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SUPPLEMENTARY DRILLS FOR ENGLISH 900,
BOOK ONE

by

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PART ONE

PREPARING THE DRILLS

THE ORAL APPROACH TO LANGUAGE TEACHING

Introduction

To say that modern methods of language teaching began during the Second World War would be an overstatement, but not too much of one. At that time the linguistic approach, or oral approach, to language teaching became the dominant theory. Early in the century the translation method of language teaching had been replaced by the direct method. The direct method eliminated the students' native language from the classroom and eliminated the teaching of formal grammar rules, which all too often had become more the end of a language course than the means. But the direct method failed to give proper weight to systematical analysis of the new language, failed to put the oral basis of all language in its proper perspective, and failed to utilize grammatical comparisons of the native language with the language to be learned.

During World War II, under pressure from the American Army to teach many modern languages--including some little known ones--in short spaces of time, linguists and language teachers cooperated to produce new language courses and a new method of language teaching called the oral approach. The oral approach now dominates virtually all modern thinking on the subject of teaching foreign languages.

The Oral Approach

Charles C. Fries, one of the early teachers involved in developing and teaching the oral approach at The University of Michigan, states that it has two essential features that distinguish it from

other approaches: First, a more "clearly defined goal for the first stage of language learning";¹ and, second, "a much more complete understanding of what is essential in the materials to be studied in order to attain that goal."² The goal is an initial oral facility in the language--the ability to understand and employ the basic patterns and structures of the language. The essential materials to be studied must be based on a linguistic analysis of both the target language and the native language, and must be organized into a systematic presentation.³

It is useful at this stage to distinguish between an approach, in this case the oral approach, and the specific methods employed which follow that approach.⁴ This introduction will discuss several different methods, but all of them will follow the oral approach.

The oral approach encompasses any program of language teaching that sets as its initial goal the mastering of the skills of speaking and understanding before the skills of reading and writing. Further, it must make use of linguistic studies of both the languages involved in the teaching situation--the native and the target languages. It will have to employ mainly oral teaching methods, but it is important to observe that there is nothing in this definition which

¹"A New Approach to Language Learning," Teaching English as a Second Language, ed. Harold B. Allen (New York: McGraw-Hill Book Co., 1965), p. 84. Reprinted from ELEC Publications, 4.1-4 (1960), the English Language Education Council, Tokyo.

²Ibid., p. 85.

³Ibid., pp. 85-6.

⁴Edward M. Anthony, "Approach, Method, and Technique," English Teaching Forum, III, No. 1 (1965), p. 7. Reprinted from English Language Teaching, XVII, No. 2 (1963). Also reprinted in Allen.

rules out the use of written materials. The initial goals, however, are never in terms of written skills, even though written materials may be used to further oral goals. According to Fries:

"Oral approach" is a name primarily for the end to be attained in the first stages of language learning rather than a descriptive limitation of the permissible devices to attain that end. That end is the building up of a set of habits for the oral production of a language and for the receptive understanding of the language when it is spoken.⁵

Methods Within the Oral Approach

Three different, but not radically different, methods within the framework of the oral approach have been developed that are worth mentioning here: the SEN-SIT method, the MIM-MEM method, and the pattern practice method.

The SEN-SIT method organizes the syllabus into a series of SENTence-SITUations which are, according to Dr. I. A. Richards--co-originator of the method with Miss Christine Gibson--"unit[s] made up of a sentence in the situation which gives it meaning."⁶ The SEN-SITs are organized into an "ideal order"⁷ which presents the language in the most reasonable order for learning it. The SEN-SITs are best explained to the students through pictures. Vocabulary is limited to structure words, useful content words, and "words needed to manipulate the SEN-SITs."⁸ This involves about 500 words at the

⁵Teaching & Learning English as a Foreign Language (Ann Arbor: The University of Michigan Press, 1945), p. 8.

⁶Notes for a Discussion of Elementary Language Teaching, a lecture delivered by I. A. Richards for UNESCO, Paris, June 19, 1947, p.2. Here quoted from Anne Cochran, Modern Methods of Teaching English as a Foreign Language (Washington: Education Services, 1957), p. 31.

⁷Ibid.

⁸Ibid., p. 33.

beginning level.⁹ Drills are produced from the sentences and vocabulary available. Richards has developed the whole idea into a book called English Through Pictures¹⁰ which he has taught with some success.¹¹ Describing the method so briefly does not do it justice, but it is clear that the approach is a little too simplistic to effectively teach the complexities of English. English simply cannot be completely divided into a series of units like SEN-SITs. Nevertheless, except for the use of comparable analyses of the grammars and sound systems of the native language and the target language, the essential features of the oral approach are present.

The MIM-MEM method, though similar in the sound of its name, is quite different. It begins with language situations--dialogs or basic sentences--which are MIMicked and MEMorized. From these are drawn the structures of English which are then practiced with drills based on the original material that was memorized.¹² The MIM-MEM method is one of the two most common methods which follow the oral approach,¹³ the other being the pattern practice method. The essential difference between the two is that the pattern practice method begins with the structures to be taught and organizes basic sentences,

⁹Ibid.

¹⁰New York: Pocket Books, Inc., Cardinal Edition, 1952.

¹¹Cochran, p. 36.

¹²Anthony, pp. 9-10.

¹³The most widely known examples of texts based on the MIM-MEM method are those of the Spoken English Series by the American Council of Learned Societies (Washington: by the Council, 1953--).

dialogs, and drills around them,¹⁴ whereas the MIM-MEM method begins with the language situations--base sentences or dialogs--and the structures and drills are developed from them.

The method of pattern practice has become the most widely accepted of the various ways of following the oral approach. It is the method that will be followed in the construction of drills for this project. The following section considers the pattern practice method in closer detail.

The Pattern Practice Method

Robert Lado defines pattern practice as follows:

There are many types of pattern practice, but simple repetition and conscious-choice drill on linguistic problems are not pattern practice in the technical sense. These are preceding stages of practice. Pattern practice is rapid oral drill on problem patterns with attention on something other than the problem itself.¹⁵

This is a definition of pattern practice, but it will be useful to define the pattern practice method as beginning with dialogs, repetition, conscious-choice drill, including pattern practice, and continuing through reading and writing. This would encompass a complete method within the scope of the oral approach. But the core of the method remains pattern practice. Lado goes on to say that

in pattern practice, the student produces a sentence after each cue at normal conversational speed. A class may produce 20 to 30 different sentences per minute following as many cues

¹⁴"One of the principles of An Intensive Course in English [one of the most important series that follow the pattern practice method] is that the teacher should begin with a structural point and work toward situations in which it occurs." From "Teacher's Introduction," Franklin, et al., Vocabulary in Context: An Intensive Course in English (Ann Arbor: The University of Michigan Press, 1964), p. vii.

¹⁵Robert Lado, Language Teaching, A Scientific Approach (New York: McGraw-Hill, Inc., 1964), p. 105.

supplied by the teacher. This represents 1,000 to 1,500 recitations in a fifty-minute class.¹⁶

It is important to note the idea that the student's attention is drawn away from the point that the drill is practicing in order to make the pattern automatic and unconscious. Look at the following drill:¹⁷

T: ¹⁸	he	S:	He's always busy.
	she		She's always busy.
	you		You're always busy.
	we		
	they		
	John		
	Mary		
	Mr. Lane		
	I		

The purpose of this drill is to teach the position of always.¹⁹ It is done not by substituting words for always, but by diverting the attention of the student away from always to the subject. There is, of course, no doubt that important incidental learning on the use of pronoun subjects and their corresponding verbs also takes place.²⁰

There has been criticism of the pattern practice method along several lines. Regrettably much of the criticism has resulted merely

¹⁶ Ibid., pp. 105-6.

¹⁷ English Language Institute Staff (Lado and Fries), English Pattern Practices: An Intensive Course in English, Lesson II, p. 24. For clarity no quotation marks have been placed around quoted drills. The citation is always for the entire drill.

¹⁸ "T:" and "S:" standing for Teacher and Student have been added for clarity. In the original the context showed which sentences were for which. This has been done throughout the paper.

¹⁹ The drill is practicing a pattern established in English Sentence Patterns: An Intensive Course in English, Lesson II, p. 17.

²⁰ William G. Moulton, "What Is Structural Drill?" International Journal of American Linguistics, XXIX, No. 2 (April, 1963), p. 14.

from a resistance to change. But some very important criticisms have been suggested. The most telling is the question of whether pattern practice teaches the form of the language without proper regard for meaning. For example, in the drill quoted above, just exactly who is the Mr. Lane that is "always busy" and what is he busy doing? A student or teacher would be hard pressed to know. This is such an important point that it will be necessary to devote a later section to considering it.

Two other important criticisms of the pattern practice method have been presented by Wilga M. Rivers in her book The Psychologist and the Foreign-Language Teacher in which she looks at the pattern practice method from the viewpoint of psychology. The first criticism is that pattern practice can be, plainly and simply, boring.²¹ This would be especially true if a student were confronted, as Lado suggests, with 1,000 to 1,500 cues and responses in a fifty minute period. Except perhaps in the case of extremely highly motivated students, it becomes necessary to introduce variety into the classroom in the form of reading, writing, stories, poetry, pictures, movies, and whatever else the teacher can devise. In spite of all that is done to vary the procedure and make the drills interesting, boredom is always a danger in the pattern practice class.

Another criticism is more organic. Rivers suggests that the idea of drawing the attention of the student away from what he is learning is open to question.²² She suggests that the student should

²¹Wilga M. Rivers, The Psychologist and the Foreign-Language Teacher (Chicago: The University of Chicago Press, 1964), p. 150.

²²Ibid., pp. 152-3.

be aware of what the teacher is expecting him to be learning from a given drill. Lado does not believe that the student should be told nothing at all of what he is expected to learn. Fries and Lado's English Sentence Patterns clearly sets out the grammatical points that are to be learned in a given lesson. Lado's point is that during a given drill, the student's attention should be drawn away from the specific point of learning.²³ Rivers would seem to disagree, pointing out that the drill would have more meaning to the student if he possessed this information.²⁴ At this stage it is only possible to conclude that the matter is unresolved.²⁵

In the presentation of drills in this project I have followed Lado and not provided such information for the student.

The English Language Institute

Much of the early development of the pattern practice method took place in the 1940's at the English Language Institute of The University of Michigan under the direction of Charles Fries. The program there centered around training Latin American students who planned to attend college in the United States.

At that time they developed and published An Intensive Course in English for Latin American Students (1943) which was the first

²³This is an integral part of Lado's definition of pattern practice. See page 6 above.

²⁴Cf. Clifford H. Prator, Jr., "Introduction: To the Teacher," Manual of American English Pronunciation (Rev. Ed.; New York: Holt, Rinehart and Winston, 1957), pp. ix-xxii. Prator points out that in pronunciation drills it is essential that the student understand clearly what the drill is focusing on.

²⁵Cf. Moulton, p. 14. At this stage a definitive statement seems impossible.

significant text book in English as a foreign language to employ the pattern practice method. Its latest revision, An Intensive Course in English²⁶ is still one of the very few texts available that follow the oral approach systematically. The influence of the English Language Institute has perhaps been disproportionate due to the fact that they were the publishers of virtually the only texts in the field for years, but this influence cannot be overestimated. The book English Through Patterns²⁷ which is used in the University Orientation Program of the American University of Beirut is based on English Sentence Patterns. If one opens the Robert College (Istanbul) books, Spoken English for Turks, he will find that the authors express their indebtedness to the "'patternpractice' methods developed at the English Language Institute of the University of Michigan."²⁸

Then in the 1950's former students of Charles Fries were responsible for the first oral approach text designed for students

²⁶This consists of four books: English Sentence Patterns (1957), English Pattern Practices (1958), English Pronunciation (1958), and Vocabulary in Context (1964). The original date of the series was 1943. The first basic revision was in 1953, when it became An Intensive Course in English. According to the preface of Vocabulary in Context (p. v.) "Revision . . . has been going on without interruption since 1956." The latest dates are those given in the list in this note.

²⁷Howling, Axelby, and Eskey (American University of Beirut), English Through Patterns, An Intensive Course in English Grammatical Structures for Students of English as a Second Language (Beirut: Khayats, 1963).

²⁸Charles, Downing, Jaekel, and Wise, Spoken English for Turks (2nd Rev. Ed.; Istanbul: English Language Division, Robert College, 1965), Bk. 1, p. v. One of the essential differences in the revised edition is the inclusion of additional pattern practice. Cf. the entry "American Council of Learned Societies. Spoken English Series." in Reference List of Materials for English as a Second Language (Part I: Texts, Readers, Dictionaries, Tests), ed. Sirarpi Ohannessian (Washington: Center for Applied Linguistics, 1964) p. 4.

younger than University age. This was Fries' American English series developed for use by elementary and secondary students in Puerto Rico, published in Boston by D. C. Heath in 1953.

These beginnings have now begun to bring forth several new textbook series designed for general circulation in schools. English 900 is one such series.²⁹

The Question of Meaningful Drill

Ever since pattern practice was developed in the 1940's, a greater concern for the question of meaning in the drills has been expressed. The Michigan materials have been accused of being mechanical drills which neglect the problem of making the sentences that the students utter meaningful to them. This is not to say that they do not understand the lexical meaning of the drill sentences, but just how much meaning can "He works for the government, doesn't he?"³⁰ have for a student who has no idea who he is and may not know anyone who works for the government?

This question is a serious and difficult one for teachers and textbook writers. It has been strongly suggested that the drills can and must be put into meaningful contexts for the students. An Intensive Course in English simply does not do this.³¹ Neither, for that matter, do other oral approach textbooks that have come on the market. For the most part they present what is now called mechanical drill.

²⁹See below: The Selection of English 900, pp. 24-26.

³⁰This is the expected student response to the given teacher's cue: "Does he work for the government?" English Sentence Patterns, p. 274.

³¹It does provide 16 foldout charts in English Pattern Practices.

"The approach is mechanistic, and the drills tend to become soulless. . . . No language can function in vacuo, outside a cultural context; nor can it be successfully taught without that context."³²

One suggested solution to this problem is the use of pictures in the classroom. In "Picture Exercises for Oral Drills of Structure Patterns," Maxine Buell of The University of Michigan³³ states:

Pictures make at least three important contributions to language teaching. . . . Pictures help us avoid verbalism in our teaching; they give reality to what we are explaining. Second, pictures help the teacher suggest contexts which are outside the classroom setting. Some contexts are very difficult to recreate in words alone, and, if the teacher does manage to recreate them, it is only with the loss of valuable time. The third advantage follows closely. Pictures help the teacher change contexts rapidly and easily. This is a most important advantage in language teaching in which we wish to give the student a variety of opportunities to use a given language pattern. A simple change of pictures provides³⁴ the student with a new challenge to employ what he is learning.

A proposal from Canada contained in an article in English Language Teaching, "An Experiential³⁵ Approach to the Teaching of English as a Second Language," describes an extensive program of trips outside of the school on which the students carry polaroid cameras, a movie camera, and a tape recorder. They produce a five minute movie, many snapshots, and a tape, all of which are pictures

³²Paul Christophersen, "Is Structuralism Enough?," English Language Teaching, XXI, No. 2 (January, 1967), p. 113.

³³Buell planned the charts for English Pattern Practices. See note 31 above (page 11).

³⁴"Picture Exercises for Oral Drill of Structure Patterns," Selected Articles from Language Learning, Number 1, English as a Foreign Language (Ann Arbor: The Research Club in Language Learning, 1953), p. 97. Reprinted from Vol. III, No. 1 & 2.

³⁵The title printed in the journal reads "An Experimental. . .". However, an Erratum slip included with the issue indicates that the correct title is "An Experiential Approach. . .".

relating to an experience that the entire class has shared. This then provides the basis for relating the grammatical drill material to experiential situations of the students.³⁶

F. L. Billows, in his book The Techniques of Language Teaching, suggests that teaching should be situational.³⁷ By this he means that it should be related to actual situations of the students.

If the need for the language we use is urgently felt it is learnt quickly. We are making a village with cardboard houses and paper trees in the first few weeks of learning the language; a boy wants more sticky paper to stick the walls of his house together. He hesitates and looks at the sticky paper in the teacher's hand: "May I have some sticky paper, please?" whispers the teacher in his ear. "May I have some sticky paper, please?" he repeats urgently, reaching for the roll, and in no time the rest of the class are repeating the formula, varying it with: "May I have some green paper?" . . . etc.³⁸

He goes on to suggest that classroom instructions should always be given in the language to be taught, for they provide situations.

All of these ideas--from pictures to elaborate cameras to situations in the classroom--are admirable. Nevertheless they do not solve the fundamental problem that there are some things that must be taught and for which meaningful drills cannot be produced that would not intrude excessively on classroom time. Lado places great stress on the value of a tremendous amount of drill items to be covered in a short time. Taking the time to establish contexts, get out pictures, arrange class dialogs, or employ any other devices to obtain meaningful drill takes time. That is time taken away from drilling. It then

³⁶J. R. Gladstone, English Language Teaching, XXI, No. 3 (May, 1967), pp. 232-3.

³⁷(London: Longmans, 1961) pp. 6-8.

³⁸Ibid., p. 7.

becomes a matter of weighing quantitative mechanical drilling against meaningful drilling of less quantitative efficiency. It would be wrong to suggest that quantity should be all that matters. It is, rather, a matter of judging how easily and how efficiently meaningful drill can be introduced to replace mechanical drill.

For example, consider the vocabulary item king. There is no question that this word must be taught. It is introduced into these supplementary drills at Drill 1, Unit 2 (page 63). The sentence is "Odysseus is a king." This sentence should be meaningful for the students for they will have just finished reading a story about Odysseus in their supplementary reader.³⁹ But the students will not retain the word king unless they are drilled on it several different times. However, it is not always possible to find a context as useful for the second and third uses of the word. The word next appears in these supplementary materials in Drill 2, Unit 3 (page 70) in which the student converts the teacher's cue "I'm a king" into "I'm not a king." Care has been taken to make the utterance of the student factually correct, but it is not in a meaningful context. But, is it worth developing a meaningful context to review this word? If the students have forgotten the meaning, they can be told it. But the story about Odysseus is a week and a half old--it would not be useful for establishing a meaningful context. A definite judgement has been made in this case, favoring quantitative efficiency over meaningful context.

It is possible to use readings, dialogs, projects, and

³⁹A. M. Nashef, "Odysseus and Circe," Seven Greek Tales (Longmans' Structural Readers; London, 1965), pp. 9-12.

arranged classroom situations that are meaningful even though they are contrived or fictional. But sometimes more time is spent in setting up a situation to teach a particular structure or vocabulary item than the class can afford to spend on that item. P. D. Strevens states the problem most effectively:

It is generally accepted that languages are learned and taught more rapidly and effectively if they relate to real situations, and teaching now tries to concentrate on matching the language content of lessons to language which actually occurs in particular contexts. The difficulty of putting this apparently obvious maxim into practice is at least two-fold: in the first place it is hard to reconcile the teaching of a wide range of situations to the fact that the teacher and pupil alike remain enclosed in the same familiar, restricted classroom; in the second place, the addition of contextualization to the other criteria for selecting and arranging the language content of courses makes the whole task exceptionally difficult, since the demands of a particular situation may conflict with the tenets of grading in vocabulary, grammar or even phonetics. These problems are part of the price of greater sophistication: the reward, once the problems have been solved, lies in more effective teaching.⁴⁰

There is no denying this, and thus the struggle goes on to make pattern practice meaningful to the students. Recognizing the difficulty and often the near impossibility of obtaining meaningful situations without the loss of efficiency, I have not hesitated to use purely mechanical drill in the materials prepared for this project. This has been done for the simple reason that the material must be taught, the necessity for pattern practice is assumed, and the advantages of mechanical drill over no drill at all, or a very inefficient use of time, are clear.

⁴⁰Papers in Language and Language Teaching (London: Oxford University Press, 1965), p. 15.

The Construction of Pattern
Practice Drills

Remembering that drills are not the entirety of the course materials for a course in English as a foreign language, we can now consider the nature and specific functions of the drills. Basically drills are intended to teach or practice three areas of learning: pronunciation, structure, and vocabulary.⁴¹ It is impossible to construct a drill that does not include all three of these, for no drill can avoid pronunciation, structure, or words. But drills are written with specific purposes in mind and these purposes can be broken down into these three general categories.

Pronunciation Drills: Drills intended to teach pronunciation--pronunciation is taken as a quite general term including listening and understanding as well as production of segmental and supra-segmental phonemes--form a special category of drill that is an essential part of any course. However, they are beyond the scope of this project, as the drills contained here will not have the teaching of pronunciation as part of their goal, that being left to other parts of the course.⁴²

Structural Drills: The bulk of the drills in any course will be structural drills. Their purpose is to make the use of the

⁴¹Fries, in Teaching & Learning English as a Foreign Language, divides the items to be taught by pattern practice into "The Sound System," "The Structure," and "The Words" (These are chapter titles).

⁴²These four books are recommended as sources of pronunciation drill material: English Pronunciation; Richard Yorkey, American English Pronunciation Practice (Beirut: American University of Beirut, 1965); Prator, Manual of American English Pronunciation; and English Language Services, Drills and Exercises in English Pronunciation (three volumes: Consonants and Vowels and Stress and Intonation, Part 1 and 2) (New York: Collier-Macmillan International, 1966 & 1967).

structural patterns of the language automatic. It is not important that a student learn about these patterns, or that he understand the grammatical system underlying them. What he must be able to do is to use them without thinking about them. Even if it is decided that it will help a student to tell him a specific grammar rule, this is only a teaching device. For example, it might be very reasonable to tell a beginning student that the word am always goes with I and with no other word. But, he has not learned the grammatical item until he can produce sentences which use it without reference to the grammatical rule.

Structural drills are developed from an analysis of the grammar of English. William G. Moulton, in a paper titled "What is Structural Drill?" delivered at the Third Language Laboratory Conference,⁴³ suggests that the three currently competing forms of grammatical analysis of English provide three separate and useful forms of structural drill. (1) Tagmemics is particularly well suited to the construction of substitution drills and some forms of integration drills. (2) Immediate constituent grammar forms the basis for completion drills and some forms of integration drills. (3) Transformational grammar lies behind conversion drills and other integration drills.⁴⁴ This means that drills are not simply ways of moving the language around to give the student practice reciting English. Rather, the student is learning to operate the language in patterns that actually correspond to the structure of the language. For example, consider the following two drills (written with only one drill sentence,

⁴³Loc. cit.

⁴⁴Moulton, pp. 11-14.

as they are for example purposes):

General directions for both drills:

Convert to past time by using have or has.

1. T: I go to school.
S: I have gone to school.
2. T: Do I go to school?
S: Have I gone to school?

The first of these drills is a perfectly good drill. It conforms to a transformational analysis of the grammar of English. The second drill, on the other hand, does not. It is not impossible to make the required conversion, but it is awkward. It means removing the word do after the introduction of the helping verb have. A proper transformational analysis of "Have I gone to school?" would show that the have and the participle morpheme (which changes go to gone) have to be introduced before the "question"--or any--transformation can take place. This eliminates the needless insertion of do and its subsequent removal. The drill, however, reverses the two steps, teaching the students to operate the language in a manner that is not natural and can only be confusing. The only way to avoid awkward drills like the second one above is to base all drills on adequate grammatical analyses of the language.

Drills must also be in a sequence. For example, it would be unreasonable to teach the past perfect before the simple past. But should one teach the negative before the interrogative? Only a grammatical analysis of the language can answer that question.⁴⁵

⁴⁵Different analyses would yield different answers. This is of no consequence provided that an entire syllabus is based on a single analysis.

It will also be necessary to introduce pedagogical considerations of difficulty, usefulness, and the like into the consideration, but they cannot determine the sequence of teaching by themselves.

Vocabulary Drills: Since it is impossible to teach structure without words, the vast majority of vocabulary items to be taught in the first stages can be introduced in the structural drills. Virtually every developer of pattern practice materials limits the vocabulary to those items needed to operate the patterns with variety.⁴⁶ With such a limitation, there is no need to have special vocabulary drills--except perhaps at the very beginning when a very basic vocabulary of content nouns and verbs must be taught, perhaps employing classroom objects and simple activities such as chalk, book, paper, walk, talk, and run.

However, the time must come when more difficult words have to be taught. At that time it may be useful to design drills for the purpose of teaching or reviewing new vocabulary. Edward Anthony in "The Pattern Practice of Meanings" suggests that this will be necessary and, furthermore, that words must continue to be drilled after the initial introduction and teaching in order that they be retained.⁴⁷

There is disagreement about the proper time to define or explain--by whatever means--a word when it first appears in a pattern. The Introduction to the Basic Course in Spoken English of the Iran-America Society tells students:

⁴⁶ See Fries' chapter, "The Words" in Teaching & Learning English as a Foreign Language, pp. 38-56.

⁴⁷ Selected Articles from Language Learning, Number 1, English as a Foreign Language, pp. 157-9. Reprinted from Vol. II, No. 3.

If you don't understand the meaning of a particular word immediately, don't worry about it. You may find by the end of the lesson, after you have used the word several times in exercises, that you do understand its meaning. If you don't understand, don't interrupt the class. Ask your teacher after class and try to understand the meaning of the word in English. ⁴⁸

However, this means that the student may be repeating several sentences that he does not understand. The alternative is to take the time to define (by picture, translation, or circumlocution) each new word as it appears in the structural drills. This means slowing down the drills and spoiling the rhythm of their presentation. This remains a problem without a definitive solution. However, having taught for the Iran-America Society following their directions, I agree with them. Students seemed to have very little difficulty in understanding words after they had met them several times in several different contexts, even though the first few times they met them they were meaningless.

Drills in the Context of a Complete Program

A complete program of English as a foreign language must include many things other than pattern practice. This project is concerned only with the production of drill material. However, at this point it is important to remember that pronunciation, reading, and writing are an essential part of any curriculum. In Beirut, with students whose native alphabet is different from English, it is necessary to teach them to write. Furthermore, no English class can carry on without variety in the classroom. Audio-visual materials, games, and pictures all must be a part of the curriculum, contributing

⁴⁸(Tehran, 1965), p. vi. The books contain a Farsi translation of this introduction.

to the goals of the course and operating parallel to the pattern practice, but providing variety and interest to a procedure that can often become dull.

Eventually every program must advance beyond the oral-aural stage. Reading, and later, composition must become the central focus of the course. Literature also may be a part of the curriculum. It is all too easy to lose sight of these things as pattern practice becomes the center of attention.

ENGLISH TEACHING IN THE LOWER SECONDARY
CLASSES AT RAWDAH HIGH SCHOOL

Goals of the Rawdah High
School English Program

The primary goal of the English program at Rawdah High School is to teach students English up to a standard sufficient to pass the Lebanese Baccalaureate Examination (Part I) at the end of their sixth secondary year. In addition they are required to study mathematics and science in English from their first secondary class. The literature syllabus leading to the Baccalaureate is considered to be a two year program; consequently virtually all of the "language" teaching is designed to be completed by the end of the fourth secondary.

For the lower secondary classes--first, second, and third--this presents special problems. Upon entering the first secondary, students are supposed to have completed six years of elementary English. In the Rawdah elementary this means the completion of the Nasr Active English series and a reading ability equivalent to stage four of the Longmans Supplementary Readers.⁴⁹ In practice, however, students entering the first secondary are not prepared at that level. This is partly because of weaknesses in the English program in the elementary school at Rawdah, both past and present; and, more importantly, because students are constantly changing schools, so that only a little more than half of the first secondary classes come from the Rawdah sixth elementary class, and very few have been through all

⁴⁹Vocabulary level: about 1,400 words.

six years of the elementary at Rawdah.

As a result, students entering the first secondary, in general, have been taught, but have not learned, the basic structures of English; have learned, but have not learned to use, a vocabulary far beyond their level; have learned to read by puzzling over each sentence and word, but have not understood the process of reading to absorb information rather than to complete an exercise; and have been told to write compositions, but have not been taught to compose acceptable English. Out of this hodgepodge the first secondary teacher is supposed to plan a syllabus. Consequently, the English Department at Rawdah has decided that the main emphasis in the first three secondary classes should be in three areas.

First, the structure and patterns must be taught over again from the beginning. The students make mistakes at all levels of structure and the only adequate way to eliminate them is to begin from the beginning. We have confidence in the oral approach and the pattern practice method and use it to teach English structure.

Second, we do not forget that the students read beyond their ability to speak and understand. The reading program must be at their level of reading. It must be structured to teach them how to read silently, rapidly, and with the goal of enjoyment and the absorption of information.

Third, composition cannot be neglected and is begun with controlled writing in the first secondary. Free composition of sentences and paragraphs does not begin until the second secondary, and students do not attempt full compositions until the third secondary.

In this project I am primarily concerned with the first of these three areas, the teaching of the structure through pattern practice. The paper turns now to the selection of a textbook to meet the oral goals outlined above.

The Selection of English 900

In the wake of the development of modern oral theories of foreign language learning there has arisen a real need for textbooks--and especially complete textbook series--that follow the oral approach. Most of the books currently in use or available to teachers do not fill this need. A few textbooks and series have come on the market which do follow the oral approach, but none of these really fills the needs of Rawdah classes. The basic oral approach courses are designed for beginners, and are consequently too slow and do not have enough reading and writing for the special situation under consideration here.

In facing the above textbook problem when selecting texts for the lower secondary classes at Rawdah, I considered the following five textbook series as--to my knowledge at the time (spring, 1966)--the complete selection of integrated textbook series that are based on the oral approach:

1. The Iran-America Society Basic and Intermediate Courses in Spoken English. These were immediately rejected because they are not available in Beirut. They are excellent books as far as they go, but they are too simple for secondary students that have had English in elementary school. Further, they are too culturally and linguistically oriented to Iran.

2. An Intensive Course in English by the English Language Institute Staff. These books are designed as an intensive course. As such they are not suitable to Rawdah. The text presentation is not designed for year by year textbook assignment. The drills quickly become quite advanced and complicated, being designed for college-age students. In addition the series is primarily designed for Latin American students. The revision of English Sentence Patterns for Arab students that is used in the University Orientation Program (English Through Patterns) suffers from all of these problems, plus the fact that it lacks the coordinate material provided by the other three volumes of the original course.

3. English for Today.⁵⁰ This six volume series was and remains a real possibility for Lebanon. However, reports from at least one teacher that has taught the books indicate that there is a serious lack of material interesting to students. The format is crowded and clumsy. If I were teaching these books I would expect students to become confused and bored with them. It would be particularly difficult to integrate these books with supplementary reading and writing materials. However, it must be stressed that the rejection of these books was not made on the basis of experience teaching from them and thus may, in fact, have been in error.

4. English This Way.⁵¹ This series was rejected mainly for

⁵⁰National Council of Teachers of English (Project Director and General Editor: William R. Slager). Six books: I, At Home and at School; II, The World We Live In; III, The Way We Live; IV, Our Changing World; V, Life in English-Speaking Countries; VI, Literature in English. Teacher's texts available. (New York: McGraw-Hill Book Co., Inc., 1962-64).

⁵¹Ten volumes, two Teacher's Manuals. (New York: The Macmillan Co., 1963-65).

the reason that it moves too slowly. Like English 900, it is by English Language Services and is probably of about the same quality as the English 900 series that was finally chosen. However, English This Way is a twelve volume series and English 900 is only six. This means that it covers only slightly more material at about half the rate of speed. Rawdah High School needs a series that can be used throughout the first three secondary classes.⁵² Adopting English This Way would mean either using four books a year--which would place an impossible book purchase problem on the students--or leaving out the first and/or the last books in the series--which would not be satisfactory for it would mean that the series of patterns introduced throughout the series of books would be incomplete.

5. English 900 by English Language Services. This was finally selected for the following reasons: It is a beginning course, so it leaves out no pedagogically important patterns: it assumes no prior knowledge of English structure. But, being an adult-oriented book, it moves quickly through the basic materials. It soon becomes a challenge for the students. It has written exercises that supplement the material studied orally. It has a large supply of oral drill materials--but not enough. It is systematically organized so that additional materials can easily be added. Further, it comes with an excellent Teacher's Guide that gives keys to the grammar being taught in each lesson and also supplies complete vocabulary information. Generally, although it has a number of faults, I considered it to be

⁵²It has been decided that oral drill should be completed by the end of the third secondary, leaving the fourth secondary for intensive reading and writing and beginning literature--in preparation for the Lebanese Baccalaureate syllabus which begins in the fifth secondary.

the best basic textbook series available to Rawdah.

English 900 was therefore chosen--to be used at the rate of two books per year for the three lower secondary years. It has to be supplemented both by other texts to teach reading and writing, and by additional drill materials to reinforce those in the books.

Supplementary Texts for Reading and Composition

Reading and composition must form a part of the lower secondary program. The English 900 series has a graded reader to go with each book. However, they are much too simple for the students at Rawdah who have been reading in the elementary. Therefore, the series has to be supplemented by books at the level of the students. During the first secondary, students read the following three readers published by Longmans: Seven Greek Tales (Structural Reader, Stage 3), True or Not? (Pleasant Book in Easy English, Stage 4), and The Adventures of Tom Sawyer (Structural Reader, Stage 5). Seven Greek Tales and the first twenty-nine stories from True or Not? are used with Book One of English 900.

Rawdah High School also uses composition texts as part of a secondary composition program leading to the writing of mature compositions in the fourth secondary. In the first secondary the book Elementary Composition Pieces by L. A. Hill (Oxford University Press) is used. This book is essentially a series of paragraphs to copy with substitution slots inserted in them. The student chooses the substitution items he pleases to make his own paragraph.

Supplementary Drill Materials
for English 900

There are two serious difficulties with the drill material in English 900. First, there is not enough of it; and, second, there is not enough variety--it is almost exclusively substitution drills.

The Teacher's Guide suggests that in a regular course each book should take up sixty hours of class time--not supplemented with extra materials. In an intensive course the class hours should be doubled for the same text materials. By comparison, the Iran-America Society Basic Course in Spoken English uses one book, of approximately the same length as the English 900 books, for twenty-eight class hours. The problem is simply a matter of quantity. Either the teacher has to repeat a single exercise so many times that the students become bored, or he has to have a vast store of exercises that cover the same material in a variety of ways. This is not provided by English 900.

In addition to the lack of sufficient quantity, the emphasis on substitution drills makes the classroom presentation very lopsided and uninteresting for the students. Clearly what is needed for use with English 900 is a series of supplementary drills, designed to go with the units of English 900. The purpose of these drills would be to provide the quantity and variety of drill material that is lacking in English 900. Since the intention is to use the books and supplementary drills in the first, second, and third secondary classes of Rawdah High School, the drills will also give an opportunity to increase the vocabulary level of the course to include all of the words of the General Service List, and some others in addition, selected from the readers used and from the particular needs at Rawdah.

The purpose of this project is to prepare the supplementary drill material to accompany Book One of English 900. It is presented in Part Two.

THE CONSTRUCTION OF SUPPLEMENTARY DRILLS
FOR ENGLISH 900, BOOK ONE

Criteria for Evaluating a Drill

In judging the quality of textbook drills as a means of judging textbooks, in determining the usefulness and effectiveness of the specific drills in English 900--particularly the substitution drills for which supplementary lists of substitution items are to be supplied--and in evaluating the drills that I have prepared, it has been necessary to establish a set of criteria. These criteria provide a basis for determining if a drill is an effective teaching instrument or not. They are set out below.

1. A drill must have a focus--a grammar, vocabulary, or pronunciation item that is to be taught. This does not mean that each drill teaches something new. Rather, it means that each drill has a purpose in terms of the overall goals of the syllabus in which it appears. This may be to teach a new point or to reinforce a point that has already been taught. But regardless of what its focus is, a good drill must have a purpose--something that it teaches. It must not be just words or sentences that put students through motions for the sake of filling time or books.

2. A drill must actually teach the point being focused on. The drill must be constructed in such a manner that the student learns the material intended. It is not enough that a drill has a focus and that it uses structures related to that focus. It must use them in such a way that it teaches them.

Suppose that a drill is needed to teach question patterns

beginning with do. That is then the focus of the proposed drill. But just because a drill uses a pattern does not mean that it focuses on it or teaches it. Drill 7, Unit 3 (page 72) employs the question pattern beginning with do, but it does not teach this pattern, for only the teacher uses the question pattern. In fact, the drill focuses on the form of the short answer, in the students' first response; and on the recognition of vocabulary items, in the students' second response.

3. A drill must not attempt to teach simultaneously two different things that may be confusing when presented together. Attempting to teach the ordinal and the cardinal numbers at the same time would surely result in confusing the two. Teaching the helping words have and will at the same time would certainly lead to constructions like "I will taught the lesson" while teaching may and will together would probably not result in mistakes at all.

Perhaps the most common error of this kind is trying to teach simultaneously a rule and its exceptions--especially its common exceptions which the teacher is likely to feel are important and therefore should be introduced immediately. The following drill, which is a copy of the first draft of the present Drill 7, Unit 2 (page 64), is teaching the going to pattern:

T: Are you going to work? School.
S: No, I'm going to school.
.
T: Are you going to work? Byblos.
the bus.
Rawdah High School.
home (watch the "to").
the store.

Home is an exception to a rule here. The note to the teacher to "watch the 'to'" is useless. By the time the teacher discovers it,

the student will have said, "No, I'm going to home." Going home is an exception and should be taught at a later time, after going to has been established. Teaching it at this point can only be confusing. Consequently, in the revision of the supplementary drills for Unit Two the cue home has been eliminated.

4. Drills must follow a linguistically and pedagogically sound sequence, and an individual drill must not deviate from that sequence. Such a sequence must take into consideration the pronunciation, grammar, and vocabulary that is to be taught. Such a sequence can only be worked out on the basis of an adequate grammatical, lexical, and phonological analysis of the language and of the needs of the students. Once the sequence is established, all the drills in the syllabus must conform to it. Suppose, for example, one is working with a transformational analysis of English that stipulates that questions and negatives should be taught after the helping verbs can, will, may, etc., because of the do transformation required for negatives and questions. Then the word any, which is normally associated with the negative and the interrogative,⁵³ must not be taught along with can--as it might be in the sentence "Any teacher can do it." If the negative is going to be delayed, so must everything that goes with it.

The drills given here for English 900 present a special problem of sequence. Students enter Rawdah High School with a background in English that is beyond the beginning book of English 900, although they have not mastered that material. For example, no student in the first secondary at Rawdah would be unfamiliar with the past tense,

⁵³The General Service List shows that 58% of the uses of any are with negatives, questions, and conditionals.

though he would be unlikely to consistently use it correctly. While he might say "I gone" he would never fail to recognize and properly interpret "I went." Consequently, the following rule has been followed in the preparation of these drills. Grammatical items beyond the sequence level of English 900 but not beyond the comprehension level of the students have been used in the drills in situations where the student merely repeats them and is not given the opportunity to make an error, provided he can repeat what he hears.

For example, look at Drill 3, Unit 3 (page 70). At this stage English 900 has not introduced the -ing form of verbs. Nevertheless, it is not unfamiliar to any of the students and they have no trouble understanding it. In this drill the focus is on the shift of the verb am and the subject to form questions. That pattern does not change for sentences with a noun following the am or a verb form. Mistakes with the -ing form of the verb, even though it has not appeared in English 900 Unit Three, are quite unlikely, and there is virtually no chance of the students not understanding the construction. Using the -ing form at this point has two advantages. First, it makes the material appear more difficult than it is, since there is an increase in the number of patterns. The initial reaction of students to English 900 is likely to be that the material is too simple--even though they make mistakes with the simplest parts. This is an important consideration. Second, the student gains experience using the pattern, even though it is merely repetition. Thus when the -ing form is presented for him to learn in a later lesson, he will already have had experience with it, and will be less likely to make mistakes.

The same is true for vocabulary. Words that the students are

familiar with--particularly words that appear in later books of English 900--are used in the supplementary drills without the intention that they immediately become part of the students' active vocabularies on which they can expect to be tested. That stage does not come until the word appears in English 900. But such words are used earlier in the supplementary drills for the convenience of providing more interesting drills at no expense of understanding. For example, the word girl appears in Drill 2, Unit 1 (page 63), but it does not appear in English 900 until Unit Five. But there is not a student in the class who does not know the word and there is no reason not to use it in Unit One.

5. Drills must continually review previously taught material. This is not a criterion that must be met by every drill. Nevertheless, a drill cannot help but include several different items, certainly at least one grammatical item and several lexical items. This cannot all be new material. The review portions of the drills must be systematic and thorough.

6. The structure of a drill must not encourage mistakes. The purpose of the drills is to guide students through the patterns without making mistakes. Sometimes a drill is wrongly written that guides the student into the mistake, however. The drill quoted on page 31 is a good example of such a trap. It would certainly produce an error as presented. Any drill item that is likely to produce a mistake should be omitted.

7. A drill must present no mechanical problems in its presentation. The most common mechanical problem is that the cues are too long. English Sentence Patterns gives the following oral

cue in one of its more advanced drills: "The library has a reading room on the first floor. It has a large reference room on the second floor."⁵⁴ The students are expected to listen to that and produce: "The library has a reading room on the first floor. On the second floor it has a large reference room." Whether a student of English as a foreign language is able to do that is open to doubt.

In Drill 1, Unit 6 (page 89), the cue "There's the blackboard" was originally included. It would have forced "Here's the blackboard" from the students, which is an obvious misuse of the word here. The alternative of having the teacher give the here form with the students responding with the there form was rejected for pedagogical convenience. The drill is of a nature that the teacher is likely to be among the students pointing to their books, pencils, desks and the like and using the words this and here with those objects. Confronted with "Here is the blackboard" the teacher has to walk across the room and stand near the blackboard to make the sentence have meaning. The delay caused by this would disrupt the drill far more than the item is worth. This item has been omitted.

8. A drill must be meaningful to the students. The desirability of this and the virtual impossibility of always achieving it have already been discussed. Not every drill to be presented here is able to stand the test of meaningfulness. Where I have failed in this, it is not because I was unaware of the failure but because of the extreme difficulty of preparing meaningful drills for each grammatical and lexical item that must be drilled.⁵⁵

⁵⁴P. 269.

⁵⁵It seems reasonable to note at this point that the question

Example is the best way to demonstrate what is meant by drills without meaning or context. It is difficult to imagine students being able to attach much understanding to the sentences they utter when doing the following drills, even though each of these sentences has a meaning and could be used in the context of some normal English conversation. The first is from English Sentence Patterns:⁵⁶

EXERCISE 5a.1 Listen to the statement in past time. Add another statement pattern with BUT SINCE. Use HASN'T, HAVEN'T + MET, SPENT, BROUGHT, etc. in the added statement pattern. For example:

- I met Fred last year.
 I MET FRED LAST YEAR, BUT I HAVEN'T MET HIM SINCE.
-
1. I sent her a letter last week.
 2. I spent ten dollars Friday.
 3. John lent me five dollars last month.
 4. I made a mistake in grammar yesterday.
 5. He had two operations last month.
 6. My brother cut his finger last week.
-
37. The antenna bent in the storm last summer.
 38. Mr. Rogas [sic] built two houses last summer.
 39. He let me drive his car last week.
 40. He set a swimming record early this year.⁵⁷

of meaningfulness could have been greatly simplified in the drills for this project. The syllabus of grammar and vocabulary extends over six books of English 900. Some of the material easily lends itself to meaningful drill and some is quite the contrary. A careful selection of those items in the syllabus which would simplify the meaningfulness problem would have greatly reduced the problem in Book One, only to magnify it in the other books. This has not been done, however. In fact, the nature of the first book in the series is that it uses material that is harder to place in meaningful contexts because the students do not have the structure and vocabulary available to handle many useful contextual situations.

⁵⁶Pp. 176-7.

⁵⁷Aside from an expected trouble with meaning, students doing this drill may be expected to have trouble with the pronoun objects. Aside from requiring a selection between one, any, and it, the student must also determine that no pronoun is required in sentence 37.

The second example is from Book One of English for Today:⁵⁸

21.22 Change these sentences into the past tense.

1. It's quite cool this morning.
2. It's cool and rainy.
3. It's very hot in the afternoon.
4. Betty and Sue are in New York.
5. Sue is at home.
6. Mr. Clark is sad.
7. I'm sick.
8. Alice and Doris are happy.
9. There's a map on the wall.
10. There are some books on the desk.
11. There isn't anyone in the car.
12. There are two girls in the house.

The third example is substitution drill number two, Unit Eight, of Book One of English 900:⁵⁹

2. Yes, I do. I have

a book
a pencil
a radio
a phonograph
a calendar

 . Here it is.

To ask a student to add "Here it is" to a statement about a radio seems quite out of place. To resolve this conflict I have suggested in the list of extra words for this substitution drill that it be divided into two separate drills. The first would use substitution items available in the classroom for the student to touch and say "Here it is." The second would use things which are not available in the classroom and would omit the "Here it is."

Construction Procedures
for These Drills

The following procedure was followed in the construction of these drills:

⁵⁸P. 135.

⁵⁹P. 86.

First, the general scheme of the materials was laid out. The master vocabulary list was developed⁶⁰ and the grammar to be covered in each unit outlined. The grammar sequence follows English 900 exactly.⁶¹ Any other procedure would have been impossible.

Then the supplementary readers and composition texts were selected. The first year that English 900 was taught at Rawdah High School (1966-1967), the first secondary used the readers Cowboys in Alaska (Collier-Macmillan, designed to go with English 900, Book Four), Man Against Nature (Longmans Pleasant Book in Easy English, Stage Four), and Stories to Surprise You (Collier-Macmillan, 2,000 word level). No composition text was used that year. The next year (1967-1968, as this is written) those books were replaced by the readers listed on page 27, and the composition book was added. This change has necessitated some revision, especially in the vocabulary, but it has not been extensive.

Then the supplementary texts were divided into a unit-by-unit syllabus, so that the material for each unit could be assembled, i.e. the English 900 unit, the supplementary reading selections, and the composition assignments.⁶² At this point the vocabulary lists for each unit could be constructed. Then the drills were written and the lists of supplementary words for the substitution drills in the book were assembled. In actual practice, the vocabulary and then both sets of drill materials were assembled before the final work on the next unit began.

⁶⁰See below, Vocabulary (pages 47-48).

⁶¹This is carefully laid out in the Teacher's Guide, pp. 53-70.

⁶²The materials for each unit are listed on page 52.

During the school year 1966-1967 seven units were completed and given to the teachers at Rawdah High School for use.⁶³ Those seven units were then revised in accordance with information gathered from teaching the materials and the change in supplementary texts. The final three units were finished, and the complete set of material, along with this introduction, assembled early in 1968.

The Kinds of Drills Employed

The drills employed in this material fall into ten general categories, and each drill as it appears in the materials is labeled as one of these types.⁶⁴ They are:

QUESTION/ANSWER DRILL. In this drill the teacher asks the student a question which he is supposed to answer by following some preset pattern. This pattern can range from a completely controlled response, such as answering "Yes, I do" to each question, to a completely free choice of answers. The questions can also be asked of one student by another. (E.g. Drill 3, Unit 1 [page 55].)

CONVERSION DRILL. In this drill the teacher gives the students a cue sentence which the student must convert into another by following a preset pattern. The most common are changing questions to statements and affirmatives to negatives and vice-versa. (E.g. Drill 2,

⁶³This is described below in Teaching, Reviewing, and Revising the Drills (pages 42-44).

⁶⁴Further information about possible types of drills can be found in the following places: Lado, Language Teaching, pp. 95-102; Mary Finocchiaro, English as a Second Language: From Theory to Practice (New York: Regents Publishing Co., Inc., 1964), pp. 60-68; and Nelson Brooks, Language and Language Learning, Theory and Practice (2nd Ed.; New York: Harcourt, Brace & World, 1964), pp. 156-63.

Unit 1 [page 55].)

SUBSTITUTION DRILL. English 900 uses mostly substitution drills, and thus they are used here only on rare occasions, when they can serve a special purpose. A substitution drill consists of a beginning sentence supplied by the teacher, followed by word cues which are substituted for a word in the sentence. (E.g. Drill 8, Unit 3 [page 72].)

DIALOG. This is simply a conversation that students memorize and repeat. English 900 makes them a regular part of each unit. Consequently they are seldom used here. When they are, they are very short drills that can be memorized in a matter of minutes through choral drilling. (E.g. Drill 8, Unit 2 [page 65].)

ROTATION DRILL. Also called a chain drill, it begins with the teacher asking the first student a question. He answers it and then asks the same question of the second student, who answers it and then asks the same question of the third, etc. In more advanced drills the question can vary as it rotates, but such variation is generally not employed here. (E.g. Drill 6, Unit 2 [page 64].)

COMPLETION DRILL. In this kind of drill the teacher gives the student an unfinished sentence, which he finishes by following a pre-set pattern. It can range from adding the same word each time, to allowing the student wide freedom in choosing words to complete the sentence. (E.g. Drill 5, Unit 5 [page 85].)

INTEGRATION DRILL. In this drill the teacher gives the students two sentences, or a sentence and a phrase or word, which the students are to combine into one sentence. For example, the teacher might give "The student is old. The student quit school." The student would be

expected to respond "The old student quit school." (E.g. Drill 3, Unit 7 [page 95].)

REPLACEMENT DRILL. In this drill the teacher gives the students a sentence in which there is a word or words which he can replace with others following the same preset pattern. The most common kind is replacing nouns with their respective pronouns. (E.g. Drill 6, Unit 3 [page 71].)

VOCABULARY DRILL. Sometimes drills must focus on vocabulary. More often vocabulary is taught with the drills that are primarily aimed at teaching structure. But from time to time it is necessary to pay particular attention to vocabulary and design a drill for the purpose of introducing it or reviewing it. It should be carefully noted that including a word in a drill does not teach it. It merely provides practice and context. Such a drill must, of course, take the form of one of the drills already mentioned. However, when the focus of a drill is vocabulary it will be labeled as a vocabulary drill. (E.g. Drill 4, Unit 1 [page 56].)

SPECIAL DRILLS. There are bound to be some drills that just do not fit into any category. They are marked as special drills and explained as they occur. (E.g. Drill 4, Unit 10 [page 120].)

TEACHING, REVIEWING, AND REVISING THE DRILLS

Teaching at Rawdah High School

The decision to adopt English 900 at Rawdah High School was made in the spring of 1966, to become effective that fall. The books were used in the first and second secondary classes at Rawdah in the school year 1966-1967. The following year they were used in all three lower secondary classes.

At the time that it was decided to adopt English 900 it was also decided that supplementary oral materials should be developed to be used with them. The reasons for that decision have already been explained. As Chairman of the English Department it fell upon me to develop the supplementary drills. Work on them began during the summer of 1966 and continued during the school year. It proved to be impossible to write them at the same pace that the classes used them, and at Unit Seven the classes moved ahead of the available drills. Some supplementary material was developed informally thereafter until the end of the year, but it was not of a permanent nature. During the following year the drills for the rest of Book One were completed.

Two teachers were teaching the first secondary classes during 1966-1967: myself and Mr. Michael Mills. As the drills were taught we recorded comments on our copies and discussed problems in their use. The information thus gathered during that first year of using the drills has served two purposes: First, it has been invaluable in the revision of the drills. Second, it has shown the value of and the necessity for having such drills. As a pure matter

of time it proved necessary to have supplementary oral material in order to fill the amount of time that we felt should be devoted to oral work. And, further, as a matter of increasing interest in the class and effectiveness in teaching--the variety provided by the additional drills proved very important.

Revising the Drills

Extensive revision of the first draft of the drills has been necessary. There were three reasons for this: First, the change in supplementary readers and the addition of a supplementary composition text have necessitated changes in the drills, in particular the vocabulary of the drills. Second, the experience gained in teaching from the first draft of the drills has indicated changes that should be made. Third, an intensive review of the material has been made⁶⁵ which has indicated many errors which have been corrected in this final draft.

The revisions required seem to fall into three broad categories. They are briefly listed here because I feel that they are traps into which any person constructing oral drills is likely to fall.

First, the original set of drills did not give a high enough priority to meaning. As a result, too many of the drills were purely mechanical. Often, in order to include the number of new vocabulary words that were required by the planned syllabus, some of the drills became not much more than lists of unrelated words. The introduction of drills that relate to situations appearing either in the supple-

⁶⁵Dr. Richard Yorkey, Director of the Center for English Language Research and Teaching at the American University of Beirut, was of great assistance in this.

mentary readers or the composition book has helped a great deal in making the drills meaningful and related to the rest of the students' work. (E.g. Drills 3 & 4, Unit 7 [pages 96-97].)

Second, the directions for the drills were often not clear, and they were not consistent throughout the complete set of drills. Now a single set of directions has been added to the drills, and the directions for each kind of drill remain the same throughout, except as noted for a particular drill.

Third, there was not consistency in language. In particular, the first set of drills did not have a common rule governing the use of contractions and did not have a consistent use of here/there, this/that, etc. Now contractions are the rule and here, this, etc. apply to things you can touch and nothing else.

It is almost certainly true that there are still faults with these drills that additional revisions could eliminate. It is hoped that they may be caught and changed in the future.

ADDITIONAL SUBSTITUTION ITEMS FOR THE DRILLS
IN ENGLISH 900

The Need for Additional Items

Each unit of each book of English 900 contains from ten to twenty-five substitution drills. These are based on the base sentences of the unit and are intended to reinforce the new patterns that are presented in the unit as well as to increase the vocabulary taught in the unit. The format of their presentation is unique in the textbooks that I am familiar with. It presents a sentence with one part of the sentence inside of a box. Underneath that word in the same box are substitution items for that word:⁶⁶

9. Let's

begin
stop

 now. Close your book, please.

This format is easy to understand. It is clear for teachers to use when teaching, and it is easy for students to understand. However, it limits the number of substitution items that can be gotten into the limited space of a textbook. As a result of this, the book includes a very limited number of substitution items for each drill. Look at the one above. It contains only two items. It takes two items just to set the pattern so that the students know what they are supposed to do. When that is done and the two words used up, there is nothing left to do but to repeat the items.

I felt it necessary to add items to those given in the book. For the drill above the following four items were added:⁶⁷ finish,

⁶⁶Book One, Unit Two, p. 14.

⁶⁷See below, page 62.

write, listen, and speak. This has been done for every substitution drill in the book for which it was reasonable.

The Construction of the Lists
of Additional Items

The grammar being taught in a substitution drill is determined by the original sentence, which is provided by the book. Therefore, the only things that an additional list of words can add are variety and increased vocabulary. Variety can be obtained from any words, so the selection of words is mainly a matter of vocabulary.

Vocabulary lists for each unit, based on a master vocabulary list, had already been constructed for the supplementary drills. It simply became a matter of selecting words from those lists that would fit the meanings of the substitution drills. In fact, in selecting the words from the master list that were to be used in each unit, the substitution drills of that unit were carefully checked to see what kinds of words would best fit into them; then those kinds of words were selected for that unit.

The most effective way to make use of these lists is to copy them into the teacher's classroom copy of English 900. This prevents having to look in two places for the substitution drill material.

VOCABULARY

Description of Procedure Followed

The first job was to prepare a master vocabulary list.⁶⁸ This list contains all of the words that are not contained in any volume of English 900, but are to be taught during the first three secondary years when English 900 is used.

This list contains three parts: First, words on the General Service List⁶⁹ which are not introduced in English 900. (The General Service List includes a lot of derivative words, and many of these have been omitted.) Second, a selection of the words in the supplementary texts (chosen on the basis of usefulness to the students) that are not introduced in English 900. Third, a selection of scientific terms that are not introduced in English 900. Since science is taught in English at Rawdah, the English department feels it is important that the English classes introduce some science in English, not for the science content, but for the specialized English required for science. However, this is not introduced until the second secondary when the Longmans reader Easier Scientific English Practice⁷⁰ is used. Therefore this third part of the master vocabulary list, having nothing to do with Book One, is not included in this project. Neither are the words for the supplementary texts that are not used concurrently with Book One.

⁶⁸See Part Three, pages 122-132.

⁶⁹Michael West, Compiler and Editor, A General Service List of English Words, with Semantic Frequencies and a Supplementary Word-List for the Writing of Popular Science and Technology (Revised and enlarged edition; London: Longmans, 1953).

⁷⁰G. C. Thornley, ed. (London, 1964).

Once the master vocabulary list was developed, it was necessary to divide it into sixty parts corresponding to the sixty units of the six books of English 900. Words from the supplementary texts are introduced near the time that they are met in the supplementary text, providing oral reinforcement for the words that are met in reading.

The words on the vocabulary list for each unit are then all introduced in that unit. Further, they are reviewed several times in subsequent units on a regular basis. This means that when a student meets a new word either in reading or in the oral drills (except some words in the reading which he is not meant to learn, and some words in the oral drills which he will get later in the text of English 900⁷¹) he will meet it several times fairly soon after one another. This should maximize his chances of learning the word, without his ever having to memorize it from a vocabulary list.

The unit vocabulary lists are included with each unit of drills, so that the teacher knows what new words are being introduced. Thus informed, the teacher can make sure that they are understood by all the students.

⁷¹See above, pages 33-34.

PART TWO

SUPPLEMENTARY DRILLS FOR ENGLISH 900, BOOK ONE

GENERAL DIRECTIONS FOR THE DRILLS

Directions for the Lists of Extra Words for the Substitution Drills

1. These lists of extra words are designed to provide additional substitution items for the drills in English 900.
2. When a list of substitution items can be used for two or more different drills the numbers of all drills appear to the left of the list of items. For example, the following list of items would be usable for drills 2, 3, and 7:
 2. I
 3. we
 7. they
 - you
 - she
3. If it is impossible or not useful to supply additional substitution items for a given drill, the number of that drill will simply not appear on the page of additional items.
4. When a change in the drill from the way it is printed in English 900 seems to be called for, it is noted along with the additional items for that drill.
5. Whenever a substitution drill contains proper names, it is advisable to replace them with the names of students in the class. When a proper name appears in the substitution slot of a drill, a whole variety of names from the class can be substituted.
6. The teacher is advised to copy these lists into the teacher's classroom text. That will avoid having to refer to two books when teaching these drills.

Directions for the Supplementary Drills

7. Directions for a particular kind of drill are given the first time that the drill appears. Thereafter, directions are not given, except when needed for individual drills with special directions.
8. Things that are to be put on the blackboard by the teacher are shown here inside of a box.
9. When an unusual stress is required in the pronunciation of a sentence in the drills it is shown by capital letters. For example: I know that JOHN can do that.

10. Most of these drills can and should be done individually. However, most of them should be started chorally, so that the entire class understands what is expected during the drill. Skill of the class, time considerations, discipline, and other individual considerations will determine whether the greater stress should be on choral or individual drills.

11. Teachers using the materials should be careful to make the relationship between this and that (and here and there, and these and those) clear to the students. They should always be used correctly by teacher and students. A good rule is that this only applies to something that the speaker can touch.

12. The first and second persons must be used correctly at all times by both the students and the teacher. That is, a cue in the first person requires a response in the second person, and vice versa. For example if the teacher's cue is "I am going to take a trip," the student would be expected to produce "You aren't going to take a trip" rather than "I am not going to take a trip."

13. Statements about the weather, time of day, size of room, etc. should be changed, whenever necessary, to make them conform with reality.

14. The names Fuad and Suad have been used throughout these drills to mean the names of boys and girls, respectively, in the class. When they appear in a drill the teacher should substitute the name of a student in the class.

15. Many of these drills can be improved by the use of pictures in the classroom. Teachers using these drills should try to develop a systematic picture file so that pictures of the vocabulary items in these drills are available when needed.

Directions for the Use of the Vocabulary Lists

16. A vocabulary list is included for each unit. It shows the new words--not from English 900--that are introduced in each unit.

17. The following code has been used to identify the source of the words on the list:

- G = from the General Service List
- 7 = from Seven Greek Tales
- T = from True or Not?
- E = from Elementary Composition Pieces

READING AND COMPOSITION SELECTIONS
FOR ENGLISH 900, BOOK ONE

UNIT NUMBER	READING SELECTIONS	COMPOSITION SELECTIONS
	<u>Seven Greek Tales</u>	<u>Elementary Comp. Pieces</u>
I	Stories 1 - 3	1 & 2
II	Stories 4 - 6	3 & 4
III	Story 7	5
	<u>Tom Sawyer</u>	
	Chapters 1 & 2	
IV	Chapters 3 - 6	6
V	Chapters 7 - 9	7 & 8
VI	Chapters 10 - 13	9
VII	Chapters 14 - 17	10
VIII	Chapters 18 - 21	11
IX	Chapters 22 - 25	12 & 13
X	Chapters 26 - 29	14

ENGLISH 900, BOOK ONE, UNIT ONE

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT ONE EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 4-5.]

- 4. next week
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
- next month

UNIT ONE SUPPLEMENTARY DRILLS

1. ROTATION DRILLS

Directions: Teacher and students repeat the question and answer-- or short dialog. Then the teacher asks the question of the first student, who answers and then turns to the second student and asks him the same question. He answers and then asks the third student. This is repeated around the entire class.

Be sure that each student is looking at the person he is listening to or speaking to.

Q: How are you today?

A: Just fine, thanks.

Q: I'm (name of speaker). What's your name?

A: My name's _____.

2. ~~CONVERSION~~ DRILL (STATEMENTS TO QUESTIONS)

Directions: Teacher gives statement and students respond with the corresponding question, teacher then answers question. Begin by giving students the statement and question together, so they understand what is expected.

T: Suad's fine.	S: How's Suad?	T: Suad's fine.
Fuad's fine.	How's Fuad?	Fuad's fine.
Mary's fine.		
Helen's fine.		
John's fine.		
I'm fine.		
The tourist's fine.		
The pupil's fine.		

3. QUESTION/ANSWER DRILL

Directions: Ask this question of various students, getting the suggested response. Stress the word YOU beginning with the second time the question is asked.

Then bring various students to the front of the class and have them ask the questions.

The alternate questions can be used to vary the drill.

Question: Are YOU a pupil? Answer: Yes, I am.

Alternate questions: Are YOU a student?
Are YOU a good student?

UNIT ONE SUPPLEMENTARY DRILLS

4. VOCABULARY DRILL (QUESTION/ANSWER)

Directions: Ask these questions while pointing to the correct or incorrect object in the classroom. (The first time a word is used, be sure to point to the correct object.)

T: Is this chalk?	S: Yes, it is. OR No, it isn't.
Is this a pencil?	(Answer whichever is correct.)
Is this ink?	
Is this a pen?	
Is this a blackboard?	
Is this a desk?	
Is this a window?	
Is this a door?	
Is this a teacher?	
Is this a book?	
Is this a notebook?	
Is this a piece of paper?	
Is this a pupil?	
Is this a bell?	

Use other objects available in the room.

5. QUESTION/ANSWER DRILL

Directions: Ask question. Have students answer following indicated response.

T: Can you open a window?	S: Yes, I can open a window.
Can you read a book?	Yes, I can read a book.
Can you hear a noise?	
Can you hear laughter?	
Can you pick a flower?	
Can you dig a hole?	
Can you chase a mouse?	
Can you ride a donkey?	
Can you make a sound?	
Can you go to a festival?	
Can you climb a ladder?	

UNIT ONE SUPPLEMENTARY DRILLS

6. QUESTION/ANSWER DRILL

T: Is Mary a boy? S: No, she isn't.
Is John a girl? No, he isn't.
Is Fuad a girl?
Is Suad a boy?
Is it evening now?
Is that laughter?
Is that wood?
Is that gold?
Are you a donkey?
Is that a mouse?

Are you a tourist?
Are you sick?
Are you Bill Jones?
Are you a donkey?

7. QUESTION/ANSWER DRILL

Directions: Now both yes and no answers are mixed. Insist on the correct answer.

Questions from Drills 5 & 6 may be used, but they should be mixed up, so the students are not given any series of yes or no answers.

T: Is this a classroom? S: Yes, it is.
Are you a donkey? No, I'm not.
Are there more than a dozen students here?
Are you a dolphin?
Are you learning English?
Is that a blackboard?
Is that a red car?
Is this a piece of chalk?
Are you a good student?
Is this an axe?
Is he telling the truth? (Point to student who answered the last question.)

Is this _____? } Point to objects in the room.
Is that _____?

UNIT ONE SUPPLEMENTARY DRILLS

8. QUESTION/ANSWER DRILL

Directions: Students must now compose their own answers.
Accept any answer that is grammatically and factually correct.

T: What's that? } Repeat several times pointing to classroom items.
What's this?

How are you today?
How is Fuad?
How is Suad?
Are you Bill Jones?
Is your family well?
Can you weave a piece of cloth?
Can you write on a piece of paper?

Use questions from previous drills to expand this drill.

9. ROTATION DRILL

Directions: Use this drill at the end of a class hour, if possible at the end of the day.

S-1 [Student 1]: I must go now. Good-bye.

S-2 [Student 2]: Good-bye. I'll see you tomorrow.

10. SPECIAL DRILL

Directions: Have students make requests based on the given cues, following the "May I..." pattern [accept "Can I..." if it occurs].

Example: T: read a book

S: May I read a book?

T: Answer each request with varied, correct answers, e.g.: No.

No, you may not.

Yes, you may.

Not now.

You may later.

Cues: get a drink of water
go to the bathroom
erase the blackboard
get a new book
say the dialog

see you after class
talk to Fuad
talk to you
leave the room
ask a question

UNIT ONE SUPPLEMENTARY DRILLS

11. CONVERSION DRILL (QUESTIONS TO STATEMENTS)

T: Is John well?	S: John's well.
Is it morning now?	It's morning now.
Is he a student?	
Is this an English class?	
Is this an English drill?	
Is that a pupil?	
Is she a student at Rawdah High School?	
Is that wood?	
Is this Beirut?	
Is this Lebanon?	
Is today a nice day?	
Is this a magic trick?	

12. QUESTION/ANSWER DRILL

Directions: Each question is wrong, but can be corrected by changing one word. Students respond with no and a corrected statement. Watch the stress in the answers. The answers shown are only examples of possible answers.

T: Is it a bad day?	S: No, it's a GOOD day.
Is that a green coat?	No, it's a RED coat.
Is this a living room?	No, it's a CLASSROOM.
Are you a teacher?	No, I'm a PUPIL.
Are you a tourist?	No, I'm a STUDENT.
Are those walls?	No, those are DESKS.
Are these a dozen girls?	No, those are TWO girls.
Is this a desk?	No, it's a CHAIR.
Is this metal?	No, that's WOOD.
Are those arms?	No, those are HANDS.
Is this a dolphin?	No, that's a BOY.
Is this an axe?	No, that's a PEN.

UNIT ONE VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u> ⁷²
axe	7,G
bell	G
chalk	G
climb	G
dolphin	7
donkey	G
dozen	G
festival	7
gold	7,G
ink	G
ladder	G
laughter	G
magic	G
mouse	G
noise	G,C
pupil	G,C
sound	G
tourist	G
truth	G [true is in ?]
weave	7
wood	7,G

⁷²The key to the sources is contained in direction 17, page 51.

ENGLISH 900, BOOK ONE, UNIT TWO

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT TWO EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 14-15.]

1. Omit "Do you understand?" It will probably cause confusion.
2. Omit "It's time to begin." It will probably cause confusion.
Additional substitution items: put away
 get out
 read
 don't read
 don't write in
 stop reading
 stop writing in
3. read
 write in
 bring
 put away
 get out
 lose
 hide
 forget
4. be quiet
 stand up
 listen carefully
5. be quiet
 listen to me
 write the exercise
 repeat after me
 open your notebook
6. O.K.
 nice
 all right
7. write
 talk
 make a noise
 laugh
 whisper
 whistle
 make a sound
8. Omit "Do you understand?"
 finish
 read
 write
 listen
 speak
 go to class
9. finish
 write
 listen
 speak
10. the lesson
16. this drill
 another drill
 reading
 writing
 searching
 climbing
 digging
 the voyage
12. stop
 begin
 finish
 speak
 read
 go to class
 talk
 continue
15. next week
 Monday, etc.
 next month
 next Monday, etc.

UNIT TWO SUPPLEMENTARY DRILLS

Drills 1-4 use the two lists of sentences on this page, A and B.

1. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

Teacher gives sentence A; students respond with B.

2. CONVERSION DRILL (NEGATIVE TO AFFIRMATIVE)

Teacher gives sentence B; students respond with A.

3. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

Teacher gives sentence A; students respond with a question.

4. CONVERSION DRILL (NEGATIVE STATEMENTS TO NEGATIVE QUESTIONS)

Teacher gives sentence B; students respond with a negative question.
Use "Aren't I..." for the negative question with I.

A

B

The student is listening.
Fuad is opening his book.
Suad is reading the lesson.
The teacher is punishing the boy.
The pupil is writing with chalk.
I'm whispering his name.
I'm laughing.
They're riding in a car.
He's laughing at a mouse.
The bell is making a noise.

The student isn't listening.
Fuad isn't opening his book.
Suad isn't reading the lesson.
The teacher isn't punishing the boy.
The pupil isn't writing with chalk.
I'm not whispering his name.
I'm not laughing.
They aren't riding in a car.
He isn't laughing at a mouse.
The bell isn't making a noise.

It's time to begin.
It's time to stop.
Fuad is a student.
Suad is a pupil.
I'm here.
I'm in school.
Odysseus is a king.
Circe is a woman.
The men are in prison.

It isn't time to begin.
It isn't time to stop.
Fuad isn't a student.
Suad isn't a pupil.
I'm not here.
I'm not in school.
Odysseus isn't a king.
Circe isn't a woman.
The men aren't in prison.

I understand the lesson.
I know what an island is.
We laugh every day.
You live in a palace.
He lives in a prison.
She works very hard.
The teacher punishes the boys.
They play games at noon.

I don't understand the lesson.
I don't know what an island is.
We don't laugh every day.
You don't live in a palace.
He doesn't live in a prison.
She doesn't work very hard.
The teacher doesn't punish the boys.
They don't play games at noon.

UNIT TWO SUPPLEMENTARY DRILLS

5. CONVERSION DRILL (QUESTIONS TO STATEMENTS)

T: Is this Fuad?
Is he a student?
Is this Suad?
Is she a pupil?
Are you a good student?
Is he a good student?
Do you live in Beirut?
Do you live in Lebanon?
Is this your classroom?
Do you like your classroom?
Does this room have four walls?
Does a cart have two wheels?
Does a car have four wheels?

S: This is Fuad.
He's a student.

6. ROTATION DRILLS

S-1: Is it time to begin?
S-2: No, it's time to stop.

S-1: Don't talk in class.
S-2: All right, I won't.

7. QUESTION/ANSWER DRILL

Directions: Ask the students the questions, giving them the cue for the answer.

T: Are you going to work? (School) S: No, I'm going to school.
Are you going to work? (Tripoli) No, I'm going to Tripoli.

Additional cues: the U.S.
the store
the movie
the beach
the restaurant
Baalbek
Byblos
the bus
Rawdah

UNIT TWO SUPPLEMENTARY DRILLS

8. DIALOG

Directions: Do chorally until the dialog is learned. Then have the students repeat in pairs.

S-1: Open your book.

S-2: My book's open.

S-1: Then close your book.

9. QUESTION/ANSWER DRILL

Directions: Ask the question of each student individually.

T: Do you understand me?

S: Yes, I do. OR No, I don't.

10. QUESTION/ANSWER DRILL

Directions: Teacher asks questions; student answers with "No, I'm not."

Questions: Are you a donkey?
Are you a lion?
Are you a dolphin?
Are you a wolf?
Are you a mouse?

11. CONVERSION DRILL (NEGATIVE TO AFFIRMATIVE)

Directions: Students must convert these negative statements to the correct affirmative one, stressing the IS in their response. As many classroom items as desired may be used.

Don't try to fool students. Make sure each teacher cue is an error so the student can correct it.

T: [Points to the blackboard.] That isn't a blackboard.

S: That IS a blackboard.

UNIT TWO SUPPLEMENTARY DRILLS

12. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

T: Be quiet!	S: Don't be quiet!
Stand up!	Don't stand up!
Sit down!	
Open your book!	
Close your book!	
Read Lesson Six!	
Begin the lesson!	
Leave the room!	
Stop now, Fuad!	
Say "Hello" to Suad!	
Go away!	
Begin to read!	
Get a drink of water!	
Hide the book!	
Smile!	

13. QUESTION/ANSWER DRILL

Directions: Have students answer with any correct answer.

T: Do you understand me?
Do you speak English?
Do you speak Arabic?
Do you have a sword?
Do you drink from a pot?
Do you like English?
Do you live in Beirut?
Do you live in Syria?
Do you study every night?
Do you study hard?
Does Fuad live in Beirut?
Does Suad live in the U.S.?
Does your teacher like you?
Does a tree have roots?
Does Rawdah have school on Saturday?
Does your brother go to school?

UNIT TWO VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
cart	G
dig	C,G
hide	G
island	7,G
king	7,G
laugh	G
lion	7
palace	7
pot	G [potter is in 7]
prison	7,G
punish	G
root	7,G
search (v.)	7,G
sword	7,G
voyage	7,G
wheel	7,G
whisper	G
whistle	G
wolf	7

ENGLISH 900, BOOK ONE, UNIT THREE

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT THREE EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with drills in Book One, pages 24-25.]

- | | | |
|---------|------------|---|
| 2. ink | pot | [Omit "It's time to begin
Lesson Two." in #2. It is
confusing.] |
| 4. bell | whistle | |
| 8. axe | tool | |
| 9. lion | fence | |
| sword | flower | |
| wheel | blackboard | |
| pen | hand | |
| coat | toy | |

- | | |
|---------------|---------------|
| 3. her | 5. hers |
| 6. their | theirs |
| John's | John's |
| Fuad's | Fuad's |
| Suad's | Suad's |
| the student's | the servant's |
| the servant's | the student's |
| the pupil's | the pupil's |
| the teacher's | the teacher's |

10. train
 airplane
 boat
 ship

15. After doing the drill in the book, write the word:

laugh

on the blackboard. Then repeat the drill using these
substitution items:

- verb
- noun
- word
- letter
- sentence

UNIT THREE SUPPLEMENTARY DRILLS

1. ROTATION DRILLS

Directions: Have the objects mentioned in the drill available in the room. For the second drill the objects can be passed around the room by the students as the drill passes around the room.

Q: Where's the toy?

A: There's the toy.

Q: Is the book there?

A: No, the book's here.

2. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

D Directions: Hold objects in your hand while statement cues are given.

T: This is Fuad's.
This is Suad's.

S: Whose is it?
Whose is it?

3. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

T: I'm a teacher.
I'm a king.
I'm a toy.
I'm a flower.
I'm a girl.
I'm boiling the water.
I'm shutting the door.
I'm translating the lesson.

S: I'm not a teacher.

I hear laughter.
I see a dolphin.
I live in a palace.
I hear a whisper.
I live in a prison.

S: I don't hear laughter.

I am a tourist.
I am listening to the bell.
I live on an island.
I am singing a song.
I have dirt on my hands.
I read very fast.

UNIT THREE SUPPLEMENTARY DRILLS

4. QUESTION/ANSWER DRILL

Directions: Repeat the drill twice, first using the first set of student responses and then using the second.

T: Is this John's?	S: No, it isn't his.	S: No, it's not his.
Is this Mary's?	No, it isn't hers.	No, it's not hers.
Is this Fuad's?		
Is this Suad's?		
Is the flower John's?		
Is the toy yours?		
Is the tool mine?		
Is it Suad's?		
Is it John's?		
Is the donkey mine?		
Is the cart yours?		

5. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

T: Stand up!	S: Don't stand up!
Laugh!	
Hide!	
Shut the door!	
Obey the law!	
Give an example!	
Sit down!	
Be quiet!	
Fold the paper!	

6. REPLACEMENT DRILL

T: This is Fuad's book.	S: That is his book.
This is Suad's book.	That is her book.
That is Fuad's notebook.	That is his notebook.
This is Suad's gold.	
This is the teacher's chalk.	
That is Fuad's ink.	
Suad's house is very large.	
Fuad's house is small.	
The pupil's reason is poor.	
Mary's house is old.	
The servant's room is small.	
The boy's laughter was loud.	
The child's game was noisy.	

UNIT THREE SUPPLEMENTARY DRILLS

7. QUESTION/ANSWER DRILL

Directions: Follow this model:

T: Do you know how to dig a hole?

S: Yes, I do.

T: How? [Skip this with questions the students are unlikely to be able to answer.]

S: [Free choice of answer. Examples: With a shovel.
With my hands.
By working hard.]

Continue with these questions:

Do you know how to dig a hole?	boil water?
make a sound?	shut a door?
punish a student?	make a noise?
destroy a bridge?	climb a ladder?
paint a fence?	visit a ruin?
open a gate?	visit Baalbek?
obey the law?	laugh?

8. SUBSTITUTION DRILL

Directions: Write this on the blackboard:

John has an automobile and Peter has a bicycle;

Substitute the following in the second clause:

and Mary has an automobile.
and Carl has an airplane.
and my father has an automobile.
and my little brother has a wagon.
and Carol has a toy train.
and his father has a dozen cars.

Then continue using the following:

but Ziad has two automobiles.
but Fuad must walk.
but it won't work.
but he doesn't like it.
but Mary won't ride in it.
but it is useless in Beirut.

When the substitution is mastered, let the students make up their own endings for the sentence.

UNIT THREE SUPPLEMENTARY DRILLS

9. REPLACEMENT DRILL

T: That notebook is Suad's.	S: It's hers.
It's Mary's.	It's hers.
It's John's	It's his.
That book is Fuad's.	
It's Marilyn's.	
It's Jane's.	

10. REPLACEMENT DRILL

Directions: Repeat each sentence several times (changing the name each time) using pronouns.

T: There's Suad.	S: There she is.
There's Fuad.	There he is.
There's Suad over there.	
There's Fuad over there.	
There's Suad over there talking.	
There's Fuad over there talking.	

11. QUESTION/ANSWER DRILL

Directions: Have students point as they answer.

T: Where's the wall?	S: There it is.
the floor?	
the blackboard?	
the door?	
the window?	
the teacher's desk?	
Fuad's desk?	
T: Where's your head?	S: Here it is.
hand?	
desk?	
book?	
pen?	
pencil?	
coat?	

12. QUESTION/ANSWER DRILL

T: Whose book is this?	S: It's his.	[Answers
pen	hers.	must be
desk	yours.	factually
pencil	Suad's.	correct.]
notebook	Fuad's.	
etc.		

UNIT THREE VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
boil	G
destroy	T,G
dirt	G
example	G
fence	C,G
flower	C,G
fold	G
gate	C,G
law	G
noun	G
obey	7,G
reason	G
ruin	T,G
servant	7,G
shut	T,G
sing	T,G
tool	G
toy	G
translate	G
verb	G

ENGLISH 900, BOOK ONE, UNIT FOUR

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT FOUR EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 34-36.]

2. buckets

18. cases
bundles
prizes
axes
pots
swords
wheels
toys
flowers
tools

9. papers

11. maps
12. tools

7. bundle

14. briefcase
bag
map
seat
desk

15. alphabet

example
map
law
signal
reason

19. where ... ?

UNIT FOUR SUPPLEMENTARY DRILLS

1. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

T: This is a notebook. S: Is this a notebook?
I'm at the bottom of the class.
This is an ancient ruin.
This is an ancient bridge.
The boy hears a loud noise.
The girl tells the truth.
The woman weaves cloth.
Thieves go to prison.
The man's a tourist.
She's sharing the money.
They're playing a game.
We're studying English.
They're going to a festival.
The man's cutting wood.

2. QUESTION/ANSWER DRILL

T: You know what a sentence is, don't you? S: Yes, I do.
You know what a noun is, don't you?
You know what a verb is, don't you?
You go to school every day, don't you?
We have class each morning, don't we?
He's a good student, isn't he?
She's saying the alphabet, isn't she?
The boy's writing on the blackboard, isn't he?
They want to be good students, don't they?
You like to earn money, don't you?

3. QUESTION/ANSWER DRILL

T: You don't know what a dolphin is, do you? S: No, I don't.
You don't go to school on Saturday, do you?
We don't have class on Sunday, do we?
I don't like students to make a noise, do I?
This classroom isn't very big, is it?
That map isn't very good, is it?
They aren't very good students, are they?
She doesn't like boys, does she?
Fuad isn't a very good student, is he?

UNIT FOUR SUPPLEMENTARY DRILLS

4. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

Directions: Have students ask questions using where or what.

T: This is a desk.	S: What is that?
That is in the classroom.	Where is that?
The stage is in the test hall.	
The map is on the wall.	
That is a map.	
Fuad is a brave boy.	
The man is a thief.	
The nut is in his pocket.	
The book is on the desk.	
The desk is in the room.	
The student is in the room.	
Fuad is a student.	
Suad is a pupil.	

5. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: You're going to school.	S: You're going to school,
He's a brave man.	aren't you?
He's carrying a pile of books.	
He's making a pile of books on the desk.	
He's a thief.	
Fuad's in the room.	
Suad's reading a book.	
The teacher's punishing Fuad.	
Fuad's whistling.	
Betty's taking a voyage.	
I'm searching for my book.	
The water's boiling.	
The train's reducing its speed.	

6. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: The students aren't rushing.	S: The students aren't rushing,
We aren't continuing the class.	are they?
It isn't an axe handle.	
The water isn't boiling.	
There isn't any dirt on the floor.	
There isn't any chalk at the blackboard.	
It's not magic.	
He's not here.	
The student's not at home now.	
Fuad's not leaving.	
Suad and Fuad aren't going.	

UNIT FOUR SUPPLEMENTARY DRILLS

7. ROTATION DRILL

Q: You and I are good students, aren't we?

A: Yes, we're both good.

8. REPLACEMENT DRILL

Directions: Have students repeat the sentence, using pronouns.

T: It's Mary's.	S: It's hers.
It's John's.	
It's Fuad's.	
It's Suad's.	
It's Fuad and Suad's.	
It's Bill and Mike's.	
The car is the teacher's.	
The noise is Fuad's.	
That's the girl's.	
That's Suad's.	
That's Fuad's.	

9. CONVERSION DRILL (SINGULAR TO PLURAL)

Directions: Have the students change the subjects and corresponding verbs to plural. Change nothing else.

T: I hear a noise.	S: We hear a noise.
The mouse is running on the floor.	
I want a dozen nuts.	
The train is moving very rapidly.	
The student plays at break.	
The wheel is coming off.	
The pencil is broken.	
He has a pile of books.	

10. CONVERSION DRILL (SINGULAR TO PLURAL)

Directions: Continue as previous drill. Make sure that this, that, these, and those are used correctly.

T: That's a window.	S: Those are windows.
That's a handle.	Those are handles.
This is an ancient desk.	These are ancient desks.
This is a brave boy.	
This is a case.	
This is a briefcase.	
This is a good class.	
That's a noisy class.	

UNIT FOUR SUPPLEMENTARY DRILLS

11. REPLACEMENT DRILL

Directions: Repeat each sentence using pronouns. Use each form of the sentence several times, changing names.

T: Here's Suad.
Here's Fuad.

S: Here she is.
Here he is.

Here's Suad right here.
Here's Fuad right here.

Here's Suad right here in front of us.
Here's Fuad right here in front of us.

UNIT FOUR VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
alphabet	This word is not on the master list, but is taught for its pedagogical usefulness.
ancient	G
bottom	G
brave	G
bucket	C,G
bundle	G
case	G
continue	G
earn	T,G
handle	T,G
map	C,G
nut	C,G
pile	G
prize	T,G
reduce	T,G
rush	T,G
share	T,G
signal	T,G
stage	T,G
thief	G

ENGLISH 900, BOOK ONE, UNIT FIVE

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

[Note: A Review Unit follows Unit 5 in Book One of English 900. Therefore less drill material is provided here.]

UNIT FIVE EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 46-48.]

- | | | |
|--------------|------------|---------------|
| 1. a pupil | 3. teacher | 5. pupils |
| 2. a tourist | student | tourists |
| 4. a king | pupil | kings |
| a queen | | queens |
| a servant | | servants |
| a thief | | thieves |
| a sailor | | sailors |
| a soldier | | soldiers |
| a guard | | guards |
| a tailor | | tailors |
| a hunter | | hunters |
| a messenger | | messengers |
| a scientist | | scientists. |
| | | |
| 11. pupil | | 15. a student |
| student | | a pupil |
| | | a hunter |
| | | a messenger |
| | | a scientist |

UNIT FIVE SUPPLEMENTARY DRILLS

1. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

T: Fuad reads what I give him. S: Does Fuad read what you give him?
Suad writes what I tell her.
Fuad does what we tell him.
John goes where you say.
Fuad translates what you give him.
Suad says what we tell her.
John writes what the teacher says.
He goes where the teacher says.
She reads what the book says.
I do what I'm told to.
I do what I want.
I read what I like.
I write what I'm supposed to.

2. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: A tailor makes clothes. S: A tailor makes clothes, doesn't he?
A sailor sails a ship.
A scientist works in a laboratory.
A soldier fights a battle.
A king marries a queen.
A queen marries a king.
A guard works in a prison.
A hunter hunts ducks.
A messenger carries a message.

3. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: A tailor doesn't make tools. S: A tailor doesn't make tools,
A sailor doesn't catch snakes. does he?
A scientist doesn't build fences.
A soldier doesn't play with toys.
A king doesn't make clothes.
A queen doesn't marry a thief.
A guard doesn't work in a laboratory.
A hunter doesn't rush after a duck.
A messenger doesn't carry a bucket.

4. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

Directions: Repeat drills 3 and 4, mixing the sentences so that the students must choose between the negative and the affirmative tag.

UNIT FIVE SUPPLEMENTARY DRILLS

5. COMPLETION DRILL

T: I'm in the room. I know the alphabet. I like flowers. I obey the law. I can whistle. I do my work. I read books. I do my homework. I come to school every day. I like Lebanon. I live in Beirut. I like to walk along Hamra.	S: I'm in the room, too. I know the alphabet, too.
--	---

6. COMPLETION DRILL

T: I'm not at home. I'm not sleeping. I'm not whispering. I'm not a soldier. I'm not a thief. I'm not stupid. I'm not dirty. I don't live on an island. I don't live in Tripoli. I don't live in a palace. I'm not a tourist.	S: I'm not at home, either. I'm not sleeping, either.
---	--

7. VOCABULARY DRILL (SUBSTITUTION)

Directions: This drill is designed to supplement Composition #8 from Elementary Composition Pieces.

Place the following on the blackboard:

A _____ lives in the zoo.
A _____ is in his cage.
A _____ is fun to watch.

Students may substitute in any of the slots they wish:

monkey	wolf
donkey	lion
mouse	goat
bear	pigeon
duck	rabbit
dolphin	

UNIT FIVE VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
battle	T,C,G
bear	C,G
cage	C,G
duck	C,G
goat	C,G
guard (n.)	G
hunter	G
messenger	G [message is in 'T]
monkey	C,G
pigeon	T,G
queen	G
rabbit	G
sailor	G
scientist	G
snake	C,G
soldier	T,C,G
stupid	T,C,G,
surely	G
tailor	G
zoo	C,G

ENGLISH 900, BOOK ONE, UNIT SIX

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT SIX EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 62-64.]

1. a messenger
- a sailor
- a soldier
- a scientist
- a tailor
- a judge

4. a student
- a pupil
- a hunter
- a messenger
- an actor
- an actress

UNIT SIX SUPPLEMENTARY DRILLS

1. CONVERSION DRILL (HERE TO THERE, THIS TO THAT, THESE TO THOSE)

Directions: In giving the cue sentences, be sure to call on students across the room, or situated so that here will change to there, etc. Point to the objects..

T: She's over there.	S: She's over here.
This is a desk.	That is a desk.
These are pencils.	Those are pencils.
That's over there.	
There's Fuad.	
Here's Fuad.	
There's a pen.	
This is a boy.	
These're boys.	
Those're girls.	

2. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

Directions: Put this sentence on the blackboard:

The students are here.

T: There's a blackboard in the room.	S: Is there a blackboard in the room?
T: There's writing on the blackboard.	
There's a sentence on the blackboard.	
There's a word in the sentence.	
There's a verb in the sentence.	
There's a noun in the sentence.	
There's a plural noun in the sentence.	

3. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

Directions: In giving the cues, change the numbers in the sentences to correspond to the actual room.

T: There are 25 students in the room.	S: Are there 25 students in the room?
T: There are 13 desks in the room.	
There are 4 windows in the room.	
There are 2 doors in the room.	
There are 6 girls in the room.	
There are 19 boys in the room.	
There are a dozen books on the desk.	
There are 2 pens on the desk.	
There are 3 notebooks on the desk.	
There are half a dozen pencils on the desk.	
There are 2 <u>English 900</u> books on the desk.	

UNIT SIX SUPPLEMENTARY DRILLS

4. ROTATION DRILL

Directions: This drill can be varied by changing the word to be spelled. Words that have given the class trouble in spelling should be used.

Q: How do you spell the word "between"?

A: Between. B - E - T - W - E - E - N .

Alternate words: welcome
cousin
alphabet

5. QUESTION/ANSWER DRILL

Directions: Have students answer with short sentences which use over here or over there.

T: Where's your desk?	S: My desk's over here.
Where's my desk?	Your desk's over there.
Where's your book?	
Where's Fuad's <u>English 900</u> book?	
Where's the chalk?	
Where's Fuad?	
Where are you?	
Where's the blackboard?	
Where's Suad?	
Where's the playground?	
Where's the test hall?	
Where is your pen?	
Where is the extra chalk?	

6. DIALOG

Directions: Do chorally until learned. Then have groups of three recite it in front of the class. Appropriate gestures are necessary--especially shaking hands.

S-1: Fuad, this is Suad. Suad, this is Fuad.

S-2 (Suad): How do you do? (Extends hand.)

S-3 (Fuad): How do you do? I'm very pleased to meet you.
(Shakes hand.)

UNIT SIX SUPPLEMENTARY DRILLS

7. COMPLETION DRILL

Directions: Have students repeat each sentence, adding "to know you".

T: I'm very happy. S: I'm very happy to know you.
I'm pleased.
She's very pleased.
He's very happy.
He's glad.
They're happy.
I'm very pleased.
I'm proud.
Mary's very proud.
Harry's glad.
She's proud.

8. COMPLETION DRILL

Directions: This is the same as Drill 7, but adding "to be here".
The sentences of Drill 7 can be used in this drill.

T: He's welcome. S: He's welcome to be here.
He's happy.
They're glad.
She's welcome.
I'm happy.
They're welcome.

9. REPLACEMENT DRILL

T: Mary's clothes are nice. S: Her clothes are nice.
Joan's skirt is blue.
Mary's blouse is white.
Helen's dress is pretty.
Jane's fur coat is dirty.
Suad's skirt is blue.

John's money is in the bank. His money is in the bank.
Peter's money is safe.
Mike's tax is 50 pounds.
Fuad's money is in his pocket.
Bill's tax is high.
Fuad's books are here.

Repeat the sentences mixing the his and her sentences.

UNIT SIX SUPPLEMENTARY DRILLS

10. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

T: Fuad greeted Suad.	S: Fuad didn't greet Suad.
Suad said "Hello" to Fuad.	Suad didn't say "Hello" to Fuad.
Fuad talked to Suad.	
Fuad obeyed the teacher.	
The teacher punished Fuad.	
Suad told the truth.	
Fuad looked at the map.	
Fuad put his books in a pile.	
Suad talked in class.	
The teacher told her to stop.	
Suad continued to talk.	
The teacher said Suad was rude.	

11. VOCABULARY DRILL (CONVERSION DRILL [STATEMENTS TO QUESTIONS])

Directions: Do this drill after reading "Unwelcome Silence" in True or Not? which is about putting on a play.

T: Rawdah High School put on a play.
S: Did Rawdah High School put on a play?

T: Students memorized their parts.
They pretended to be someone else.
One character wore a false beard.
A teacher directed the play.
Everyone worked extra hard.
The production lasted two hours.
The audience liked it.
They roared with laughter.
The critics liked it.
After the play everyone had supper.

UNIT SIX VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
audience	G
between	T,C,G
character	G
critic	G
direct	G
extra	G
false	G
fur	T,G
greet	G
judge	T,G
memorize	G
plural	G
pretend	G
production	G
proud	G
roar	C,G
rude	G
supper	T,G
tax	T,G
welcome	T,G

ENGLISH 900, BOOK ONE, UNIT SEVEN

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT SEVEN EXTRA WORDS FOR SUBSTITUTION DRILLS

[For use with the drills in Book One, pages 74-76.]

16. business
prison
the district
the city
Beirut
the country
Lebanon
the village
the town
school
Europe

17. in Lebanon
in Beirut
in school
in class
in this country
in the city

UNIT SEVEN SUPPLEMENTARY DRILLS

1. ROTATION DRILL

Directions: This drill is based on the story "New Name" in True or Not?. It should be done right after reading the story.

Q: Was the doctor a murderer?

A: Yes, he murdered Cook. OR No, he didn't commit a crime.

2. COMPLETION DRILL

Directions: Put the following on the blackboard:

in	Monday
on	March
	1968
for	six weeks

Give the students one of the sentences below and have them complete it from the words on the board. If desired, you can point to either half of the answer as you give the sentence.

He was here...
They came...
There was a storm...
He was on a journey...
The ship sailed...
It will be...

3. INTEGRATION DRILL

Directions: The drill is related to composition 10, "Games and Sports" from Elementary Composition Pieces. It should be done just before assigning that composition.

T: My brother was playing football. He was playing this afternoon.
S: My brother was playing football this afternoon.

T: My sister swims. She swims every afternoon.
My father was a jumper. He was a jumper a long time ago.
My father walks to work. He walks to work every morning.
My father threw the hammer. He threw the hammer last year.
I want to learn to row. I want to learn now.
My grandfather fishes. He fishes every summer.
My brother plays basketball. He plays basketball every day.
She won two gold cups. She won them last year.
She won several gold cups. She won them this summer.

UNIT SEVEN SUPPLEMENTARY DRILLS

4. CONVERSION DRILL (PRESENT TO PAST)

Directions: This drill is based on the story "Chance" from True or Not? and should be done right after reading the story.

T: The Central America is a ship.
S: The Central America was a ship.

T: The ship is in a storm.
The ship is going to sink.
Water is in the ship.
People are on the ship.
The people are carrying gold.
The people are afraid.
The women and children are saved.
Some of the men are saved.
Other men are in the water.
The rest of the men are saved.
They are saved by a bird.

5. CONVERSION DRILL (PAST TO PRESENT)

T: I was in Beirut. S: I am in Beirut.
I was walking on Hamra.
I was looking in a store.
The store was full of people.
I was going inside.
I was looking at a shirt.
It was on the top shelf.
The cloth was flowered.
It was very nice.

6. ROTATION DRILL

Q: Were you in class yesterday?

A: Yes, I was right here. OR No, I was at home.

UNIT SEVEN SUPPLEMENTARY DRILLS

7. CONVERSION DRILL (STATEMENTS TO QUESTIONS--WITH SHORT ANSWERS)

Directions: Have the first student make the sentence a question and the second student answer it with a correct, short answer. Example:

T: You were at school yesterday.
S-1: Were you at school yesterday?
S-2: Yes, I was.

T: You were at school last Saturday.
You were in the play.
You were in debt last year.
You were in trouble last week.
You were allowed to leave the room.
You were on a journey last summer.
You were on a voyage last summer.
You were at the airport last week.
You were here till four o'clock.

8. CONVERSION DRILL (PRESENT TO PAST)

T: He is using a map. S: He was using a map.
a cage
a handle
a ladder
a tool
a wheel
an axe
a pen

9. CONVERSION DRILL (PRESENT TO PAST)

Directions: Repeat Drill 8 changing the subject to:
1. She...
2. They (were) ...
3. She, he, and they in random order.

10. CONVERSION DRILL (PAST TO PRESENT)

T: He's making a hole. S: He was making a hole.
a hole in a board
a mark on the paper
a dot over the "i".
an extra desk
a map
a signal
a gate in the fence
a fold in the paper
a noise in the class
a wood bookshelf
a cart

UNIT SEVEN SUPPLEMENTARY DRILLS

11. CONVERSION DRILL (PAST TO PRESENT)

Directions: Drill 10 can be repeated using she, they, and a random mixture of he, she, and they.

12. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

T: There's a desk in the room. S: Is there a desk in the room?
There's a book on top of the desk.
There's a mark on the book.
There's a spot on the desk.
There's a pencil on the desk.
There's a broken tip on the pencil.

13. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

T: There are four walls in the room.
S: Are there four walls in the room?

There are boards at the edge of the window.
There are plaster walls in the room.
There are marks on the wall.
There are holes in the wall.
There are pictures on the wall.
There are spots on the wall.

UNIT SEVEN VOCABULARY LIST

This is a list of the words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
allow	T,G
board	T,G
crime	T,G
debt	T,G
district	G
dot (n.)	G
edge	G
hole	G
journey	T,G
mark	G
murder	T,G
plaster	G
rough	T,G
shelf	G
spot	G
storm	T,G
till	G
tip	G
top	T,G
village	C,G

ENGLISH 900, BOOK ONE, UNIT EIGHT

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT EIGHT SUPPLEMENTARY DRILLS

1. QUESTION/ANSWER DRILL

Directions: Expect affirmative short answers.

T: Don't you go to school on Monday? S: Yes, I do.
Don't you ride the bus on Tuesday?
Don't you play at school on Wednesday?
Don't you eat supper at night?
Don't you laugh in class in the morning?
Don't you whisper in class in the afternoon?
Don't you play in the evening?
Don't you eat at noon?
Doesn't he come to class?
Doesn't she study hard?
Doesn't he study English?
Don't I teach English?
Don't I shut the door during class?
Don't you write with ink in English class?
Don't I write with chalk?
Doesn't she tell the truth?
Don't they make a lot of noise?

2. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

T: You go to school on Monday. S: Do I go to school on Monday?
You ride the bus on Tuesday.
You play at school on Wednesday.
You eat supper at night.
You whisper in class in the morning.
You laugh in class in the afternoon.
You play in the evening.
She studies in the evening.
She studies hard.
He comes to class.
You eat at noon.
I teach English.
He studies English.
I shut the door during class.
I open the window during class.
You write with ink in English class.
I write with chalk on the blackboard.
She tells the truth.
They make a lot of noise.
We have a good class every day.

UNIT EIGHT SUPPLEMENTARY DRILLS

Drills 3-8 use the two lists of sentences A and B.

3. QUESTION/ANSWER DRILL

T: Sentence in List A, adding negative tag.

S: Short answer.

E.g.: T: You live in Beirut, don't you?
S: Yes, I do.

4. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: Sentence in List A, unchanged.

S: Repeat, adding a negative tag.

E.g.: T: You live in Beirut.
S: I live in Beirut, don't I?

5. QUESTION/ANSWER DRILL

T: Sentence in List B, adding affirmative tag.

S: Short answer.

E.g.: T: You don't come to school on Sunday, do you?
S: No, I don't.

6. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

T: Sentence in List B, unchanged.

S: Repeat, adding an affirmative tag.

E.g.: T: You don't come to school on Sunday.
S: I don't come to school on Sunday, do I?

7. QUESTION/ANSWER DRILL

Combine drills 3 and 5, forcing students to choose the correct short answer.

8. CONVERSION DRILL (STATEMENTS TO QUESTIONS--USING TAGS)

Combine drills 4 and 6, forcing students to choose the correct question tag.

Lists A and B are on the following page.

UNIT EIGHT SUPPLEMENTARY DRILLS

List A:

You live in Beirut.
You go to the cinema.
You play basketball.
You obey the law.
You make noise between classes.
I teach English.
I teach at Rawdah.
I earn money.
She studies mathematics.
He goes to Rawdah.
He likes to make noise.
They read English books.
They go outside at break.

List B:

You don't come to school on Sunday.
You don't sing in class.
You don't spill your ink.
You don't pay taxes.
You don't swim in winter.
We don't have class at night.
We don't read French in class.
They don't do stupid things.
He doesn't ring the bell.
He doesn't hide under the desk.
She doesn't live on an island.
He doesn't have an extra book.

9. CONVERSION DRILL (STATEMENTS TO QUESTIONS--WITH TAGS)

Directions: This drill is designed to be used with selection number 11 "Our Food" in Elementary Composition Pieces.

T: He's thirsty.	S: He's thirsty, isn't he?
He wants a pint of milk.	
Milk tastes good.	
Milk comes from a cow.	
I eat berries for breakfast.	
I'm hungry.	
I want to eat supper.	
I want meat for supper.	
I like chocolate sauce on ice cream.	
The sauce is spilled.	
The dress is stained.	
The dress is spoiled.	
The vegetables taste good.	
I swallow my food.	
I swallow the vegetables.	
Vegetables taste bad.	

UNIT EIGHT SUPPLEMENTARY DRILLS

Drills 10-12 use the lists of sentences at the bottom of the page marked "Affirmative" and "Negative".

10. COMPLETION DRILL

Directions: Teacher gives the affirmative sentence as cue.
Student responds by adding already.

Example: T: He's here. S: He's here already.

11. COMPLETION DRILL

Directions: Teacher gives the negative sentence as cue.
Student responds by adding yet.

Example: T: He's not here. S: He's not here yet.

12. COMPLETION DRILL

Directions: Teacher gives the affirmative sentence as cue.
Student responds by adding not...yet.

Example: T: He's here. S: He's not here yet.

Affirmative	Negative
He's here.	He's not here.
It's cloudy.	It's not cloudy.
He's playing a trick.	He's not playing a trick.
The class is wild.	The class isn't wild.
John's sick.	John's not sick.
Fuad's finished.	Fuad's not finished.
Suad's leaving.	Suad's not leaving.
He's rocking the desk.	He's not rocking the desk.
Fuad's playing with paper.	Fuad's not playing with paper.
The test is over.	The test isn't over.
The teacher's coming in the door.	The teacher isn't coming in the door.
The "i" is dotted.	The "i" isn't dotted.

UNIT EIGHT SUPPLEMENTARY DRILLS

13. COMPLETION DRILL

Directions: Complete each sentence with yet or already.

This drill should come between "A Simple Typist" and "Unusual" (both from True or Not?) which are both about letter writing.

- T: The letter is started. S: The letter is started already.
The letter isn't finished. The letter isn't finished yet.
Mr. Ellington composed the letter.
Mr. Ellington wrote to the branch office.
The secretary isn't ready to type.
It isn't time to close the office.
Mr. Ellington has a new secretary.
Miss Steele finished school.
But Miss Steele doesn't know enough.

14. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

- T: This piece of chalk belongs to Fuad.
S: Does that piece of chalk belong to Fuad?
- T: This new book belongs to Fuad.
old map
bottle of ink
useless pencil
pile of books
small toy
briefcase
bag of books
useful notebook
piece of paper

(Continue with other objects in the room.)

UNIT EIGHT VOCABULARY LIST

This is a list of words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
berry	G
branch	T,G
cloud	C,G
compose	G
cry	T,G
describe	G
dot (v.)	G
pint	G
rock (v.)	T,G
sauce	G
spill	C,G
spoil	C,G
stain	C,G
swallow	G
taste	C,G
thirsty	C,G
trick	T,G
useful	T,G
useless	T,G
wild	T,G

ENGLISH 900, BOOK ONE, UNIT NINE

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

UNIT NINE EXTRA WORDS FOR SUBSTITUTION DRILLS.

[For use with the drills in Book One, pages 98-100.]

6. bank
- branch
- zoo
- gate
- palace
- festival

UNIT NINE SUPPLEMENTARY DRILLS

1. QUESTION/ANSWER DRILL

T:	Will you come to school tomorrow?	S:	Yes, I will.
	Will Fuad come to school tomorrow?		Yes, he will.
	Will I demand the homework this hour?		Yes, you will.
	Can you see snow on the mountains?		
	Can you read a map?		
	Can you sing a song?		
	Can you whistle?		
	Can you weave cloth?		
	Can you be quiet?		
	Will you be quiet?		
	Can you drive a car?		
	Can you park a car?		

2. QUESTION/ANSWER DRILL

T:	Will you ride a donkey to school?	S:	No, I won't.
	Can you fly?		No, I can't.
	Can you be a queen?		
	Can you be a king?		
	Can you dig a hole in this floor?		
	Can you climb that wall?		
	Will you be a tourist next week?		
	Will you be here at eleven tonight?		
	Can the doctor give a remedy for the poison?		
	Will you give blood tomorrow?		
	Will you go to the doctor tomorrow?		

3. QUESTION/ANSWER DRILL

Directions: Repeat the drills above, mixing the questions, so the students will have to choose between yes and no.

4. ROTATION DRILL

Directions: Drill the four questions and the two answers chorally. Students then choose any of the combinations they wish as the drill goes around the class.

Q: Will you play ping-pong with me?
Will you play chess with me?
Will you play basketball with me?
Will you play football with me?

A: Yes, I will. This afternoon.
No, I won't. I don't want to.

UNIT NINE SUPPLEMENTARY DRILLS

5. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

- T: Will you play with me? S: Won't you play with me?
Will you stand up?
Will you clean up that heap of papers?
Will you try harder?
Will you bring me a pint of milk?
Will you mark the paper?
Will you continue the lesson?
Will you share your lunch?
Will you close the door?
- T: Can you play ping-pong? S: Can't you play ping-pong?
Can you understand English?
Can you understand me?
Can you count to ten?
Can you say the alphabet?
Can you win the prize?
Can you reduce your weight?

6. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

Directions: Continue drill 5 above. Mix the can and will questions and add the questions from drill 1.

7. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

- T: Fuad will pass this course. S: Will Fuad pass this course?
Peter will fail this course.
Mr. Jarrar should be here.
Suad should sit down.
He should taste the food.
Fuad can do the trick.
Mary can speak English.
Fuad will be a scientist.
Fuad will be a soldier.
The bell will give the signal.
Mary will clean up the dirt.

8. CONVERSION DRILL (AFFIRMATIVE TO NEGATIVE)

- T: Can Fuad leave the room? S: Can't Fuad leave the room?
Can Suad speak English well?
Can Fuad stand up?
Will Mr. Haddad come in?
Will he finish the story?
Should we all be quiet?
Should we clean the room?
Can we visit the village?
Can we climb to the top of the stairs?
Can they play in the playground?

UNIT NINE SUPPLEMENTARY DRILLS

9. CONVERSION DRILL (PRESENT TO PAST)

- T: Can we go swimming? S: Could we go swimming?
May we go swimming? Might we go swimming?
Can we play games?
May we play games?
Can we leave the class?
Can we ride the bus?
Can we play in the rain?
Can we leave early?
Shall we help you? S: Should we help you?
Shall we clean the steps?
Shall we go to the test hall?
Shall we do our homework now?

10. CONVERSION DRILL (STATEMENTS TO QUESTIONS)

- T: You have to do your homework.
S: Do I have to do my homework?
- T: You have to come to school.
You have to be quiet in class.
You have to study English.
You have to take P.T.
You have to eat your lunch.
You have to leave the room at break.
You have to go to the test hall for tests.
You have to study at night.
You have to work hard in English.

11. REPLACEMENT DRILL (PRONOUNS FOR NOUNS)

- T: She'll tell Fuad the time. S: She'll tell him the time.
She'll tell Fuad a story.
He'll tell Suad the time.
He'll tell Fuad what time it is.
He'll tell Suad a story.
They'll tell Mary a long story.
They'll tell the students the time.
Mary'll tell John what time it is.
Peter'll tell Mary the story.
Suad'll tell John what time it is.

UNIT NINE SUPPLEMENTARY DRILLS

12. VOCABULARY DRILL (CONVERSION DRILL [PRESENT TO PAST])

Directions: This drill is designed to be used with "Our Doctor", which is composition number 12 in Elementary Composition Pieces.

T: A man tries to steal some gold.
S: A man tried to steal some gold.

T: The man is a thief.
He climbs a ladder.
He wants to get in a window.
He falls from the ladder.
He crushes his arm.
He twists his leg.
He damages his body and brain.
He scratches his flesh.
Blood flows from the cut.
He tries to stop it.
He uses a handkerchief.
He has seldom been hurt.
He has never been hurt this bad.
Someone calls a doctor.
He uses his skill and treats the thief.
The thief is very weak.
The thief is better.
The thief is in prison.

13. COMPLETION DRILL

Directions: Put the following on the blackboard:

at	4 o'clock
about	
before	3:30 p.m.
after	
until	school

Have the students complete these sentences using the words on the blackboard:

I came home...
I stayed there...
I fell down...
I left school...
I went to the library...
I played games...

UNIT NINE SUPPLEMENTARY DRILLS

14. ROTATION DRILL

Directions: Drill the three possible questions. Then have the first student ask any of the three he chooses. The second student then tells him the time. The second student then asks the third student the time, etc.

Q: What time is it?
Can you tell me the time?
Do you know what time it is?

A: [Give the correct time.]

UNIT NINE VOCABULARY LIST

This is a list of new words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>	
blood	C,G	
body	G	
brain	G	
crush	G	
demand	T,G	
flesh	G	
flow	G	
handkerchief	G	
heap	T,G	
hopeful	G	
park	T	(as in <u>park a car</u>)
poison	G	
remedy	G	
scratch	G	
seldom	C,G	
skill	G	
steal	T,G	
treat	T,G	
twist	G	
weak	G	

ENGLISH 900, BOOK ONE, UNIT TEN

EXTRA WORDS FOR SUBSTITUTION DRILLS

SUPPLEMENTARY DRILLS

VOCABULARY LIST

[Note: A Review Unit follows Unit 10 in Book One of English 900. Therefore less drill material is provided here.]

UNIT TEN EXTRA WORDS FOR SUBSTITUTION DRILLS

- 9. the earth
- 10. castles in Lebanon
 - banks
 - English
 - Arabic literature
 - science
 - scientists

- 12. not far
 - not very far

- 17. yesterday
 - last week
 - last month
 - on Monday
 - this morning
 - yesterday afternoon
 - yesterday morning

UNIT TEN SUPPLEMENTARY DRILLS

1. ROTATION DRILL

Q: When were you born?

A: I was born on _____.

2. CONVERSION DRILL (STATEMENTS TO QUESTIONS--WITH TAGS)

T: You'll come to school tomorrow.

S: You'll come to school tomorrow, won't you?

T: He'll play basketball this afternoon.

He'll mend the damaged library books this weekend.

She'll smile in class.

He'll memorize the poem.

She'll greet the new teacher.

You'll come frequently.

They'll encourage the poor students.

He'll read his book tonight.

He'll admit he's wrong.

John'll stay up late tonight.

Fuad'll come to school on Saturday.

3. CONVERSION DRILL (STATEMENTS TO QUESTIONS--WITH TAGS)

T: You can't use a typewriter.

S: You can't use a typewriter, can you?

T: You can't use a pencil on a test.

You won't fold your paper.

He can't draw a good picture.

They won't ring the bell.

You can't improve this class.

They won't steal the basketball.

You won't poison the water.

She can't talk very loud.

Fuad won't scratch himself.

UNIT TEN SUPPLEMENTARY DRILLS

4. SPECIAL DRILL

Directions: Have students agree with these statements by using the "Neither do I" pattern. Students choose their own answers, following the pattern.

T: I'm not a girl.	S: Neither am I.
He isn't a teacher.	Neither is she.
John isn't a scientist.	
Mary isn't a queen.	
I don't play tric-trac.	
I don't ride a bicycle.	
She doesn't come to school late.	
John doesn't talk in class.	
Peter won't come.	
Fuad won't play.	
Susan can't run very fast.	

5. SPECIAL DRILL

Directions: Follow the directions for drill 4, but use the "So do I" pattern.

T: She's a student.	S: So am I.
She plays the piano.	
He can play chess.	
Fuad is talking in the back row.	
Fuad talks all the time.	
Fuad will talk tomorrow.	
I am going to the cinema tonight.	
I like the movies.	
Fuad likes the movies.	
Suad goes home every noon.	

6. ROTATION DRILL

Q: Where were you born?

A: I was born in _____.

UNIT TEN VOCABULARY LIST

This is a list of the words introduced in this unit. None are contained anywhere in English 900.

<u>word</u>	<u>source</u>
admit	G
castle	G
draw	C,G
earth	C,G
encourage	G
frequent	T,G
improve	G
mend	T,C,G
neither ⁷³	C,G
smile	C,G ⁷⁴

⁷³The word neither appears in the Teacher's Guide for English 900. It shows the pattern "Neither do I" to be taught in this unit. However, the texts do not contain the word.

⁷⁴Only ten words have been introduced in this unit. The reduced amount of drills makes it very hard to introduce vocabulary reasonably. Further it is not necessary to maintain the rate of twenty new words per unit in order to introduce all of the words of the master list by the end of book Six.

PART THREE

MASTER VOCABULARY LIST

WORDS FROM THE GENERAL SERVICE LIST⁷⁴

NOUNS	VERBS	ADJECTIVES	OTHER WORDS
action	accuse	absent	above
admission	admire	actual	again
advantage	admit	ancient	aloud
agent	aim	artificial	also
allowance	allow	awkward	although
ambition	annoy		among
amount	apologise		anyhow
angle	appear		aside
apology	applaud		
arch	arrest		
ash			
association			
audience			
axe			
baggage	bake	bare	between
balance	balance	blind	beyond
bar	beat	bold	
barrel	bend	brave	
basin	blame	broad	
basis	bless		
battle	boil		
bay	bribe		
beard	burst		
beast	bury		
bell			
belt			
berry			
blade			
blood			
board			
body			
border			
bottom			
boundary			
bow			
brain			
branch			
brass			
brick			
bucket			
bunch			
bundle			
bush			

⁷⁴The Master Vocabulary List is explained above, pages 47-48.

cage
cart
case
castle
caution
cave
chalk
character
charm
chimney
circle
cloud
coal
colony
combine
confidence
confusion
conscience
consideration
copper
cork
council
courage
court
coward
crime
critic
crown
current
curve
cushion

calculate
cheat
cheer
choose
civilize
claim
climb
command
compare
complain
compose
confess
congratulate
conquer
control
continue
cook
crush
cry
curl
curse

calm
coarse
common
conscious
content
cruel
current

damage
death
debt
decay
deed
deer
defense
delight
desert
despair
destruction
devil
dirt
discipline
disgust
district
ditch
donkey
dot
dozen
duck
dust

dare
deal (with)
deceive
defeat
defend
demand
describe
destroy
determine
develop
dig
dip
direct
dismiss
distinguish
dive
dot
drag
draw
drown

damp
dead
deaf
delicate
delightful
direct
dozen

due

earth
ease
edge
effect
effort
empire
enemy
entrance
envy
event
evil
example
experiment

earn
educate
elect
encourage
exist
experiment
explode
explore
express
extend

eager
earnest
elastic
empty
entire
equal
evil
extra
extreme

faith
fan
fashion
fate
fear
feast
feather
fence
flag
flame
flash
flesh
flower
fool
frame
freedom
funeral
fur

fade
fear
flash
float
flow
fold
fool
forbid

faint
faithful
false
fierce
firm
flat
fond
former
free
frequent

farther
forth

gap
gas
gate
glory
goat
god
gold
grace
grain
grave
grease
greed
guard
gun

gain
gather
govern
greet
guard

gay
gradual
grand

handkerchief
handle
harm
haste
heap
heaven

handle
heal
hide
hinder
hook

hollow
holy
hopeful
hopeless
human
humble

however

hole
hook
horizon
human
hunger
hunter
hut

imitation
ink
inn
inquiry
instant
insult
insurance
introduction
invention
island

jaw
jewel
joint
journey
joy
judge

king
knot

ladder
laugh
laughter
law
leaf
level
liberty
lid
lie
limb
limit
lip
loaf
log
lord
loss
lung

manner
manners
map
mark
marriage
mass
mat
memory

imitate
improve
inform
inquire
insult
insure
invent

judge

kick
knock

laugh
lead
lean
lie (down)
lie (tell)

manufacture
march
melt
memorize
mend
multiply
murder

ideal
idle
immediate
immense
independent
international
inward

jealous

lazy
least
left
level
likely
loose
loyal

marked
mechanical
mere
merry
moderate
modest
moral
muddy

indeed
instantly

meanwhile
merely
moreover

mercy
messenger
metal
mill
minister
monkey
moon
morals
motion
mouse
movement
mud

nature
needle
nest
net
noise
nonsense
noun
nuisance
nut

oar
observation
occasion
origin
ornament
outline

pad
pan
particle
partner
passage
path
patience
pattern
paw
peace
pearl
penny
persuasion
pigeon
pile
pin
pint
pity
plaster
plural
point
poison
pool

neglect

obey
observe
offer
omit
organize
outline
overcome

pause
pile
pinch
point
polish
pray
preach
pretend
prevent
produce
promise
pronounce
protect
provide
pump
punish
puzzle

neat
noble

original
outward

past
patriotic
pink
polite
probable
prompt
proper
proud
punctual
pure
purple

neither
nor
nowhere

possession
post
pot
poverty
powder
power
praise
prejudice
priest
prison
prisoner
prize
procession
production
profit
progress
promise
proof
property
pump
punishment
pupil
purpose
puzzle

qualification
quantity
quart
queen

rabbit
rake
rat
rate
ray
razor
reason
reference
reflection
refreshment
relationship
relative
relief
remedy
reproduction
reputation
respect
result
revenge
ribbon
risk
rival
rod
roller

qualify

reach
reason
recommend
reduce
refer
reflect
refresh
rejoice
replace
represent
reproduce
resign
resist
rise
roar
roast
rob
rock
rot
rub
ruin
rush

rapid
raw
recent
regular
responsible
ripe
rough
royal
rude

root
rope
row
rubber
rubbish
ruin
rust

sacrifice
saddle
sailor
sample
sand
sauce
saw
scale
scent
scientist
scorn
screw
search
season
secret
seed
sense
servant
shade
shadow
shelf
shell
shelter
shield
shilling
sunshine
signal
silence
silver
sink
skill
skin
sky
slave
slope
smile
snake
soil
soldier
song
sorrow
soul
speech
speed
spirit
spot

save
scatter
scold
scrape
scratch
screw
search
seize
separate
sew
shake
share
shine
shoot
shut
sing
smile
spill
spin
spit
spoil
spread
steal
steer
sting
stretch
strike
struggle
succeed
suck
support
surround
swallow
swear
sweep
swing

scarce
secret
separate
shallow
smooth
solemn
solid
splendid
standard
steady
steep
stiff
strict
stupid
sudden

seldom
spite
[in spite of]
surely

stage
stain
steam
stem
stick
stock
stone
storm
strap
straw
strength
strip
stripe
stuff
substance
sun
supper
support
surface
suspicion
sword
system

tailor
tap
taste
tax
temple
term
thief
thirst
thorn
thread
threat
thunder
tide
tip (end)
tip (gratuity)
title
ton
tool
top
tour
tourist
tower
toy
trap
tray
treasure
treasurer
trial
tribe
trick
truth

tap
tempt
tend
threaten
tip (gratuity)
touch
tour
translate
treat
trust
twist

tame
tender
thirsty
thorough
tough

therefore
thoroughly
thus
till

union
unit
universe

useful
useless
usual

upon
upright
upward

value
variety
veil
verb
verse
vessel (blood)
victory
village
virtue
vowel
voyage

valuable
various
violent

wages
waist
wealth
weapon
wheel
whip
wing
wire
witness
worm
worship
wound
wrapper

wander
warn
weave
welcome
whip
whisper
whistle
win
wind
wipe
worship

weak
welcome
wicked
wild
wise
worse

within

youth

yield

WORDS FROM THE SUPPLEMENTARY TEXTS USED
WITH ENGLISH 900, BOOK ONE

Seven Greek Tales

axe
festival
gold
island
king
lion
magic
obey
palace
prison
root
search (v.)
servant
sword
weave
wheel
wolf
wood
voyage

True or Not?

allow
battle
between
board
branch
crime
cry
debt
demand
destroy
earn
frequent
fur
handle
heap
journey
judge
mend
message
murder
park (a car)
pigeon
prize
reduce
rock
rough
ruin
rush
share
shut
signal
sing
soldier
steal
storm
stupid
stage
supper
tax
top
treat
truck
useful
useless
welcome
wild

Elementary Composition
Pieces

battle
bear
between
blood
bucket
cage
cloud
dig
duck
fence
flower
gate
goat
map
monkey
noise
nut
pupil
roar
seldom
snake
soldier
spill
spoil
stain
stupid
taste
thirsty
village
wood
zoo

PART FOUR

BIBLIOGRAPHY

ENGLISH 900

English Language Services, Inc., Washington, D.C. English 900, A Basic Course. New York: Collier-Macmillan International, A Division of The Macmillan Company, 1964 & 1965.

The Basic Course consists of:

Books One to Six

Workbooks One to Six

Five Supplementary Readers

The People Speak

The Silver Elephant

Cowboys in Alaska

The Island of Truth

Scenes of America

Teacher's Manual

180 Tape Recordings (3 for each unit)

[A Demonstration Tape is available.]

SUPPLEMENTARY TEXTS USED WITH ENGLISH 900
BOOKS ONE AND TWO (FIRST YEAR)

Used at Rawdah High School
During 1966-1967

English Language Services, Inc. Cowboys in Alaska. New York:
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Wymer, Norman. Man Against Nature. (Pleasant Books in Easy
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Nashef, A.M. Seven Greek Tales. (Longmans' Structural Readers,
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Twain, Mark. The Adventures of Tom Sawyer. Ed. by G.C. Thornley.
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- English Language Institute Staff. An Intensive Course in English.
4 vols.: English Sentence Patterns, English Pattern
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Charles C. Fries, and Vocabulary in Context by Harry B.
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