
47. (W) "I understand you've decided to buy a house."
 (M) "That was the original idea, but after we priced a few, we decided that the old apartment wasn't so bad after all."
 (3rd V) What news did the woman hear from the man?
48. (M) "The candy bars are a dime apiece."
 (W) "I'll take half a dozen. Here you are—I happen to have just the right change."
 (3rd V) How much money did the woman give the man?
49. (M) "I can either give you two in the third row center, or two on the aisle about three-quarters of the way back."
 (W) "Hmm. I don't know which to take. If I'm too close it hurts my neck, and if I'm in the back I can't seem to hear very well."
 (3rd V) Where did this conversation most probably take place?
50. (M) "The man says the store closes at eight tonight."
 (W) "Oh, dear! A half hour doesn't give us much time to get all the things on this list!"
 (3rd V) At what time did this conversation take place?

This is the end of the test. Please keep your test book and answer sheet until the examiner comes to get them.

APPENDIX D



Form _____ Score _____

ANSWER SHEET

Name _____ Date _____

Native Language _____ Country _____

- | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1. () () () ()
A B C D | 21. () () () ()
A B C D | 41. () () () ()
A B C D | 61. () () () ()
A B C D |
| 2. () () () ()
A B C D | 22. () () () ()
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| 3. () () () ()
A B C D | 23. () () () ()
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A B C D |
| 8. () () () ()
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A B C D | 48. () () () ()
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| 9. () () () ()
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| 10. () () () ()
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A B C D | 50. () () () ()
A B C D | 70. () () () ()
A B C D |
| 11. () () () ()
A B C D | 31. () () () ()
A B C D | 51. () () () ()
A B C D | 71. () () () ()
A B C D |
| 12. () () () ()
A B C D | 32. () () () ()
A B C D | 52. () () () ()
A B C D | 72. () () () ()
A B C D |
| 13. () () () ()
A B C D | 33. () () () ()
A B C D | 53. () () () ()
A B C D | 73. () () () ()
A B C D |
| 14. () () () ()
A B C D | 34. () () () ()
A B C D | 54. () () () ()
A B C D | 74. () () () ()
A B C D |
| 15. () () () ()
A B C D | 35. () () () ()
A B C D | 55. () () () ()
A B C D | 75. () () () ()
A B C D |
| 16. () () () ()
A B C D | 36. () () () ()
A B C D | 56. () () () ()
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| 17. () () () ()
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A B C D | 57. () () () ()
A B C D | |
| 18. () () () ()
A B C D | 38. () () () ()
A B C D | 58. () () () ()
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| 19. () () () ()
A B C D | 39. () () () ()
A B C D | 59. () () () ()
A B C D | |
| 20. () () () ()
A B C D | 40. () () () ()
A B C D | 60. () () () ()
A B C D | |

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A Comprehensive English Language Test for Speakers of English as a Second Language

APPENDIX E

Ishi in Two Worlds

Part One

Part A. Introduction:

You will soon see the film (movie) for the first time but first silently read both the summary and the outline. Then tell your instructor (teacher) in your own words what each sentence in the summary and what each sentence in the outline means. (Your teacher will assign each of you a sentence.) If there are any words that you don't understand, look for them in Part B. You will then see the film for the first time. Follow the summary and outline as you listen.

Summary

Ishi was the only survivor of a small group or band of Indians called the Yahi. They lived in Northern California and hunted animals and gathered nuts to eat. They lived in caves in the winter and wooden shelters in the summer. Even though they were peaceful, they were killed by white settlers looking for gold. In 1910, Ishi left the Mountains and was found by a farmer. Dr. Waterman, an anthropologist of the University of California heard of his discovery and brought Ishi to his university.

Outline of The Film

1. Mill Creek, beginning on Mt. Lassen, winds through the foothills of the Cascade Mountains.
2. Many kinds of animals live here - hawks (countable), deer (uncountable), salmon (uncountable) and the Yahi Indians hunted them.
3. Oak trees provided the acorns for the Yahi's bread.
4. During the winter the Yahi sheltered in caves and during the summer they lived in wooden huts.
5. The gold miners came and massacred and slaughtered the Indians. The miners attempted to exterminate them all.
6. One Indian, Ishi, survived and left the foothills.

Part B. Key Vocabulary:

Repeat each word or phrase after your instructor then read the sentence or sentences below it. (A synonym is often used in the second sentence.) Then tell your teacher what the word or phrase means. You will then see the movie a second time. This time listen for each word or phrase.

1. a creek

A small body of water is a creek or stream.
Mill Creek is in Northern California.
Mill Creek begins on Mt. Lassen.

2. to wind

The creek winds through the mountains.
The creek twists and turns through the mountains.

3. a foothill

Foothills are small hills surrounding larger mountains.
Mill Creek winds through the foothills of the Cascade Mountains.

4. blazing hot

The sun makes the foothills blazing hot.
The sun makes the foothills very, very hot.

5. a hawk

A hawk is a kind of bird.

6. the Yahi Indians

The Yahi Indians were an Indian tribe living in the foothills of the Northern California.

7. Ishi

Ishi is the name of a Yahi Indian.

8. a salmon (Notice that the i is silent)

A salmon is a kind of fish.

9. a grove of trees

A grove of trees is a small group of trees.

10. an acorn

An acorn is the nut of a black or white oak tree.

11. to grind

The Yahi Indians ground acorn nuts into food.
The Yahi Indians crushed acorn nuts into food.

12. mush (uncountable noun)

Mush is a kind of food.

13. to shelter

The Yahi sheltered in small caves during the winter.
The Yahi lived in small caves during the winter.

14. to roof

The Yahi roofed the top of their winter homes with logs.
The Yahi covered the top of their winter homes with logs.

15. a bough

A bough is a tree branch.

16. a progression

A progression of people walked by.
A series of people walked by.

17. to pour across the mountains

Gold miners poured across the mountains.
Many, many gold miners came across the mountains.

18. a trail

A trail is a path or small way through the mountains or forest.

19. a vigilante

A vigilante is a person who acts in an unlawful way but says he is a policeman.

20. to drive off (two word verb)

The vigilantes drove off the Indians from the sites or areas around the towns.
The vigilantes forced the Indians away from the sites or areas around the towns.

21. to massacre*

22. to slaughter*

*You can guess the meaning of numbers 21 and 22 by listening carefully!

23. to exterminate

The Yahi were thought to be entirely exterminated
The Yahi were thought to be entirely killed.

24. a remnant*

*You can guess the meaning of number 24 by listening carefully.

25. Geronimo and the Appaches

Geronimo was a famous indian leader.
The Appaches were the name of the indians Geronimo led.

26. to give over

Mining gave over to agriculture.
The people stopped mining. They became farmers.

27. a surveyor

A surveyor is a man who examines the boundaries and areas of land.
to survey (You will not hear this word in the movie)
Surveying is the act of examining the boundaries and areas of land.

28. to spear

Spearing is the act of killing fish or other animals with a spear.
a spear (You will not hear this oword in the movie)
A spear is a sharply pointed weapon on the end of a long stick.

29. to flee

The indians fled.
The indians ran away.

30. to be deserted*

*You can guess the meaning of number 30 by listening carefully.

31. gaunt (adjective)

The indian was gaunt.
The indian was thin and sick looking.

32. to be perplexed

Mr. Kessler was perplexed.
Mr. Kessler was confused.

33. to be apprehensive

The indian was apprehensive
The indian was worried about his future.

34. to spread the news*

*You can guess the meaning of number 34 by listening carefully.

35. anthropology

Anthropology is the study of man and society.

36. to be jammed

The railroad station was jammed.

The railroad station was very crowded.

Part C. Listening Skills I: You will now see the film for a third time. Listen for the answers to the following questions. Read the questions before you view the film.

1. Describe the foothills in the summer.
2. Describe the foothills in the winter.
3. Listen for this sentence: "This was the first world of Ishi". Why do you think the narrator (speaker) uses the word first?
4. When did Salmon fill the creeks?
Does the speaker use the word creek?
5. What two foods did the Indians make from acorns?
6. Describe the winter homes of the Indians.
7. Describe the summer homes of the Indians.
8. Fill in the blanks:

"But suddenly time had meaning: _____ a _____ at Sutter's Mills, gold in the _____ b _____, prospectors _____ c _____ _____ d _____ the mountains on the Lassen trail between Mill Creek and Bear Creek, through the _____ e _____ of the Yahi hills. The miners and vigilantes _____ f _____ the Indians from the Salmon _____ g _____. Drove off the Indians from the _____ h _____ of towns. The Yahi fought _____ i _____ more than any other California _____ j _____ but the fight was unequal."

9. Finish this ratio,
1 white killed: _____ Indians killed
10. Describe the Yahi population in 1972.
11. Describe how the Indians hid from the white man during the 25 years discussed. Use the following words or phrases: from rock to rock, creek beds, to crawl, to keep a close watch.

12. What did two surveyors see?
13. Later the next day, what did the surveyors discover?
What did the surveyors do?
14. What happened in August, 1911?
15. Why did Mr. Kessler send for the sheriff (policeman)?
16. How do you think Waterman communicated with Ishi?

Part D. Listening Skills II: You will now see the film the last time. Listen for the answers to the following questions. Read the questions before you view the movie.

1. Name two animals that lived in these foothills a long time ago?

2. Name two ways Ishi and his tribe lived.

3. Listen for and finish this statement using either gather or gathered: "In the groves of black and white oaks they _____ acorns in the fall"

4. Fill in this chart

Year	Yahi population in Mill creek and Dear Creek
1.	
2.	

5. Fill in the blanks and then answer the question. "Here at Kingsly cave the last big massacre took place. More than _____

_____."

What do you think to massacre and to slaughter mean?

6. Fill in the blanks and then answer the question. "But a remnant of the tribe _____ had concealed themselves in the canyon (valley) and held out against civilization for 25 years longer than Geronamo"

7. Describe the white man's changing lifestyle in the valley.

8. Listen for this sentence and then answer the question. "When one of them (a surveyor) returned the following morning, the village was deserted."

What do you think to be deserted means?

9. Where did the sheriff house Ishi? (Notice the pronunciation of the transitive verb house.)
10. Where did Waterman take the indian to live?
11. Why do you think the station was jammed?

Part D. Discussion Questions

1. Why do you think Ishi left the foothills?
2. Why do you think the white people hated the indians?
3. Do you know of any recent discoveries of stone age people?
(See National Geographic Magazine, Vol. 155 no. 1, Jan. 1979,
pp. 60-83 for a story about stone age people in Brazil)
4. Do you have any "indians" in your country? How were and/or
are they treated?

Ishi in Two Worlds

Part Two

Part A. Introduction:

You will soon see the movie for the first time, but first silently read both the summary and outline. Then tell your instructor in your own words what each sentence in the summary and what each sentence in the outline means. (Your teacher will assign each of you a sentence). If there are any words you don't understand look for them in Part B. You will then see the film for the first time. Follow the summary and outline as you listen.

Summary

In part two of this film, you will hear about Ishi's life in San Francisco as well as his trip back to the foothills with the anthropologists.

Outline of the Film

1. Ishi is interested in several items in San Francisco: doorknobs, safety pins, typewriters.
2. Ishi showed the anthropologists how he made bows and arrows as well as how he started fires.
3. Ishi was well liked for his good sense of humor and his patience.
4. Ishi led some of his anthropologist friends back into the mountains to demonstrate his tribe's life style.
5. Back in the mountains, he hunted and skinned animals, made bows and arrows, speared salmon, and sang his tribe's songs.
6. Ishi died in San Francisco of tuberculosis.

Part B. Key Vocabulary:

Repeat each word or phrase after your teacher. Then read the sentence or sentences below it. Next tell your teacher what the word or phrase means. You will then see the movie a second time. This time listen for each word or phrase.

1. a gadget*

*You can guess the meaning of number 1 by listening carefully.

2. to regard

Ishi regarded the typewriter.
Ishi thought about the typewriter.

3. hilarity (uncountable noun)

Ishi thought about the hilarity of the typewriter.
Ishi thought about the funniness of the typewriter.

4. a level, a square*

*You can guess the meaning of number 4 by listening carefully.

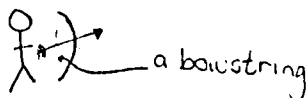
5. glue

Glue is a liquid that makes items stick together.

6. a sinew

Sinews are the muscles of animals

7. a bowstring



8. to twist (Your teacher will demonstrate this for you)

9. a fire drill

A fire drill is a stick which is repeatedly turned until a fire is created.

10. a longbow

A longbow is the kind of bow used by the English in the Middle Ages.

11. the noble savage.

"The Noble Savage" is an expression that refers to American Indians.

12. patient (adjective)

Ishi was very patient.
Ishi was very calm.

patience (You will not hear this word in the film)

Ishi showed patience as he made the arrows.
Ishi showed great calmness and control as he made the arrows.

13. to hire

The expedition hired horses at Mr. Atherson's ranch.
The group of people rented horses at Mr. Atherson's cattle farm.

14. to raid

Ishi had raided Mr. Atherson's storehouse.
Ishi had broken into and robbed food from the building Mr. Atherson kept his food in.

15. to keep an eye out.

Ishi kept an eye out for the camera.
Ishi watched for the camera.

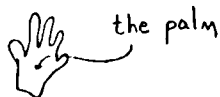
16. flint

Flint is a kind of stone from which arrows were made.

17. to skin

Ishi skinned a deer.
Ishi cut the skin off a deer with a knife.

18. the palm of your hands



19. a curl of smoke

← a curl of smoke

20. tinder (uncountable noun)

A curl of smoke rose from the dry tinder.
A curl of smoke rose from the dry leaves and sticks.

21. Mountain Junniper

Mountain Juniper is a kind of tree.

22. to bind

Ishi bound the wood together.
Ishi tied the wood together.

23. a prong

A prong is a sharply pointed tool.

24. a shaft

A shaft is a long, round stick.
The prongs were tied to the shaft by string.

25. a toggle (a very rare word)

A toggle is a hook.
The toggles were tied to the prong by string.

26. minutely

They examined the territory minutely.
They very carefully examined the land.

27. an arc

An arc is a shape:



Part C. Listening Skills I: You will now see the film for a third time. Listen for the answers to the following questions. Read the questions before you view the film.

1. Where in San Francisco did Ishi live?
2. What does his name Ishi mean? Who chose that name?
3. What most amazed Ishi about San Francisco? Why?
4. What three things did Ishi regard with a quiet hilarity?
5. What four tools did Ishi learn to skillfully use?
6. What did Ishi rate (consider) as two of the white man's most important achievements? Why?
7. Listen carefully to the next section. The first sentence and the last sentence are given below. Then answer A-E as True or False. If they are false tell why.

 "One day while practicing with the bow and arrow he met Dr. Pope of the universities medical school . . . He was the most patient man I ever knew.

 A. Popey was Dr. Pope's nickname. _____
 B. Ishi taught Dr. Pope how to shoot a gun. _____
 C. Ishi and Dr. Pope compared two kinds of bows. _____
 D. Ishi asked a woman to marry him. _____
8. When did Kroeber, Waterman, Pope, and Ishi go camping at Deer and Mill Creeks?

9. Why did they want to go camping?

10. Why was Ishi at first nervous about returning to the mountains?

11. Listen carefully to the following section. The first and last sentences are given below. Then list seven types of work Ishi performed. Some verbs are given to help you.

"But it was a time for work also.... He swam with the spear and repeated what he had been doing when the surveyors came upon him on that evening years ago."

The types of work Ishi performed:

- A. to demonstrate _____
- B. to call _____
- C. to hunt _____
- D. to skin _____
- E. to make a fire _____
- F. to make a bow _____
- G. to make a spear _____

12. How big was the land area Ishi grew up in? Why do you think it was so small?

13. How long did Ishi, Pope, Kroeher, and Waterman live in the country?

14. About how old was Ishi when he died of TB?

Part D. Listening Skills II: You will now see the film a final time. Listen for the answers to the following questions. Read the questions before you view the film.

1. Why didn't Indians tell people their real names or use their real names in conversation?
2. Listen for and then explain this statement:
 "Ishi accepted his new name so completely that after he learned it, and learned to write it, he was never again heard to say it out loud."
3. Listen for this sentence: "There were many gadgets to surprise and please." Listen to the next sentence. What is a gadget?
4. What proved to Ishi that the white man was extremely clever?
5. Why did he rarely use a level or square? What do you think a level or square are used for?
6. Listen to the following section. The first sentence is given below. This section ends with Ishi's singing. Then write five questions using the help given below. "Ishi enjoyed life in the museum..."
 The first one has been done for you.
 - A. What was (to ask) What was Ishi asked? _____
 - B. What did (to demonstrate) _____
 - C. What was (adjective to build) _____
 - D. How did (to record) _____
 - E. What kind (Song- to record) _____
7. Where and why had Ishi seen Mr. Atherton before?

8. How did Pope's son swim in the stream?
9. Describe how Ishi made and used a salmon spear.
10. What does the speaker compare the moon to?
11. What did Ishi do at night?

Freedom River

Part A. Introduction:

You will soon see this 10 minute film for the first time. Silently read the summary and outline. Follow the outline as you view the film.

Summary

This is a film about a country that grows strong because of a special river, "The River of Freedom." Later, the people forget why they became strong and the "river" becomes polluted. In the end, the citizens must decide their future.

Outline

1. People once discovered a special land with a wonderful river, a river of freedom.
2. Many people longed to live in this new country because they knew of the great power of freedom.
3. Everyone said that so long as the river was clear, the nation would remain strong.
4. If the stream became dirty, the people said, the land would decay and die.
5. The new land prospered with farmers and machines.
6. Eventually the people grew prouder and prouder.
7. They became arrogant and foolish and stopped strangers from entering the country.
8. People laughed at new ideas because they were afraid to change to new ideas.
9. Some people became greedy and took more than their share.
10. The people stopped helping the sick and weak.
11. No one listened to a wise man who told them that the river was becoming dirty.
12. The old people remembered only the river as being new and clean.
13. The children knew that the river was dirty but the adults refused to hear them.
14. Leaders told the people that the river was still strong and that the water should be exported.
15. The people finally looked at the dirty river and became confused.

16. Some leaders said that the river was lowering efficiency. Others said that there was too much freedom. Still others said that the people were not ready for the river.
17. Other voices asked the people to make the river clear again.

Part B. Key Vocabulary I: Repeat the following phrases or words after your teacher. Then read the sentence below and guess the meaning of the word or phrase. Then do Key Vocabulary II. (You will need to do this before class.)

1. a stream

There once was discovered a land where freedom flowed like a clear refreshing stream. (A stream is a small moving or flowing body of water.)

2. to long for

Any who heard of the river longed to (wanted very much to) come and live in this new land.

3. to refresh

Re means again. What does this word mean? (They wanted to refresh themselves in the stream.)

4. to replenish

For they knew that the power of freedom was great and would renew and replenish, that is, make them strong, again.

5. vigorous (adjective) (Ours shows that a noun, vigor, has been changed into an adjective.)

Our land will bring forth (grow) a vigorous (strong) and abundant life.

6. to cease

If these waters cease to flow (stop flowing) our land will decay.

7. clarity (It indicates a noun.)

If these waters cease to flow or lose their clarity, our land will decay.

8. to prosper *

The new land prospered.

*You can guess the meaning of this word as you listen.

9. to till

The people tilled the soil. (The word soil gives you a clue to meaning.)

10. to be content

The people became content.

The people became happy and satisfied.

Part B. Key Vocabulary II: Look up any of the following words that you may not know. You will then see the film a second time. Listen for the words from both Key Vocabulary I and II.

1. arrogant

They did not know that too much pride could make them arrogant.

2. to covet, to bar

And so it happened that because they so coveted the river, they barred from it people who looked unfamiliar or talked differently.

3. to propose, to ridicule

When new ideas were proposed, the people ridiculed them.

4. to arise, to resolve

When some among them arose and took selfishly more than their share, the people did not stop them but instead resolved to do the same.

5. to dispise, to chastise

They dispised the ill and weak and chastised them for their idleness,

6. to becloud (a rare word)

Look! The waters are beclouding.

7. a vision, to infuriate

His vision infuriated them.

8. to bear

They could not bear to look upon the river's decay.

9. glib (adjective)

Glib leaders said the river was strong and clear.

10. alien (adjective)

They glowed their precious fluid to be spilled upon alien soil.

11. to wane

The energy of the people began waning.

12. stagnant (adjective)

The river was stagnant.

13. despair

The spirit of despair was great in the land.

14. to foul

Where the river had been fouled by our foolishness, it can be made clear by our wisdom.

15. vigilance (uncountable noun)

The river can be kept fresh by our vigilance.

Part C. Listening skills I: Read the questions before seeing the movie
then listen for the answers.

1. Listen to the following section. The first sentence and last sentence are below. Write questions about this section. You have been given some help.

"There once was discovered a land where freedom flowed like a clear refreshing stream. How well our hands have cultivated and built!"

- A. Who heard . . . Who heard of this stream?
- B. Why did many . . . (to long ~~for~~) _____
- C. What did many . . . (to know) _____
- D. How were . . . (to refresh) _____
- E. What did . . . (to say) _____
- F. What would happen . . . (to cease) _____
- G. What did . . . (people) _____
- H. What made life _____
- I. What happened (people) _____

2. Listen to the following section. The first and last sentence are below.
Then tell your teacher in your own words what this section is about!

"There pride grew and grew. Instead of helping those who were ill
and weak, they despised them and chastised them for their idleness."
3. What did a wiseman say? What did the people do? Why?
4. What did the people love? What did the people hate to do?
5. What did the children say? How did the older people respond?
6. What did glib leaders do?
7. Why did the people finally look at the river?
8. Why was the spirit of despair great in the land?
9. What did some leaders say in the darkness of that hour?
10. What do you think the people did?

Part D. Discussion Questions

1. Is this just a story?
2. What does the River of Freedom represent?
3. Name some countries that this film could be about.
4. What would you do at the end of the film if you lived in this country?

Is It Always Right To Be Right?

Part A:

Read the instructions and outline before you view the film for the first time.

INTRODUCTION:

This 8 minute film is about a country with a special kind of people. These people thought that they were always right. They thought that no one could ever be wrong.

OUTLINE:

1. The older people of this country always felt that they were right and were very proud.
2. The youth (young people), however, complained about pollution, discrimination, corruption, and war.
3. The youth said that they wanted no part of a money mad establishment.
4. The younger people were right and knew it and were proud of their rightness.
5. A generation gap developed between the young and the old.
6. Racial problems developed between blacks and whites. The whites were right and knew it and were proud of it.
7. The blacks were right and knew it and were proud of it. Blacks complained about poor education and jobs.
8. Racial gaps between the races grew.
9. Many gaps developed: between teachers and law makers, between those who wanted to spend money on cities and those who wanted to spend money on defense, between those who pleaded for peace at any price and those who argued for national honor. Everyone was right and they knew it and were proud of it.
10. The gap became so wide that all activity stopped.
11. No one communicated with people with whom they disagreed.
12. One day someone said, "I may be wrong".
13. At first this shocked people, but soon others said, "I may be wrong. You may be right".

14. As they listened to each other, they came to understand each other.

Part B: Key Vocabulary I

Read the definitions and sentences below.
Then listen for them during the first part
of the film.

1. to be right- to be correct

That is correct. Two plus two equals four.
That is right. Five plus five equals ten.

2. conviction (n)- belief, idea

(Tion shows that a word is a noun. Tion changes verbs (to convict)
into nouns.)

It was his conviction that the government spent too much.
He believed that the government had to reduce its spending.

3. cowardice (n)- fear, lack of courage

(Ice shows that a word is a noun. Ice means "state or condition of"
Thus, we have coward (a person who lacks courage) + ice.)

Cowardice can not be allowed in the army .

4. confirmation (n) (What does tion show?)- something that proves or verifies.

Her divorce was confirmation of the fact that she did not love her
husband.

5. to arise- to develop

Differences arose (developed) between Jane and her husband.

6. prosperous (adj.)- rich

(Ous changes verbs into adjectives)

The President is prosperous.
The businessman is rich.

7. marvelous (adj.) (What does ous show?)- wonderful

The invention of the car was a marvelous advancement.
The car is a wonderful invention.

8. to inherit- to receive money or property after someones death

Mr. Ward inherited a million dollars when his aunt died.

9. a heritage- something handed down from our ancestors

Freedom is an important heritage.

- Part C. Listening Skills I. Listen to this section a second time and follow along with the important words below. Then create five questions about this section.

"Once was land men always right. They knew they proud. Was land man was proud say, "I am right. You are wrong." Those were words conviction, strength, courage. No one was heard say, "I may be wrong. You may be right." words weakness uncertainty cowardice. Differences arose people land they looked not truth confirmation of what they believe. Differences arose old young old say, "We have worked hard build great prosperous land. We have built marvelous machines take wherever want go. That do work us. That think. Gone farther faster deeper higher anyone history. Live better anyone world. We expect inherit good land build heritage given them. Older people right new it proud it. Younger people land respons."

Five Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. How do you think the younger people responded?

- Part D. Key Vocabulary II Look up any words that you might not know. You must do this before class. Write one sentence using each word. Then listen to this section for these words.

1. to befoul _____
2. to exploit _____
3. to starve _____
4. sordid (adjective) _____
5. phoney (adjective) _____
6. inhuman (adjective) _____
- (What does in mean?) _____
7. establishment _____

8. a generation gap - misunderstandings between young people and
old people _____

Part E. Listening Skills II. Listen to this section again and fill in the blanks from the choices given.

"We _____ around us a land that _____
(see, have seen) (is being, has been)
befouled and exploited. People _____ where food is
(stare, are starving)
plentiful. Laws and practices _____ some from having
(have prevented, prevent)
an equal chance to develop and to influence. Noble and moral words
_____ with selfish and sordid deeds. Leaders
(are being matched, are matched)
_____ us to fight wars to preserve peace. And the fighting
(urge, are urging)
does not end. The whole scene is phoney and polluted and inhuman and out
of control. We _____ no part of this money-mad establish-
(wanted, want)
ment." The younger people _____ right, of course, and they knew
(were, are)
it and _____ proud of it. And a gap _____
(are, were) (appears, appeared)
between the generations."

Part F. Key Vocabulary III. Do the following matching exercise before you view the film. Then listen to this section for the vocabulary items.

- | | |
|------------------------|-------------------------------|
| 1. equality | 1. to help, to aid, to assist |
| 2. to lift people | 2. to force people |
| 3. to pressure someone | 3. to limit |
| 4. patience | 4. a slum |
| 5. to confine | 5. to accept |

- | | |
|--------------------------|----------------------------------|
| 6. a ghetto | 6. willingness to wait |
| 7. to shunt into | 7. high |
| 8. menial | 8. to push |
| 9. second class citizens | 9. unimportant |
| 10. to tolerate | 10. low class |
| 11. lofty | 11. the condition of being equal |

Part G. Listening Skills III. Listen carefully and then decide who would say each of the following statements. a Black person or White person. The first has been done for you.

1. We are slowly but surely working to build a land of justice for all people. White
2. We have been pushed around until we are angry. _____
3. Social progress does not come quickly. _____
4. Jobs are given to less qualified people. _____
5. We won't tolerate lofty promises anymore. _____
6. People who pressure us hurt themselves. _____
7. Show patience. _____
8. We live in a ghetto. _____
9. We are considered (branded) second class citizens. _____
10. Let people use the opportunities we have already provided. _____
11. Our children go to second rate schools. _____

Part H. Key Vocabulary IV. Note the following words and definitions. Then listen for them.

1. to take a stand - to make a decision
2. to uphold - to believe
3. funds - money
4. to plead - to beg
5. peace at any price - those who want peace even if it means surrendering their freedom.

6. national honor at any cost - those who will never surrender even if it means total destruction.

Part I. Listening Skills IV. Below you will see the first and last sentences of this section. Summarize, in your own words, what should go in the blanks.

Group after group defined their right and took their stand and upheld their position against those that opposed them.

It happened between _____ and _____.

It happened between _____ and _____.

It happened between _____ and _____.

Everyone was right, of course, and they knew it and were proud of it.

Part J. Key Vocabulary V. Fill in the blanks using the words below. Then listen for each word or phrase. Do this before class.

solitary (adjective)	humility (an uncountable noun)
rightness	noble purpose
to glare	an adversary
to maintain their position	a deed
grim (adjective)	to shape the destiny
to burst into laughter	

1. He stood alone in the crowd. He was the _____ (adjective) person who was alone.
2. He believes in his _____ (noun).
3. The leader wanted to _____ (verb + noun) of his people.
4. He accepted the honor with _____ (noun).
5. He heard the joke and _____ (verb + noun phrase).
6. At the funeral he was _____ (adjective).
7. He kept _____ (verb) at the strange animal.
8. The priest did many good _____ (noun).
9. They are opposed to each other. They are _____ (noun).
10. They believed they were right and had to _____ (verb + noun phrase).
11. He had a _____ (noun phrase), a very good reason, in his mind.

Part K. Listening Skills V. Listen for the answers to the following questions. Sometimes you have been given some help.

1. Why did all activity stop?
_____ until the day came when all activity stopped.
2. What did each group do?
Each group stood _____.
3. What is the responsibility of being right?
_____ for this is the responsibility of being right.
4. Did people travel across the gap? talk? listen? (Listen for repetition)
5. What declined and became grim?
6. What was heard in the land?
Then one day _____.
7. What did someone say?
8. Why were the people shocked?
At first the people were shocked _____.
9. Why did the people burst into laughter?
10. Did some people listen to opposing and "wrong" views?
11. What happened as they listened?
As they listened they discovered _____.
12. How did people express their common desires? (2 answers)
Here and there men expressed their common desires _____.
13. Why did men's faith in their abilities grow?
_____ men's faith in one another grew.

Part L. Key Vocabulary

Repeat each word after your instructor, then read the explanation below and tell your instructor what each word means.

1. interdependence

(Inter means between. ence shows that the word is a noun. What do you think this word means?)

2. unique (adjective)

A two headed elephant is rare (unique).

3. to endow

People are endowed with (given) certain rights.

4. inalienable

(In means not. Alien means foreign. What do you think this word means?)

5. inevitable

Death is inevitable. It can not be avoided. We are all certain to die.

6. an approach (The verb form is to approach)

We must try new approaches (methods, ideas) in order to solve our problems.

7. to seek

We must seek - look for - a new energy supply before the world runs out of oil.

8. a task

He had a task- job- to do.

Part M. Listening Skills VI. You will see an incorrect version of the speech you will hear below. As you listen, correct it.

"They stated this belief in a Declaration of Interdependence. 'All men are created equal. But each developed in a unique way. All men are endowed with certain inalienable rights. But each must'nt assume certain inevitable responsibilities because the happiness of all depends on the commitment of each to support equality and differences, rights and responsibilities.' In this land men had learned that the search for truth is never over. The challenge is always the same - to stop to fight long enough to listen, to learn, to try new approaches, to seek and test new relationships and to keep at a job that never ends."

Anatomy of a Teen-Age Courtship

There are very few new vocabulary words in this unit and they will be taught after you have heard the lesson the first time. This lesson will focus its attention on relationships between American teenagers and their parents. Read the SUMMARY and then listen to the tape.

SUMMARY

This is a dramatic presentation about some of the problems American teenagers who are "in love" must deal with. First, you will see Vikkie talking with her girlfriend, Christie. Vikkie says that after her graduation (she is a senior), she will miss the football games. (She is a football cheerleader.) Next, Vikkie will speak to you, the listener about her fears about her future. Soon Vikkie meets her boyfriend, Dave, who is not in a happy mood. She tells her boyfriend that she's worried about her future. Her boyfriend tells her that he really doesn't want to go to college. (In America, college often means university.) Next, her boyfriend will tell you, the listener, that he thinks Vikkie worries too much about the future. Next, Dave jumps in his mother's car and they have a short fight about Vikkie. The film then shows Vikkie fighting with her parents. Last, you will see Dave and Vikkie discussing their relationship.

Listening Skills.

Answer the following questions as you listen.

1. You will first hear a football cheer. Finish it.

T E A M

Rah! Rah! Rah! Rah!

___! ___! ___! ___!

2. Finish the conversation and then answer the questions below it.

Vikkie _____ I'm going to miss those Friday night crowds.

Christie You'll get used to it.

Vikkie Maybe I just _____ go to any games _____.

Christie That's all _____ us, Vikkie. We'll think of something to take its place.

Vikkie _____?

Christie Oh! College! Careers!, _____!

Vikkie _____. When everything else fails, _____.

Christie You can't beat the system. _____.

Vikkie What do you think about what Dobsey said today?

Christie _____?

Vikkie _____ half of all teen-age marriages ending in divorce.

Christie Enough to make you _____.

Vikkie _____. I think _____ till _____ 30.

Christie Good Luck!

Vikkie Friday again at 3:30? _____

Vikkie _____.

Christie Bye!

- a. What do you think happens Friday nights in American high schools?
 - b. What do you think Christie means when she says, "You can't beat the system. Marry it?"
 - c. Who do you think Dobsey is? (Notice how Americans use the last name without a title when referring to a person who is not present during the conversation.)
 - d. What is the common age to marry in your country? Are the men usually older, younger, or the same age as the women? Are teen-age marriages common in the big cities of your country? In the rural areas?
 - e. What do you think Vikkie's beginning to think about?
 - f. Notice how their conversation ends. What are some other ways a conversation can end?
3. Next, Vikkie will speak to you, the listener. As she does, listen for the answers to these questions.
- a. Why is Christie lucky?
 - b. A five and dime is a store where things can be bought cheaply. Fill in the blanks. "Me, well with _____
I'll probably end up working at the five and dime. I _____
you can say that's my biggest worry right now."
 - c. What is Vikkie's biggest worry? "What _____
_____."

d. When will Vikkie graduate?

e. What is it like? "having to decide _____."

f. What really scares Vikkie?

4. Now Vikkie will meet her boyfriend, Dave. Finish their conversation and then answer the questions below.

Vikkie Hi lover!

Dave _____

Vikkie You _____ look like you're working too hard.

Dave _____ I _____ I'm not.

What _____? Have you been cheering up the football squad (team) ?

Vikkie _____

Dave Right now I could use a little _____ myself.

Vikkie _____ what Dobsey said today?

Dave No. What?

Vikkie Well, about half of all teen-age marriages end up in divorce within five years.

Dave _____, Vikkie, that's the only thing that keeps me from marrying you.

Vikkie _____?

Dave That you're only 18.

Vikkie That's a lousy excuse!

I _____ what really worries me about being 18 is _____ after high school.

Dave You'll _____.

Vikkie Don't you worry about what you're going to do after you graduate?

Dave _____.

Vikkie _____.

Dave _____ that I should go onto college except _____ right now I'm tired of school.

Vikkie What _____ then?

Dave I don't know. Bum around. (Do nothing) Find a 21 year old wife _____.

Vikkie You're _____ again, lover! Looks like your mother just pulled up (came in her car).

Dave Tell her to wait for me, _____? I've got to tell the pro (professional sportsman) I'm leaving.

I'll _____ tonight after play practice, OK.

Vikkie _____

- a. Lover is a word a boyfriend and girlfriend might call each other. Other words are honey, dear, sweetie, love, daddy, babby, mommy. What words do your people in your country call each other when they are in love?
 - b. American high schools usually have a football squad or team. What high school sports do you have in your country?
 - c. Why do you think Dave could use a little cheering up?
 - d. Why do you think divorce is so high with teen-age marriages?
 - e. Did you worry about what you were going to do after high school?
 - f. Were you ever tired of school like Dave? What did you do?
 - g. How can people bum around after school?
 - h. Do you think a wife should work? Why? Why not?
 - i. American high school seniors usually present a play to their school and sell tickets to raise money for their graduation party and dance. Do high schools in your country have similar activities?
5. Now Dave will speak to you, the listener. As you listen, create some questions about what you hear. Begin your questions with the words on the left and use the verbs on the right.
- | | | |
|----------------|-------|-----------------------|
| Does Vikkie | _____ | to worry. |
| What does Dave | _____ | to tell himself _____ |
6. Listen to the same section again and fill in the blanks.
- "Vikkie _____ too much about the future. _____, sure it's chaotic (confusing), but it can be hand led. (I can solve the problems.) That's _____ I like to tell myself, anyway. _____ I'm old _____ my life."

7. Now Dave and his Mother will have a fight. Note these words the first time you listen: generation gap (misunderstanding between people because of an age difference), to eat up time (to use up time in a wasteful fashion or way), virginity (A virgin is a person who has had no sexual intercourse. What is virginity?)

8. Listen again to this section and answer these questions:

- a. What does Dave's mother ask him?

Why don't you s i t f s ?

- b. What is Dave's reply?

I'm trying t s e u .

- c. Finish the conversation and then answer the questions

Mom I don't see why you let that girl _____
_____. _____ she have any life _____
_____?

Dave _____ if you will just stopping thinking of Vikkie as a _____
_____ you would live a lot longer.

Mom Dave, _____.

Dave Yes _____.

- Why do you think Dave got in the back seat of the car?
- Does Dave's mother like Vikkie? How do you know?
- How do you know Dave and Vikkie spend alot of time together.
- Why is Dave's Mom worried about his virginity?
- Dave calls his mother mom and ma. What are some other words that he might use?

9. Now Vikkie is going to have a fight with her parents about Dave. As you listen, fill in the blanks and then answer the questions.

Mom Vikkie, _____ by setting the
table (putting the dishes on the table)?

Vikkie or:

(The next two lines are too difficult to understand so again we will forget them.)

Vikkie I _____ to see Dave.

Dad Are you still _____ after that kid?

What do you see in that pansy anyhow?(A pansy is a weak, feminine male.)

Vikkie _____

Mom Lay off (stop it), George.

Dad Well, _____, he'll never
make it as a man.

Vikkie _____ said you ever made it either?

Mom George!

- a. If you are middle or upper class in your country, will the mother or a servant prepare the meals?
 - b. Do children in your country set the table?
 - c. Will teen-age girls in your country stop by to visit a boy as Vikkie did? Is it a good or bad idea for a girl to do this?
 - d. How do you know that George, the father, doesn't like Dave?
 - e. Could you speak to your father the way Vikkie did?
10. In this last part, Vikkie and Dave will talk about sex. Note the following words and phrases and then listen for them.

to cheerlead - to lead the crowd in cheering for the football team.

desirable (adjective) - sexy

spreadeagled (adjective) - to have your arms and legs spread apart.

to tease - to sexually excite

intimate (adjective) - physically close

a smokescreen - confusion

to date - when a boy takes a girl to movies, dinner, a dance and so on. In America, young people start to date around 16 when it is legal to drive the family car.

that kind of girl - A girl who sleeps with boys. You will hear this expression twice.

to feel cheap - A girl who sleeps with many boys can be called cheap. You will hear this expression twice.



11. Listen to this section again and answer these questions.

- a. What question does Vikkie first ask Dave?
- b. When does Dave think Vikkie looks desirable?
- c. Why is Vikkie glad?
- d. Fill in the blanks.

David Well _____ Vikkie, I want to be more _____ with you
except, well, it always comes out in so many words like some kind of

Vikkie _____?

Dave I don't know.

Vikkie Tell me Dave!

Dave _____!

Vikkie OK!

e. Does Vikkie think that Dave is important to her?

f. What shouldn't Dave tell Vikkie?

g. Does Vikkie become angry when she hears this?

Fill in the blanks:

Dave That was back before I knew you _____. You didn't
turn out to be _____ really.

Vikkie _____!

Dave Sorry, I didn't mean _____.

Vikkie Well, I hope you learned all _____.

Dave Vikkie, I told you, You're _____.

Vikkie _____. I forgot.

Dave Vikkie.

Vikkie _____?

Dave Don't make me feel _____ for trying to be honest with you.

Vikkie Well, I don't like _____, Dave!

Dave You don't _____ feel cheap. Not with me.

Vikkie _____.

Dave What you meant to me 4 months ago is all _____.
You're somebody _____ now.

Vikkie _____? How?

Dave Oh _____. You're somebody _____
talk to. Somebody I _____ share things with.

Vikkie That's important, _____?

Dave That makes you important to me.

Vikkie OK

Dave So you don't feel _____ anymore?

Vikkie No!

- a. Why did Dave date Vikkie?
- b. Why did Vikkie get angry at Dave?
- c. Is she angry at the end of the conversation?

Heritage of the Negro

Part A. Summary.

The film will be presented to you in several parts. In this first part, you will hear four people comment on the use of the word Negro. (This word is no longer used in America. Black has replaced Negro.)

Part B. Key Vocabulary.

Note the following words and definitions and then repeat the words after your teacher. Finally, listen for these words.

1. to demoralize - to weaken the feelings or spirit of people
Calling people Negroes demoralizes them.
2. to be detrimental - to keep people from doing something through fear and discouragement.
The use of the word Negro is detrimental.
3. a slave ship - A ship that brought slaves from Africa.
4. a task - a job
5. a slave name - a name symbolizing slavery.
The word Negro is a slave name.
6. curious - unusual

Part C. Listening Skills.

Read the questions before listening for the answers.

1. Fill in the blanks: "The people now called Negroes are the _____ a _____ written about and _____ b _____ understood of the world's peoples."

Create sentences using the answer in a and the verbs below.

- * _____ talked about _____
- * _____ thought about _____
- * _____ fought over _____
- * _____ decorated _____

Now create four sentences using the verbs above but with the answer you gave in b.

2. Fill in the blanks: "This term Negro _____ us. Its _____
I feel (believe) that it doesn't give us any association past the _____."
3. Fill in the blanks: "I think that the first _____ of people
of African descent (history, heritage) whether in the United States or in
Africa or elsewhere, is to get rid of (abolish) this _____
_____ Negro."
4. Fill in the blanks: "This _____ word Negro was seldom or never used
in Africa itself and this word has no meaning, no worthwhile meaning at all,
in Africa. I would doubt myself if it has any useful meaning anywhere else."

How many times in the statements above does the speaker restate in different words the same idea?

5. Write the question you will hear and the sentence that follows it.

What is _____?

A simple question _____.

Part D. Summary

In this section you will hear Ozzie Davis, a black actor and writer and the narrator of series of television shows, The History of the Negro People.

Part E. Key Vocabulary.

Repeat the following words or phrases after your teacher and then note the definitions. As you listen, listen for these new words.

1. Brazil - a country in South America.
2. a quantity - an amount (Ity shows that the word is a noun.)
3. to consider - to think about
4. a condition - a way of thinking and living
5. throughout - all the way through, everywhere (You will hear this word twice.)
6. to explore - to examine
7. a paradise - heaven
8. an aim - a purpose
9. modest - a limited goal
10. ambitious - showing great effort (Ous shows that the word is an adjective.)
11. vast (adjective) - very large
12. to fill a vacuum - to fill an empty space

Part F. Listening Skills.

Read the questions before listening for the answers.

1. Write what you hear after this sentence:

"My name is Ozzie Davis."

"I'm an _____ and a _____ and the _____ of our series of programs on the history of the Negro people. I am also a _____."

Notice that these sentences describe the speaker.

2. Write the question you hear.

_____?

3. Does the word Negro have meaning in Africa?

4. Fill in the blanks.

"In Brazil, a Negro is _____ who _____ and _____."

Notice that this sentence describes the meaning of the word Negro. How is this sentence the same as the sentences you heard in number one?

5. Fill in the blanks.

And in the United States a man _____, whatever that is, is considered a Negro.

How is this sentence like the sentences in questions one and four?

6. Write the question that the speaker asks.

7. Listen for this sentence:

"Our programs will be asking this question in many ways and in many different settings."

What is the question?

8. Where will the odyssey (trip) take you?

Fill in the blanks: "Our odyssey will take us _____, to _____ where we will explore the relationship of American Negroes to the land of their origin. To _____, where we will ask, 'Is _____ a racial _____?' and _____ the United States."

9. What is the aim of the television series?

"Our aim in this series is _____."

(Notice the use of both ... and. These words join similar ideas together.)

10. How is the show ambitious?

"We will be _____."

11. How is the show modest?

"...And perhaps answer _____."

12. Fill in the blank: "_____ there is a vast ignorance of Negro history among Whites and Negroes and the job of filling this vacuum is massive."

What does this missing word mean?

Part G. Key Vocabulary.

Fill in the blanks with the correct word. Do this before class.

- | | |
|---------------------|--|
| a. heritage | 1. We must protect what our ancestry gave us, our _____. |
| b. Anglo-Saxons | 2. She never tells people how good she is. She is _____. |
| c. savage | 3. They killed many people. They are _____. |
| d. humble | 4. He gave his life. He was _____. |
| e. self-sacrificing | 5. We are White _____. |

Part H. Listening Skills.

Listen for the answers to the questions below.

- Write the question you hear.
"Do _____."
- Write the second question you hear.
"Are we _____."
- Write seven adjectives used to describe Blacks.
- Fill in the missing words. Notice the number of times and ways the speaker repeats his ideas.

"I remember as a kid coming from some of the pictures and we spent the whole time from the _____ motion picture house to have satirizing (making fun of) the Negro performances we saw in the film. Well, it was also an admission that somehow or _____ this was _____ what we were. Now these _____ important and very _____ impressionistic things that we got from these films did _____ govern (control) our behavior. When a Negro child goes into a movie, _____, and sees himself or _____ another Negro in an unfavorable light (in a bad way), he _____ feels _____ threatened. He _____ uncomfortable. And a great deal of his laughing at that situation will be the kind of _____ that protects him. It's a _____ nervous attack against him, himself, the way he looks at _____, the esteem with which he holds _____ streets, _____, it it it seeing something happen to you that you can't control which leaves a scare, which _____ you feeling inadequate. You don't _____ loved.

You're ashamed to look at yourself or ashamed to go home, _____ to talked to the boys next door, _____ even to ask these questions of your parents _____ sometimes you do. It's a horrible situation and sometimes we never get over that." (Hissself is poor grammar.)

5. What did this speaker honestly try to believe?
6. What kind of feeling has the speaker always fought for? (He will repeat the answer.)
7. Has he gone to sleep many times thinking that he really wasn't worth much?
8. Does this woman think she really knows what being black means?
9. Fill in the missing words. Notice the use of repetition.

"It _____ that my skin is a little bit darker. It _____ that my cultural exposures have been somewhat different to other ethnic (cultural) groups. It may even _____ that (as a) human being, I might be more _____ to need and despair (sadness)."

10. Fill in the missing words.

"You begin to sort of get the feeling of _____ difference, like maybe you're dirty. Something's wrong. But there was that feeling _____ so early you can't even remember when it started. I'm not over it yet _____. It's part of my American heritage."

What is the purpose or function of the missing words or sounds?

Part H. Discussion Questions

1. Are there any groups in your country that have been discriminated against?
2. How do you think society can solve the problems of discrimination?
3. Have you ever felt discriminated against? If so, tell your teacher and classmates about it.

Benjamin Banneker: Man of Science

(The musical instrument you hear at the beginning is a banjo.) Read the SUMMARY and OUTLINE before you listen for the first time.

Part A. SUMMARY

This is the story of a famous black scientist, Benjamin (Ben) Banneker. He was a clock maker, farmer, scholar, astronomer, city planner, and friend of Presidents.

OUTLINE

1. Before America became independent from England, many people traveled to Baltimore, Maryland to see a large wooden clock built by Benjamin Banneker.
2. Benjamin owned a small tobacco farm.
3. His white grandmother, Molly Welch, had come to America from England as an indentured servant. (Indentured servants were people who agreed to work for a certain number of years for someone in return for a free trip to America.)
4. Molly bought a small farm and two slaves, later freeing them and marrying one of her former slaves.
5. Eventually, they had a successful farm.
6. Ben enjoyed work and reading books.
7. Ben was more advanced than others in his class.
8. While working on the farm, Ben continued to study.
9. The Ellecot family moved to the valley. They were from Pennsylvania and belonged to a religious group called Quakers. (Former President Richard M. Nixon is a quaker.)
10. The Ellecots owned a factory (mill) that ground (crushed) wheat to make flour for bread. (a flour mill)
11. The Ellecots gave Ben books and instruments to study astronomy.
12. Ben sold his land in order to spend more time studying astronomy.
13. Ben supported the Declaration of Independence.
14. Ben helped plan and survey the land for Washington, D.C.

15. Ben also wrote an Almanac.
16. He was upset that George Washington and Thomas Jefferson (two early leaders of America) still owned slaves.
17. His almanac was sent to Paris.

Part B. Key Vocabulary. Note the following words and definitions before listening a second time.

1. curiosity - the act of being curious or interested
2. remarkable (adjective) - unusual
3. a timepiece - a watch or clock (What is the difference between a watch and a clock?)
4. distinguished (adjective) - famous
5. a creation - a product
6. a bay - a harbor
7. scholarly (adjective) - intellectual
8. unique (adjective) - one of a kind
9. to clear the land - to cut down trees to plant crops
10. to cultivate the land - to grow crops
11. Bannakee - an African name
12. *irrigation system - You can guess the meaning by listening
13. to contain - to limit
14. to explore - to study
15. *astronomy - You can guess the meaning by listening
16. rhyme - Dime and time rhyme.
17. to be absorbed - to be interested in
18. to be relieved - to have a problem solved or removed
19. to gaze - to look at, to stare

Part C. Listening Skills. Listen for the answers to the following questions.

1. Fill in the missing words and then answer the questions.
 "A _____ before the American Revolution,
 curiosity _____ genuine interest, often brought
 Maryland travelers to a little town near Baltimore."
 a. What do the first three missing words mean?
 B. What is the purpose of the other three missing words - to
 show addition or to show contrast?
2. Why did travelers go to this little town? (two answers)
3. What was an example of the finest workman ship?
4. What was the most remarkable thing about the clock?
5. What else did visitors enjoy?
6. Listen for this sentence. "Banneker was a unique man in many ways."
 What do you think will come next?
7. Name two ways in which Banneker was unique.
8. What did his neighbors know?
9. Listen for this sentence. "Banneker's family background was unusual."
 What do you think will come next?
10. Name some ways in which his family background was unusual. You have been
 given some help.

a. Molly Welch	came	indentured servant
b. Molly	bought	land
c. Molly	bought	slaves
d. Molly	freed	slaves
e. Molly	married	Bannakee
f. Bannakee	invented	irrigation system

11. Listen to the same section again and do these exercises.
- Fill in the blank: "_____ she could not clear and cultivate the land without help, she bought two African slaves...."
What word means the same as the word that the speaker uses?
 - When did she free both men?
 - Listen for this sentence: "Bannakee proved to be a capable farmer."
What do you think should come next?
 - Write the eight words that come after irrigation system. What is the purpose of these words?
12. Fill in the blanks: "In time, hard work _____ their land and eventually they _____ good crops even when nearby farms _____. And so their land holdings grew with each successful year of farming.
13. Why was Benjamin such a good farmer?
14. How did he spend his free time?
15. What did Benjamin think contained all the knowledge in the world?
16. Listen to the information between the following sentences and then decide if the sentences below are true or false. If false, make them true.
- "One day a new school opened in the valley and Ben found many other books to explore."
- His favorite subject was languages.
 - His teacher created extra work for Ben.
 - Ben often found school too simple.
 - Ben continued farming after his graduation.
 - His teacher encouraged him to continue to study.
- "As the years passed, people became more aware of Ben's remarkable intelligence and mathematical ability."

Gala Day at Disneyland

Read Part A and then follow the outline as you listen for the first time.

Part A. SUMMARY

This is a six minute film about Disneyland, an amusement park in California. It's creator was Mr. Walt Disney; hence, the park was named after him. The park is very large and is divided into many sections: Frontierland, Adventureland, Tomorrowland, Fantasyland and others. Many parades are held in Disneyland and you will hear about one such parade.

OUTLINE

1. Disneyland is a place for fun, fantasy, and adventure.
2. Disneyland was opened in the mid 1950's.
3. Disneyland is world famous.
4. Disneyland's trains have traveled what is equal to the distance of seven times around the world.
5. Seven million people have ridden carriages pulled by horses along Disneyland's Main Street.
6. Frontierland has a large indian village and a full sized replica of an American ship that sailed around the world.
7. People have come from around the world to visit Disneyland.
8. Disneyland is constantly expanding. The Matterhorn is an example.
9. Tomorrowland has a monorail and submarines.
10. Today there is a parade in Disneyland with many bands, floats and famous people from movies produced by Mr. Walt Disney. The former Vice President and President of the United States, Richard M. Nixon is also in the parade.

Part B. Key Vocabulary.

Repeat the following words and phrases after your teacher. Read the definitions. If there is a line, write one sentence using that word. You must do this before class. Finally, as you listen a second time, listen for these words.

1. kingdom

One meaning of -dom is position of or domain of.
What does this word mean?

2. a fantasy - imagination
 3. a canvas - a piece of cloth used for painting or drawing.
 4. to come to life - to become active
 5. world renowned - world famous
-

6. Main Street

This has two words beginning with capital letters. What is it?

7. to draw - to pull

What is a horse drawn carriage?

8. Frontierland - the name of a section or part of Disneyland
9. a chapter - an event
10. a tribe - a family of indians
11. to represent - to stand for. The flag represents a country.
12. *Columbia

*You can guess this word by listening.

13. to circumnavigate

Circum means around. To navigate means to sail. What do you think this word means? What is its noun form?

14. Adventureland - See number 8
15. thriving - growing
16. to be unexpected.

To expect means to wait for. What does unexpected mean?

17. to host- the event or act of entertaining people at a party or event.
a host - the man who entertains people at a party or event.
a hostess - the woman who entertains people at a party or event.

Use the following words in a sentence:

actress _____

authoress _____

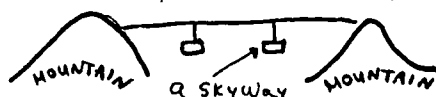
murderess _____

18. a creed - a religious belief

19. *to expand

You can guess the meaning by listening carefully.

20. a skyway - A means of transportation across vallies.

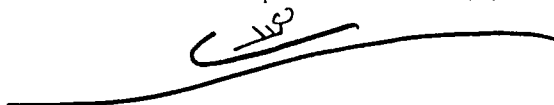


21. the Matterhorn - a mountain in Switzerland.

22. a slope - a side, as in a side of a mountain.

23. to provide - to give

24. a bobsled - a form of transportation across snow



25. Tomorrowland - See number 8

26. a fleet - a large collection of ships or cars.

27. * liquid space

28. * a monorail

Number 26 and 27 can be guessed by listening.

Part C. Listening Skills I. Read the following questions before listening.

1. Write the words that come after Disneyland

" _____ p _____ f _____ p _____ t _____ b _____ b _____
 _____ m _____ k _____ o _____ f _____ f _____ a _____ a _____."

Notice that these words define or explain Disneyland.

2. Describe Disneyland in 1954.

. . . . just a _____.

3. When did Disneyland come to life?

4. What have it's visitors done?

. . . . help to write _____.

5. Describe two forms of transportation in Disneyland.
6. Listen for this sentence: "In keeping with the history of early America, Frontierland has added her new chapters of adventure."
What do you think will come next?
 - a. the history of America
 - b. examples of new chapters
 - c. a discussion of adventure
7. Describe the indian village. Use these words or phrases: has grown, 17 tribes, represented, families.
8. Finish these sentences: "The Columbia took her place _____ of the first American _____ to _____ the globe."
9. Write the words that come after Adventureland.

" t _____ b _____ j _____ i _____ t _____ w _____
 w _____ t _____ m _____ e _____ h _____
 d _____ i _____ w _____ a _____ e _____ "

Notice that these words describe Adventureland.
10. Listen for this sentence and fill in the blank: "Disneyland has been host to more than _____ visitors."
 What do you think will come next?
 - a. a description of Frontierland
 - b. an explanation of why Walt Disney built Disneyland
 - c. the kind of people who visit Disneyland
11. Listen for this sentence and fill in the blank: "From its beginning, Disneyland has _____ and _____ as new ideas were added."
 What does expand mean? What do you think will come next?
 - a. the number of visitors to Disneyland
 - b. a discussion of frontierland
 - c. a description of some new ideas.
12. Fill in the blanks: "The Swiss skyway between Fantasyland and Tomorrowland now passes through a _____, the Matterhorn.
 Notice that these missing words define the Matterhorn.
 Rising _____ above Disneyland, its rocky _____ and _____ alpine (mountain-like) sides, provide _____ rides."
 Notice that these missing words also help you define the Matterhorn.

13. Listen and fill in the blanks. As you do, think of two rides you can find in Tomorrowland.

" . . . a fleet of _____, patterned after Americas atomic _____, is carrying _____ on a voyage through _____."

Notice that these missing words help define liquid space.

" The Disneyland monorail, first of its kind in America, _____."

Notice that these missing words help define the word monorail.

Part D. Key Vocabulary

Fill in the blanks from the words given. Do this before class. Then listen for the vocabulary words in this section. (You may have to change the tense or case.) (They are in the order that will hear them.)

gala	to shine	mermaid
ceremony	armor	jewel
heart	knights	Neptune
to signal	reviewing stands	treasure chest
vanguard	a float	to dedicate
to bear	official dedication	
to have a good time	a salute	

1. It was a very _____ or festive day.
2. The President attended the official activity or _____.
3. The President formally opened or _____ the park.
4. A precious stone is a _____.
5. An imaginary creature that is half woman and half fish is a _____.
6. The ancient Greeks thought _____ was King of the Sea.
7. The pirates stole the _____.
8. The _____ or center of Disneyland is Main Street, USA.
9. Walt Disney gave a sign or _____ to start the parade.
10. The band is the _____ or leading group of the parade.
11. At a party everyone _____.
12. A _____ is a low, flat, decorated vehicle for carrying exhibits and people in a parade.
13. A _____ was a military soldier of the Middle Ages. He wore a metal suit called _____.
14. The sun _____ very brightly in Saudi Arabia.

15. While people watch a parade they sit in _____.
16. The color guard, or special group of people in a parade who _____ or carry the national flag, are very skilled.

The following are characters or movie stars in Walt Disney's movies made in the late 50's and early 60's and are unimportant vocabulary items: the Shaggy Dog, Annette Funichello, Roberta Shore, Zorro, Guy Williams, Sgt. Garcia.

Part E. Listening Skills: Read the questions before listening for the answers.

1. Who signals the start of the parade?
2. Listen for this sentence and fill in the blanks: "Leading the vanguard is the Disneyland Band, the _____ est _____."

Notice that these missing words describe the Disneyland band.

3. Listen for this sentence and fill in the blanks: "~~Here~~ comes the color guard, _____ ing the _____ of the _____."

Notice that these missing words help define color guard.

4. Listen for this sentence: "Here's today's host, Walt Disney, having a grand time with his grand children. His special guests, Mr. and Mrs. Roy Disney."

What do you think "having a grand time" means?
Who do you think Roy Disney is?

5. Fill in the blanks and create a question: The Fivehouse Five Plus Two is the name of a band, _____?
6. Finish the sentence: "Representatives from Fantasyland, _____."

Notice that these missing words help describe what a visitor would find in Fantasyland.

7. The Knights of the Carousel is the name of a group of people in the parade.
8. The Gay 90's refers to 1890-1899 period of American history. The Horsetime Ballet was the name of a song.

Where is the Gay 90's song (number) being performed?
In front of _____.

9. The Golden Horseshoe was a common name for a bar in the western part of the United States in the 1800's. Why does Frontierland call their entry

the Golden Horseshoe float? What would the float look like?

10. Fill in the blanks: "A parade preview of Disneyland's _____
Matterhorn. Later we'll see the _____ of the
_____."
11. Who distributes jewels from King Neptune's treasure chest?
12. Who is Disneyland dedicated to? "To _____ people _____
_____ around _____."

VITA

James Gilbert Ward was born June 28, 1951 at Fort George, G. Meade, Maryland. He graduated from DuPont High School in 1969, recieved his B.A. in Liberal Arts (English) from The University of Tennessee (Knoxville) in 1973, received his M.A. in Teaching English as a Second Language (TESL) from The University of Illinois in 1975 and received his Ed. S. in Curriculum and Instruction from The University of Tennessee (Knoxville) in 1979. He served as an English as a Second Language (ESL) intern in Puerto Rico for The University of Illinois. Later he worked as ESL instructor at Bangkok Christian College (Bangkok, Thailand) and as an ESL instructor at Thammasat University (Bangkok, Thailand). Later he joined a material development project at Chulalongkorn University (Bangkok, Thailand). He has served in a number of different capacities at the American University Alumni Language Center (AUALC) (Bangkok, Thailand): instructor, organizer of teacher education programs, materials developer, consultant and Evening Supervisor of Teachers. In 1979 he was an ESL instructor at the English Language Institute, The University of Tennessee (Knoxville). His current project is to rewrite a series of AUALC textbooks.

He has had two articles published in the English Teaching Forum and is a recipient of a United States Information Service Unit Honor Award for his role as a television teacher in the national Thai television series, "Tune into English." He is also a member of Eta Sigma Phi and Kappa Delta Pi.