CULTURE AND COMMUNICATIVE COMPETENCE:
A STUDY OF ESL
AT THE TERTIARY LEVEL IN SRI LANKA

Volume 2: Appendices

by

Antoinette T. Fernando

Ph.D.
University of Edinburgh
1986
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II. Bachman and Palmer's Test of Communicative Competence – The Multiple Choice Test
A TEST OF COMMUNICATIVE COMPETENCE

MULTIPLE CHOICE METHOD

FIRST SECTION

General Directions

DO NOT OPEN THIS TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.

DO NOT WRITE ANYTHING OR MAKE ANY MARKS IN THIS TEST BOOKLET.

1. This is a test of your ability to communicate in English. The test is in several parts and there are special instructions for each part. When you finish one part, go on to the next part.

There are four parts in this section of the test. There are 69 questions, or problems. You will be given enough time to complete these problems.

Work as quickly as possible. If you finish early, go back and check your answers.

2. Mark your answers on the Answer Sheet. Mark only one answer for each problem. Make sure that the number of the problem on the answer sheet is the same as the number of the problem in the test booklet.

Be sure to mark your answers darkly and completely, using the #2 pencil given to you. If you want to change an answer, completely erase the first answer, and then mark your new answer.

3. Be sure to answer every question. If you are not sure of the correct answer, make the best guess you can. Your score will be based on the number of correct answers you give.

4. Before you begin, write your name at the top of Side One of the Answer Sheet. Underline the part that is your family name.
TEST A

Instructions

This is a test of how well you can recognize correct grammar. Each problem in this test is a short conversation with one or more words missing. Choose the one answer that is grammatically correct.

Example: “How old are you?”
“I _______ 20 years old.”
1. are
2. is
3. am
4. have
5. had

For this sentence, “am” is grammatically correct. It is answer (3), so if this were part of the test, you would darken circle (3) on your answer sheet.

1. “What’s your name?”
   “________ name is David.”
   (1) Mine
   (2) My’s
   (3) I
   (4) Me
   (5) My

2. “When did John die?”
   “He _______ in 1942.”
   (1) did die
   (2) has died
   (3) was die
   (4) is died
   (5) died

3. “I’m tired of waiting for John.”
   “If he doesn’t come soon, we’ll have _______ without him.”
   (1) to starting
   (2) start
   (3) starting
   (4) to start
   (5) to started
4. "What's this picture?"
   "That's the plane ________ we took to Japan."
   (1) what
   (2) when
   (3) where
   (4) this
   (5) that

5. "Does Allen bother you?"
   "Yes, he keeps ________ me with his questions."
   (1) interrupted
   (2) to interrupt
   (3) to interrupted
   (4) having interrupting
   (5) interrupting

6. "Is this the way you want the tables arranged?"
   "No, I want ________ closer."
   (1) them to be
   (2) that they be
   (3) that them be
   (4) them be
   (5) they to be

7. "Where's my hat?"
   "Oh, I forgot to ________ ."
   (1) it in bring
   (2) in bring it
   (3) bring it in
   (4) bring in it
   (5) it bring in

8. "Are you ready to go now?"
   "I'd like to finish ________ my car first."
   (1) washing
   (2) to wash
   (3) washes
   (4) have washed
   (5) wash

9. "I'm from California."
   "Oh, I thought you ________ in New York."
   (1) were born
   (2) had born
   (3) was born
   (4) have born
   (5) born
10. "Do you know Mary?"
   "Yes, she is a very ________ friend of mine."
   (1) close
   (2) closer
   (3) closest
   (4) closely
   (5) closing

11. "_______ to school today?"
   "No, not today. He's sick."
   (1) Is John going
   (2) Does John going
   (3) Is John go
   (4) John go
   (5) Do John go

12. "Do you miss your parents?"
   "Yes, I'm always thinking ____ them."
   (1) at
   (2) in
   (3) to
   (4) on
   (5) of

13. "Which chair did you take?"
   "The one ________ ."
   (1) was in the living room
   (2) that the living room was in
   (3) in the living room that was
   (4) that was in the living room
   (5) that in the living room

14. "Do you think Peter can win the race?"
   "If he tries hard, I think he ________ ."
   (1) can be
   (2) can
   (3) can have
   (4) can to do
   (5) can do

15. "Why don't you finish your work right now?"
   "Because I'm ________ tired to do it right!"
   (1) very
   (2) so
   (3) too
   (4) as
   (5) much
16. "How was Fred's spelling test?"
   "It would have been perfect if he ________ the last word."
   (1) hasn't misspell
   (2) wouldn't misspell
   (3) wouldn't misspelled
   (4) hadn't misspelled
   (5) hadn't misspell

17. "Why did you give him a map?"
   "I felt that he ________ my directions."
   (1) hadn't to understand
   (2) hadn't understood
   (3) wasn't understood
   (4) didn't understood
   (5) didn't to understand

18. "What do the instructions say?"
   "That ________ reading it, we should now discuss it."
   (1) have finished
   (2) have finishing
   (3) have to finish
   (4) having finished
   (5) having to finish

19. "Do you like your new house?"
   "No, I wish I ________ bought it."
   (1) hadn't
   (2) didn't
   (3) am not
   (4) mustn't
   (5) haven't

20. "Did you begin a new chapter last night?"
   "No, but ________ the last one, I might have."
   (1) had I finish
   (2) had I finished
   (3) I finished
   (4) if I finished
   (5) I had finished
TEST B

Instructions

This is a test of how well you understand English words. There are three pictures in this test. There are two problems for each picture. Each problem is a sentence with one or more words missing. Choose the one answer that makes the sentence say the same thing that the picture shows.

Example:

This is a _______.
1. book
2. pencil
3. table
4. chair
5. cup

The picture shows a cup, so answer (5) is correct. If this were part of the test, you would darken circle (5) on your answer sheet.
21. The milk is _______ the box.
   (1) above
   (2) on
   (3) at
   (4) in
   (5) near

22. There is one _______ of milk.
   (1) bag
   (2) bottle
   (3) bowl
   (4) dish
   (5) sack
23. Mrs. Green is ________.
   (1) sleeping
   (2) driving
   (3) sweeping
   (4) eating
   (5) cooking

24. The stove is ________.
   (1) under the cupboards
   (2) on the wall
   (3) in front of the chairs
   (4) behind the refrigerator
   (5) in front of Mrs. Green
25. Mr. Green is ______ the house.
   (1) going to
   (2) looking at
   (3) entering
   (4) leaving
   (5) walking to

26. Mr. Green is wearing a ______.
   (1) hat
   (2) briefcase
   (3) blouse
   (4) skirt
   (5) flower
TEST C

Instructions

This is another test of how well you understand English words. Each problem in the test contains a sentence with one or more words underlined. Choose the one answer that means closest to the same thing as the underlined word in the sentence.

Example: John hopped across the room.
1. walked
2. looked
3. called
4. waved
5. jumped

Item (5), "jumped", means about the same thing as "hopped". So if this were part of the test, you would darken circle (5) on your answer sheet.

27. Blend the ingredients carefully.
   (1) bake
   (2) study
   (3) choose
   (4) cook
   (5) mix

28. This board is rough.
   (1) not smooth
   (2) not new
   (3) not strong
   (4) not ready
   (5) not painted

29. Amy is too stubborn.
   (1) noisy
   (2) quiet
   (3) hard to change
   (4) easy to change
   (5) tall
30. Their performances are always outstanding.
(1) very good
(2) very bad
(3) crowded
(4) understood
(5) disliked

31. If you moisten this, it will work better.
(1) wet
(2) fix
(3) change
(4) improve
(5) use

32. Martha slapped him.
(1) loved
(2) hit
(3) looked at
(4) held
(5) kissed

33. My cat's paw is hurt.
(1) foot
(2) nose
(3) ear
(4) mouth
(5) neck

34. The river is shallow there.
(1) not very muddy
(2) not very dangerous
(3) not very clean
(4) not very fast
(5) not very deep

35. I refuse to do that.
(1) will not
(2) like to
(3) do not like to
(4) can
(5) cannot

36. She is hardly awake.
(1) scarcely
(2) completely
(3) sometimes
(4) usually
(5) always
37. I'd like to put that off.
   (1) find that again
   (2) send that away
   (3) turn that around
   (4) see that happen
   (5) do that later

38. Sue brought about the change.
   (1) forgot
   (2) liked
   (3) caused
   (4) disliked
   (5) remembered

39. The doctor's work was esteemed by the government.
   (1) published
   (2) forgotten
   (3) paid for
   (4) valued
   (5) controlled

40. They are going to slaughter the cow.
   (1) show
   (2) sell
   (3) steal
   (4) kill
   (5) feed

41. Dan let the cat out of the bag.
   (1) forgot the answer
   (2) told the secret
   (3) got a friend out of jail
   (4) lost his money
   (5) got himself out of trouble

42. Sheila doesn't give a hoot.
   (1) believe it
   (2) care about it
   (3) talk about it
   (4) have a pretty voice
   (5) understand it

43. Mary passed away last week.
   (1) died
   (2) moved
   (3) left school
   (4) came through
   (5) stopped for a visit
44. They need something to lure the fish with.
   (1) attract
   (2) catch
   (3) kill
   (4) cook
   (5) clean

45. Bill was very drowsy.
   (1) sad
   (2) happy
   (3) drunk
   (4) angry
   (5) sleepy

46. Hey, you’d better cut that out.
   (1) break that
   (2) divide that
   (3) leave that
   (4) stop that
   (5) destroy that

47. His remarks were very flattering.
   (1) interesting
   (2) stupid
   (3) easy to understand
   (4) hard to understand
   (5) full of praise

48. Jenny glimpsed a big rock in the river.
   (1) passed
   (2) sighted
   (3) put
   (4) slipped on
   (5) approached

49. Let’s bury the hatchet.
   (1) get married
   (2) get drunk
   (3) forget our disagreements
   (4) pay the bill
   (5) beat our opponents

50. Jim tried to conceal the package.
   (1) hide
   (2) tie up
   (3) open
   (4) mail
   (5) find
51. That's really the pits.
   (1) terrible
   (2) wonderful
   (3) old
   (4) funny
   (5) silly

52. Don't relinquish that privilege!
   (1) give up
   (2) ask for
   (3) worry about
   (4) think about
   (5) depend upon

53. He is revising the plans for the building.
   (1) changing
   (2) looking at
   (3) checking
   (4) studying
   (5) copying

54. Richard wouldn't let his daughter wear sneakers.
   (1) pink eyeglasses
   (2) short skirts
   (3) fancy earrings
   (4) cheap tennis shoes
   (5) low-necked blouses

55. He's really smashed, isn't he?
   (1) noisy
   (2) stupid
   (3) unhappy
   (4) drunk
   (5) popular

56. I get a kick out of that.
   (1) need
   (2) believe
   (3) don't believe
   (4) like
   (5) hate
Instructions

This is a test of how well you can recognize what makes the most sense (is most reasonable) in English sentences. Each problem in this test contains one or two sentences, with one or more words missing. Choose the one answer that is most reasonable, so that the sentence or sentences make sense.

Example: The food was very bad, ______ I ate it all anyway.
   1. therefore
   2. so
   3. but
   4. for example
   5. likewise

The sentence makes most sense with "but" than with any of the other answers to this problem. "But" is answer (3), so if this were part of the test, you would darken circle (3) on your answer sheet.

57. The rock is big ______ black.
   (1) and
   (2) yet
   (3) while
   (4) or
   (5) but

58. My sister is neither ______.
   (1) rich, neither famous
   (2) rich, but not famous
   (3) rich nor famous
   (4) rich, and isn't famous
   (5) rich and not famous either

59. Saturday was very cold, ______ I went on the picnic, even though I don't like cold weather very much.
   (1) but
   (2) so
   (3) or
   (4) for
   (5) thus
60. A lot of my friends borrow money from me without paying it back. I could do without _________.
   (1) my friends
   (2) such a friend
   (3) that friend
   (4) such friends
   (5) the friends

61. Jane has the flu. ________, she has heart trouble, which makes it doubly serious.
   (1) Moreover
   (2) Therefore
   (3) In spite of that
   (4) For example
   (5) On the other hand

62. I have to work until 6:00. Until ________, I do not want to be disturbed.
   (1) it
   (2) the time
   (3) this time
   (4) that
   (5) that time

63. ________ she considered what to have for dessert, her soup got cold.
   (1) When
   (2) Although
   (3) Until
   (4) While
   (5) Even though

64. First, catch your rabbit. Then kill it and clean it. ________, build a fire.
   (1) Next
   (2) Therefore
   (3) Third
   (4) For example
   (5) Indeed

65. Sheila has red hair and wears it in two pigtails. ________, her sister Susan has black hair and wears it in a single pony tail.
   (1) On the other hand
   (2) Nevertheless
   (3) Moreover
   (4) Likewise
   (5) Similarly
66. Though his doctor prescribed _____, John refused to take the pills.
   (1) such
   (2) those
   (3) them
   (4) that
   (5) it

67. To forget a date is normal, and to be ashamed is also normal. But _____ is inexcusable.
   (1) one’s failing to apologize
   (2) not to apologize
   (3) if you don’t apologize, it
   (4) when you don’t apologize, it
   (5) when one fails to apologize, it

68. If you don’t like Dave’s behaviour, why don’t you _____?
   (1) explain
   (2) say that
   (3) explain that
   (4) tell him that
   (5) tell him so

69. His ideas may be old-fashioned; _____ they are important to us here, both for today and tomorrow.
   (1) thus
   (2) then
   (3) so
   (4) nevertheless
   (5) similarly
A TEST OF COMMUNICATIVE COMPETENCE

MULTIPLE CHOICE METHOD

SECOND SECTION

General Directions

DO NOT OPEN THIS TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.

DO NOT WRITE ANYTHING OR MAKE ANY MARKS ON THIS TEST BOOKLET.

1. This is a test of your ability to communicate in English. The test is in several parts and there are special instructions for each part. When you finish one part, go on to the next part.

There are six parts in this section of the test. There are 50 questions, or problems, numbered from 70 to 119. You will be given enough time to complete these problems.

Work as quickly as possible. If you finish early, go back and check your answers.

2. Mark your answers on the same Answer Sheet you used for the first section of the test. Mark only one answer for each problem. Make sure that the number of the problem on the Answer Sheet is the same as the number of the problem in the test booklet.

Be sure to mark your answer darkly and completely, using the #2 pencil given to you. If you want to change an answer, completely erase the first answer, and then mark your new answer.

3. Be sure to answer every question. If you are not sure of the correct answer, make the best guess you can. Your score will be based on the number of correct answers you give.
TEST E

Instructions

This is a test of how well you can recognize a well organized English paragraph. Each problem in this test contains five paragraphs. All five paragraphs say the same thing, but in different ways. You must choose the one paragraph that is best organized.

(In the example there are only two paragraphs. One of them is well organized and the other is not.)

Example:

1. There are three steps in starting a car. First, put the car in "neutral" or "park." Next, press the gas pedal once. Finally, turn the ignition key to "start."

2. Put the car in "neutral" or "park." Next, press the gas pedal once. There are three steps in starting a car. Finally, turn the ignition key to "start."

The first paragraph is better organized than the other, so if this were part of the test you would darken circle (1) on your answer sheet.

Each problem is on one page. Look at the next page for the first problem.
(1) The king of Ruritania declared war on Utopia because its dictator had sent him a highly insulting letter. Moreover, the Ruritanian farmers needed land, and besides, the dictator had called the king a cowardly fool in the letter.

(2) The dictator of Utopia sent a highly insulting letter to the king of Ruritania, calling him a cowardly fool. Moreover, the Ruritanian farmers needed more land. Therefore, the king of Ruritania declared war on Utopia for these reasons.

(3) The dictator of Utopia thought the king of Ruritania was a cowardly fool. He sent the king a highly insulting letter to tell him so. The Ruritanian farmers needed more land. For these three reasons, the king of Ruritania declared war on Utopia.

(4) The king of Ruritania declared war on Utopia for two reasons. First, the Utopian dictator had sent the king a highly insulting letter, calling him a cowardly fool. Second, the Ruritanian farmers needed more land.

(5) The dictator of Utopia sent a highly insulting letter to the king of Ruritania, calling him a cowardly fool. The king therefore declared war on Utopia. A second reason for the war was that the Ruritanian farmers needed more land.
(1) Motorcycles are dangerous; for example, over 5,000 people died on them last year. Therefore, people wanting to get a motorcycle license should have to take a special safety test.

(2) Over 5,000 people died on motorcycles last year. Therefore, people wanting to get a license for one should take a special safety test. This is because motorcycles are dangerous.

(3) People wanting a motorcycle license should take a special safety test. This is because motorcycles are dangerous. For example, over 5,000 people died on them last year.

(4) Motorcycles are dangerous. Therefore, people wanting to get a license for one should have to take a special safety test. After all, over 5,000 people died on motorcycles last year.

(5) Over 5,000 people died on motorcycles last year. This is because they are dangerous, so people wanting to get a motorcycle license should have to take a special safety test.
(1) My Volkswagen gets up to 40 miles per gallon. It is much more economical than my Chevrolet, which gets only 30 mpg, but it is less comfortable. My Chevy rides better on rough roads since it is 18 feet long. But my VW is 4 feet shorter and rides less smoothly. Therefore, the two cars are very different.

(2) My Volkswagen is more economical than my Chevrolet, but it is less comfortable. The VW gets better gas mileage, up to 40 miles per gallon, while my Chevy gets only 30 mpg. But my Chevy is over 18 feet long, 4 feet longer than the VW, which gives it a smoother ride on rough roads.

(3) My Volkswagen is more economical than my Chevrolet. The VW can get up to 40 miles per gallon, whereas the Chevy can only get 30 mpg. My VW is 4 feet shorter than my Chevy, being only 14 feet long. This makes the Chevy more comfortable on rough roads.

(4) My Volkswagen is different from my Chevrolet. It gets better gas mileage—up to 40 miles per gallon. The Chevy can get only 30 mpg, and the Chevy is 18 feet long, while my VW is only 14 feet long, which makes it less comfortable on rough roads.

(5) My Volkswagen is economical; it gets up to 40 miles per gallon. My Chevy is not as economical; it gets only 30 mpg. But the Chevy is more comfortable, being over 18 feet long and therefore having a smoother ride. The shorter, 14 foot VW has a less comfortable ride on rough roads.
Instructions

This is a test of your ability to recognize natural English. Each problem in this test is a short conversation with five parts underlined. The whole conversation is grammatically correct (for spoken English), so do not worry about grammar; just try to recognize what is natural English for each different kind of conversation. One of the five underlined parts in each conversation is not natural. You must choose the unnatural part of each conversation.

Example: “Excuse me, Mrs. Taylor, Can I have my test back?”
“I’m sorry, (1) John. They’re not graded yet.”
“(2) Thanks anyway, (3) Mrs. Taylor.”
“(4) You’re welcome, (5) honey.”

The last underlined part, “honey”, is unnatural in this conversation. So if this were part of the test, you would darken circle (5) on your answer sheet.

73. “Hey, Jim, do you want this over there?”
“No, leave it where it is. We won’t need it till the boss gets back tomorrow.”
“(1) Okay, then what do I do (2) as to this other one?”
“Move that one (3) over by the first one, so (4) they can pick them up both at the (5) same time.”

74. “Hello, Dave.”
“Hello, Pat.”
“(1) Sorry, (2) can’t stop to talk. (3) “See you later.”
“Well, (4) take it easy, (5) Doctor.”

75. “Can I have a ticket to Springville?”
“Of course miss. One-way or round trip?”
“Round trip, I think. Can I use it for my return trip any time this month?”
“Not (1) precisely so, miss. All our rates (2) go up on the 30th, so you’d (3) have to pay (4) a little extra if you (5) use it then.”
76. "Hey, Joe, how are classes?"
   "Oh, not bad (1) but for English."
   "Why? (2) Bad teacher?"
   "Yeah. Old man Adams (3) is awful."
   "(4) Too bad. Well, maybe you can (5) drop it."

77. "Hey, Davy! Toss me that potato, would you?"
   "O.K., Johnny. (1) Here it comes. get ready."
   "(2) Got it. Hey, (3) it's hot!"
   "Oh, sorry. I thought you (4) had kept your gloves on."
   "No, I (5) just took them off."

78. "So your motorcycle race was fun, huh?"
   "Yeah, it was (1) really something. I'll tell you all about it when (2) we meet later."
   "O.K. (3) See you at the pool."
   "Yeah. Be ready to (4) get beat!"
   "(5) Fat chance!"

79. "Are you quite certain that no ancient history classes are offered (1) after lunch?"
   "Yes, I am. None have been offered (2) for years."
   "(3) In that case, what is the probability that one could be so scheduled this year?"
   "(4) Not very great. There is (5) simply not enough demand for them."

80. "Howdy."
   "Tex. (1) How you doing?"
   "(2) Can't complain."
   "(3) Got to run. (4) I have to meet my wife."
   "(5) See you around."

81. "Hi, Dave. Busy?"
   "Yeah, (1) sort of. I've got to get this finished today."
   "(2) How's it going?"
   "Not too bad. I got (3) an excellent start on it."
   "Well, (4) keep at it. (5) See you later."
TEST G

Instructions

This is a test of how well you can recognize natural written English. Each problem in the test is a short paragraph with five parts underlined. The whole paragraph is grammatically correct (for one kind of English), but one of the five underlined parts is not natural for that kind of English.

Example:
The bus to Chicago (1) leaves at 5.15 p.m.
You (2) may hop on board at Gates 2 & 3.
Be sure all your baggage is clearly marked
(3) with your name and address. You may put
only small items (4) in the rack
(5) above your seat.

In this paragraph, "may hop on board" is unnatural, so if this were part of the test you would darken circle (2) on your answer sheet.

82. This door to the darkroom is (1) to be kept locked at all times. Do
not (2) attempt to enter when the red light is on. If you (3) wish to
enter at other times, (4) bang on the door. Someone will come (5)
to assist you.

83. The SX-1000 Electron Microscope is a delicate instrument which (1)
can easily be damaged by (2) incorrect use. Thus, these instructions
should (3) be read in their entirety (4) before any attempt is made to
energize the power supply. The following is (5) what you do in the
energization process.

84. I continued along the pathway until I reached a little house. I (1)
knocked upon the wooden door, which (2) was answered by a (3)
lovely child of ten, (4) wearing an apron over a full skirt which itself
(5) was on top of several petticoats.

85. When you want to get something put together fast, you want to
make sure you’ve got your tools where you can find them. You
don’t want (1) to have to (2) go hunting for them (3) all over (4) the
place when you’re (5) hurried.
86. Between the time of our forefathers and (1) the modern era, (2) the legal system of our country (3) has really changed. (4) Our present system is (5) a model of complexity.

87. Thank you for your (1) letter of August 3, 1980, (2) concerning our (3) conversation of July 5. I regret that I must (4) tell you that I will be unable to (5) serve as your attorney on this particular case.

88. It’s really easy to make soup in, too! After breakfast, just fill it about half full of water, (1) put in the meat and any vegetables (2) you desire, and add the salt. Then, (3) turn it to “low” and let the soup simmer (4) till dinner time. Your Robinson Crock Pot will cook the soup (5) just right; it never burns or sticks!
TEST H

Instructions

This is another test of how well you can recognize natural written English. Each problem in the test is part of a letter, with one or more words missing. All of the answer choices will be grammatically correct. Choose the one answer that sounds natural and correctly punctuated for that kind of letter.

Example:

1973
1. October 19$
2. October 19*
3. October 19+
4. October 19,
5. October 19(

The only answer that is natural and correctly punctuated is (4), so if this were part of the test you would darken circle (4) on your answer sheet.

89. Dear __________
   (1) Tony--
   (2) Tony.
   (3) Tony!
   (4) Tony,
   (5) Tony:

90. Sincerely __________
   (1) yours!
   (2) yours.
   (3) yours:
   (4) yours,
   (5) yours:
91. ...so if you still want your parts, you'll damn well have to come after them!

(1) Thanks!
Reed
(2) Respectfully yours;
Mr. Jones
(3) Yours forever--
Jones
(4) Reed Jones
(5) Sincerely,
Jonesy

92. Dear Mr. __________

(1) President,
(2) President--
(3) President!
(4) President:
(5) President.

93. ...Well, I guess I'd better get back to my washing.

(1) Yours truly--
Susie
(2) Sincerely.
Susie
(3) Till next time!
Susie
(4) My very kindest regards,
Susie
(5) Your obedient servant;
Susie

94. __________

(1) Frank Harris
(2) Loved one
(3) Mr. Heathcliffe!
(4) Darling Buzz--
(5) Dear Tom Jones,

I love you, love you, love you! The nightgown you sent me is just too gorgeous for words, and all the girls are simply...
Instructions

This is a test of how well you can recognize natural English. Each problem in the test contains one or two sentences, with one or more words missing. All of the answer choices will be grammatically correct. You should choose the one answer that sounds the most natural—or the most common—in English.

Example:
"Hello, John; _______?"
"Fine, thanks."
1. how is your health
2. does it go well with you
3. is your health good
4. is it well with you
5. how are you

The most natural answer to this problem is (5), so if this were part of the test, you would darken circle (5) on your answer sheet.

95. Goodbye! _______!
   (1) Enjoy a good trip
   (2) Go with God
   (3) Go well
   (4) Good journey
   (5) Have a good trip

96. "Why were you yelling?"
   "Because _______."
   (1) she makes me so angry
   (2) she leaves me so angry
   (3) I'm so angered with her
   (4) I'm in anger with her
   (5) I have much anger with her

97. Where _______ one of those?
   (1) can they sell
   (2) do they sell
   (3) is there buy
   (4) is there to sell
   (5) can I buy
98. I went into town and ________.
   (1) got lost
   (2) got off the way
   (3) got off my way
   (4) lost the path
   (5) lost my path

99. Now, I try to forget _________.
   (1) this story
   (2) what happened
   (3) my story
   (4) this happening
   (5) my happening

100. Call me _________.
    (1) after my work
    (2) after work
    (3) when work's done
    (4) after work's over
    (5) when my work is over

101. The newspaper reported that Mrs. Johnson wasn't treated _________.
     (1) rightly
     (2) in the right way
     (3) properly
     (4) in the proper way
     (5) in a proper way

102. _________. they should be banned.
     (1) People liking them or not
     (2) Notwithstanding people liking them or not
     (3) People like them or people don't like them
     (4) Whatever people liking them or not
     (5) Whether or not people like them

103. “We’ll never get to the movie in time!”
     “I know. ________.”
     (1) The streets are heavy with traffic
     (2) The streets are full of cars
     (3) There are many cars in the street
     (4) The traffic is awful
     (5) The streets are crowded with cars

104. Go ahead--over my ________ body!
     (1) dead
     (2) own
     (3) strong
     (4) sleeping
     (5) bleeding
105. Roses are red, _______ are blue.
   (1) roses
   (2) violets
   (3) orchids
   (4) pansies
   (5) carnations

106. "Do you believe that?"
   "Well, _______
   (1) I have several doubts
   (2) it makes me doubtful
   (3) I am doubting
   (4) it makes me doubting
   (5) I have my doubts

107. If it can't be fixed, then ________!
   (1) throw it to hell
   (2) to hell with it
   (3) send it to the devil
   (4) the devil may have it
   (5) burning hell for it

108. I can't agree that ________.
   (1) women belong at home
   (2) the home is woman's place
   (3) a woman belongs at home
   (4) a woman's place is in the home
   (5) women's place is in their homes

109. Hell hath no fury like a woman ________.
   (1) scorned
   (2) disappointed
   (3) lost
   (4) wronged
   (5) balked

110. Sticks and stones may break my bones, but ________.
    (1) mud will never hurt me
    (2) calling names can't hurt me
    (3) you can't even touch me
    (4) names will never hurt me
    (5) you will never hurt me
TEST J

Instructions

This is the last test of how well you can recognize natural English. Each problem in the test is a short conversation, with one or more words missing. All of the answer choices will be grammatically correct. You should choose the one answer that sounds the most natural --or the most likely-- in English.

Example:
"Have you decided what you want for Christmas, Davy?"
"No, I'm not ready to write my letter to _____ yet."

1. the Easter Bunny
2. Ann Landers
3. Muhammed Ali
4. Santa Claus
5. Marilyn Monroe

"Santa Claus" is the best answer to this problem. It is answer (4), so if this were part of the test, you would darken circle (4) on your answer sheet.

111. Do you think her hair colour is natural?"
"What if it isn't? A lot of women wish their hair was _____.

(1) brunette
(2) red
(3) blonde
(4) black
(5) brown

112. "Do you think you'll pass the final?"
"No, I think it'll be my ________.

(1) Black Rock
(2) Waterloo
(3) London
(4) Grand Canyon
(5) Mississipi

113. "His family is really American, isn't it?"
"Yes, it goes back to ________.

(1) The Mayflower
(2) The Monitor
(3) Old Ironsides
(4) The Alamo
(5) The Mary Celeste
114. "He's the typical football player, isn't he?"
   "Yep. Doesn't have a ______, so far as I can tell."
   (1) watch on his wrist
   (2) brain in his head
   (3) shirt on his back
   (4) penny in his name
   (5) tie in his wardrobe

115. "All he cares about is his social life."
   "What else can you expect from a ______?"
   (1) cheerleader
   (2) fraternity man
   (3) motorcyclist
   (4) debutante
   (5) hot-rodder

116. "That one has a quick temper. Whew!"
   "Yeah. You'd think he ______."
   (1) had green eyes
   (2) had blue eyes
   (3) had brown hair
   (4) was a redhead
   (5) was a blonde
117. "Do you want to jump down from there?"
   "No thanks; I’d rather not be another _________."
   (1) Humpty Dumpty
   (2) Chicken Little
   (3) Snow White
   (4) William Tell
   (5) Little Eva

118. "Do you like my wedding invitations?"
   "Well, they’re nice, but they’re not according to _________."
   (1) Mrs. Smith
   (2) Emily Post
   (3) Hoyle
   (4) Miss Muffet
   (5) Bridgeport

119. "He’s pretty absent-minded, don’t you think?"
   "He sure is. And he’s not even a _________."
   (1) big executive
   (2) college professor
   (3) hockey player
   (4) sea captain
   (5) symphony conductor
### Example Key

<table>
<thead>
<tr>
<th>Example</th>
<th>Important Directions for Marking Answers</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use black lead pencil only (#2½ or softer). Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Refer to these examples before starting practice exercises</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

---

**SIDE ONE**

### General Purpose NCS Answer Sheet

![Answer Sheet Image]

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**EXAMPLES**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

---

**IMPORTANT DIRECTIONS FOR MARKING ANSWERS**

Use black lead pencil only (#2½ or softer). Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet.

---

**PRACTICE**

1 2 3 4 5

---

**SIDE TWO**

![Answer Sheet Image]
I.III. Bachman and Palmer’s Writing Sample Test
A TEST OF COMMUNICATIVE COMPETENCE

WRITING SAMPLE METHOD

FIRST SECTION

NAME: ________________________________

(family) (given)
TEST #1

Instructions

Complete the following sentences. You have seven minutes.

1. I like chocolate ice cream. What kind of ice cream _________ Peter?

2. Watch out, or that will break; and if it gets _________ it can't be fixed.

3. If I _________ the first president of the United States, I _________ tried to be a good one.

4. John looked around the room. "Never _________ seen such a mess," he said.

5. Mary put the dinner in the oven at 5:00. It is now 5:30. It _________ cooking for half an hour.


Do not go on to Test #2 until you are told to do so
Instructions

Write in English about how the place where you grew up is different from the place where you live now. (If you grew up in the same place where you live now, write about what has changed and what has not changed. If nothing has changed, write about how you have changed.)

1. Pretend that you’re writing this on the first day of a new English class, and that the teacher really wants to know about these differences.

2. Take at least five minutes to organize your ideas before you write. You may use the back of this page to make notes.

3. You will have a total of forty (40) minutes to organize and write.

4. Pay most attention to organization and grammar. The general appearance of your paper is not important. Cross out words or sentences if you need to.

5. Write on every other line so you will have space to make changes.

6. You should write at least three short paragraphs, but not more than five paragraphs. Organization is much more important than length. You may refer to your notes while writing your essay. Your notes will not be graded.

7. Begin writing whenever you are ready.
A TEST OF COMMUNICATIVE COMPETENCE

WRITING SAMPLE METHOD

SECOND SECTION

NAME: ____________________________

(family) (given)

TEST #3

Instructions

On the next page, please write about (describe) the picture, in as much detail as possible. You will be graded on your vocabulary, including how much you write without repeating. You will have only five minutes to write.

Do not turn this page until you are told to do so. You may look at the picture while you write.

Do not go on to Test #4 until you are told to do so.
TEST #4

Instructions

On the next four pages, you will see four notes or letters. In each one, the beginning and end are missing. Please make up a beginning and put in the first box on the page. Then make up an ending and put in the other box. Make up any names, addresses, etc., that you would see on a real letter of each kind.

Read what is already on the page and make sure the beginning and end you write go with it. The letters themselves are complete. Do not add any new sentences.

You will have ten minutes for this test. Do not turn this page until you are told to do so.

Do not go on to Test #5 until you are told to do so.
December 17, 1980

We have your order for four hundred (400) style 3246 pens. Unfortunately, this model has been discontinued.

Shall we return your check, or should we substitute style 3247-N? Please reply before January 1, 1981, if possible.

GAT/ti

c: J. R. Ewing
R. Veneficall

SUITE 716
9 EXCHANGE PLACE
SALT LAKE CITY, UTAH 84111
I'll meet you in the garden about seven. I've really missed you — it seems like years since you've held me in your arms.
I'm really glad you'll be able to attend the meeting Friday. Let's figure on getting together for a drink afterwards.
Please don't deliver our newspaper for the next 2 weeks. We're going out of town. Ask your dad to pick up our mail, too, OK?
TEST #5

TEST A

Instructions

1. Read the following:

situation
your phone rings for whole minute
no one on other end
pick it up doesn't stop
does this 3 – 4 times a day at night too
called phone company complained no help

2. Write about this situation to your best friend—someone about your own age that you know very well.
Use the next page.

You will have five minutes. Do not worry if you do not have time to finish the letter, but sign it at the bottom anyway.

Do not turn the page until you are told to do so.

Do not go on to Part B until you are told to do so.
PART B

Instructions

Compose a letter of complaint to the telephone company about the same problem with your phone.

1. Re-read the “situation” from Part A.
2. Take at least two minutes to organize your ideas. You may make notes in the space below.
3. You will have a total of ten minutes to organize and write your letter of complaint.
4. Write your letter on the next page. You may refer to your notes while writing the letter. Make up any names, addresses, dates, etc., that you need.
5. Start writing whenever you are ready. If you do not have time to finish, sign your name at the bottom anyway.

Do not go on to Test #6 until you are told to do so.

Notes

[These will not be graded]
Instructions

For each of the following fifteen words or phrases, write one sentence or give a definition. Try to show that you understand what each word and phrase means. You have fifteen minutes for this test. Begin now.

1. car

2. book

3. corn

4. received

5. funeral

6. started on a shoe string

7. Mason-Dixon line

8. quarterback

9. Robin Hood

10. lye
11. lathe

12. baste

13. subsist

14. accrue

15. exacerbate
I.V. Bachman and Palmer's Test of Communicative Competence - Self Rating Test and Questionnaire
QUESTIONNAIRE

Name: ________________________________________________

(family) (given)

1. What is your age? _________ years
2. What is your sex? ___ Male. ___ Female.
3. What country are you a citizen of? ____________________________
4. What is your native language (the language you spoke when you were a child)? ____________________________
5. Are you a student? ___ Yes. ___ No
6. If you are a student, where do you study?
   ___ High school
   ___ Adult education class
   ___ Intensive English Institute
   ___ University of Utah, undergraduate
   ___ University of Utah, graduate
   ___ Other: ______________________________

7. If you are a student, what is your major subject or area of specialization? _______________________________
8. How long have you lived in the United States? _________ years
9. How long have you lived in any other English-speaking country? _________ years
10. In general, how much time do you spend (outside of classes) with people who speak English?

   __ None at all
   __ Only a little
   __ Half the time
   __ Most of the time
   __ All the time

11. Have you ever lived with an English-speaking family?

   __ No
   __ Yes. How long? ____________

12. In the place where you live now, how much do you speak English?

   __ Not at all
   __ Only a little
   __ Half the time
   __ Most of the time
   __ All the time

13. In your country, how much did you speak English at home?

   __ Not at all
   __ Only a little
   __ Half the time
   __ most of the time
   __ All the time

14. How old were you when you started learning English?
15. How many years have you spent studying English in classes and doing homework?

_____ years in my country
_____ years in the United States
_____ years in ______________________

16. How many years have you spent learning English by using it outside of classes (listening, reading, or writing)?

_____ years in my country
_____ years in the United States
_____ years in ______________________

17. How important has the time you studied English in class been, compared with the time you learned it by using it outside of classes?

___ I have not studied English in classes
___ Using English outside of classes has been more important for me
___ Study in classes and using English outside of classes have been equally important to me
___ Study in classes has been more important for me
___ I have not used English outside of classes
The following seven questions are seven reasons why someone might learn and use English. Please mark how important each reason is for you, now and in the future.

18. In order to study in an American school

   __ Not a reason for me
   __ Not very important
   __ Important
   __ Very important

19. In order to make friends with Americans

   __ Not a reason for me
   __ Not very important
   __ Important
   __ Very important

20. In order to read information written in English for my job or profession

   __ Not a reason for me
   __ Not very important
   __ Important
   __ Very important
21. In order to understand better how English-speaking people think

___ Not a reason for me
___ Not very important
___ Important
___ Very important

22. In order to work with English-speaking people

___ Not a reason for me
___ Not very important
___ Important
___ Very important

23. In order to enjoy activities that require using English (books, plays, TV, clubs, travel, etc.)

___ Not a reason for me
___ Not very important
___ Important
___ Very important

24. Because learning a language is fun for me

___ Not a reason for me
___ Not very important
___ Important
___ Very important
25. When you try to speak or write English as correctly as you can, do you think about the rules you know, or do you just decide what "sounds" correct?

<table>
<thead>
<tr>
<th>In speech</th>
<th>In writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ I decide what &quot;sounds&quot; correct</td>
<td>___ I decide what &quot;sounds&quot; correct</td>
</tr>
<tr>
<td>___ I usually decide what &quot;sounds&quot; correct, but sometimes I think about rules</td>
<td>___ I usually decide what &quot;sounds&quot; correct, but sometimes I think about rules</td>
</tr>
<tr>
<td>___ I usually think about rules, but I also decide what &quot;sounds&quot; correct</td>
<td>___ I usually think about rules, but I also decide what &quot;sounds&quot; correct</td>
</tr>
<tr>
<td>___ I think about rules</td>
<td>___ I think about rules</td>
</tr>
</tbody>
</table>

26. In general, when you are speaking or writing English, how often do you actually use the rules you know?

<table>
<thead>
<tr>
<th>In speech</th>
<th>In writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Almost never</td>
<td>___ Almost never</td>
</tr>
<tr>
<td>___ Often</td>
<td>___ Often</td>
</tr>
<tr>
<td>___ Not very often</td>
<td>___ Not very often</td>
</tr>
<tr>
<td>___ All the time</td>
<td>___ All the time</td>
</tr>
</tbody>
</table>

27. When you try to speak or write English as correctly as you can, how hard is it for you to remember and use the rules you know?

<table>
<thead>
<tr>
<th>In speech</th>
<th>In writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Almost impossible</td>
<td>___ Almost impossible</td>
</tr>
<tr>
<td>___ Very hard</td>
<td>___ Very hard</td>
</tr>
<tr>
<td>___ Not very hard</td>
<td>___ Not very hard</td>
</tr>
<tr>
<td>___ Very easy</td>
<td>___ Very easy</td>
</tr>
</tbody>
</table>
28. In general, how hard is it for you to remember and use the rules you know when you are speaking or writing English?

<table>
<thead>
<tr>
<th>In speech</th>
<th>In writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Almost impossible</td>
<td>_ Almost impossible</td>
</tr>
<tr>
<td>_ Very hard</td>
<td>_ Very hard</td>
</tr>
<tr>
<td>_ Not very hard</td>
<td>_ Not very hard</td>
</tr>
<tr>
<td>_ Very easy</td>
<td>_ Very easy</td>
</tr>
</tbody>
</table>

29. When you see or hear a mistake in English, do you know it is a mistake because it "sounds" wrong to you, or can you explain why it is wrong?

<table>
<thead>
<tr>
<th>In listening</th>
<th>In reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Only because it &quot;sounds&quot; wrong</td>
<td>_ Only because it &quot;sounds&quot; wrong</td>
</tr>
<tr>
<td>_ Usually because it &quot;sounds&quot; wrong, but sometimes I can explain it</td>
<td>_ Usually because it &quot;sounds&quot; wrong, but sometimes I can explain it</td>
</tr>
<tr>
<td>_ I can usually explain it</td>
<td>_ I can usually explain it</td>
</tr>
<tr>
<td>_ I can almost always explain it</td>
<td>_ I can almost always explain it</td>
</tr>
</tbody>
</table>

30. How often do you notice when someone breaks a rule of English that you know?

<table>
<thead>
<tr>
<th>In listening</th>
<th>In reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Almost never</td>
<td>_ Almost never</td>
</tr>
<tr>
<td>_ Not very often</td>
<td>_ Not very often</td>
</tr>
<tr>
<td>_ Often</td>
<td>_ Often</td>
</tr>
<tr>
<td>_ Almost always</td>
<td>_ Almost always</td>
</tr>
</tbody>
</table>
31. What kind of English do you know better?

___ Spoken English  ___ Written English

Please answer questions 32–55 for that kind of English. Circle the one answer that is CLOSEST for you, even if it is not exactly right. Please do not mark the space between the choices.

<table>
<thead>
<tr>
<th>Question</th>
<th>Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. How much English grammar do you know?</td>
<td>Almost none of it</td>
<td>All of it</td>
</tr>
<tr>
<td>33. Of the grammatical structures you know, how many can you usually use accurately?</td>
<td>Very few</td>
<td>Most of it</td>
</tr>
<tr>
<td>34. How many English words do you know?</td>
<td>Very few</td>
<td>All of them</td>
</tr>
<tr>
<td>35. How many English sentences can you usually make in a row?</td>
<td>Only one short sentence</td>
<td>As many as I want to</td>
</tr>
<tr>
<td>36. Can you organize a speech or piece of writing in English with several different ideas in it?</td>
<td>No, not at all</td>
<td>Yes, usually</td>
</tr>
</tbody>
</table>

For questions 32-55, please make your selection as indicated below.
<table>
<thead>
<tr>
<th>Question</th>
<th>Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Can you change your English depending on whom you are using it with?</td>
<td>No, never</td>
<td>Yes, almost always</td>
</tr>
<tr>
<td>(For example: a child, a close friend, a teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. When you use English, can you usually use just the same words and sentences that Americans would use?</td>
<td>No, almost never</td>
<td>Sometimes Usually</td>
</tr>
<tr>
<td>39. How many different names of well known American people and places can you use?</td>
<td>Almost none</td>
<td>Only a few A lot, but not as many as most Americans can</td>
</tr>
<tr>
<td>40. How often do you think you do not know enough English grammar?</td>
<td>Almost always</td>
<td>Often Not very often</td>
</tr>
<tr>
<td>41. How many different kinds of grammar mistakes do you make in English?</td>
<td>I make many grammar kinds</td>
<td>Only a few kinds I almost never make grammar mistakes</td>
</tr>
<tr>
<td>42. How often do you think you don't know enough English words?</td>
<td>Almost always</td>
<td>Often Not very often</td>
</tr>
<tr>
<td>43. How hard is it for you to put several English sentences together in a row?</td>
<td>Impossible</td>
<td>Very hard</td>
</tr>
<tr>
<td>Question</td>
<td>Bad</td>
<td>Very hard</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>44. How hard is it for you to organize a speech or piece of writing in English with several different ideas in it?</td>
<td>Impossible</td>
<td>Very</td>
</tr>
<tr>
<td>45. How hard is it for you to use different kinds of English with different kinds of people?</td>
<td>Impossible</td>
<td>Very</td>
</tr>
<tr>
<td>46. When you use English how hard is it for you to use just the same words and sentences that Americans would use?</td>
<td>Impossible</td>
<td>Very</td>
</tr>
<tr>
<td>47. How hard is it for you to use names of well-known American people and places in your speaking and writing?</td>
<td>Impossible</td>
<td>Very</td>
</tr>
<tr>
<td>48. In general, can you tell when someone makes a grammar mistake?</td>
<td>No, never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>49. How often can you recognize mistakes in grammatical constructions you have heard?</td>
<td>Almost never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>50. Do you understand the English words you see or hear?</td>
<td>No, never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Question</td>
<td>Bad</td>
<td>Good</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>51. How easy is it for you to understand several English sentences in a row?</td>
<td>Almost impossible</td>
<td>Very hard</td>
</tr>
<tr>
<td>52. When you hear or read something, how easy is it for you to tell how well it is organized?</td>
<td>Almost impossible</td>
<td>Very hard</td>
</tr>
<tr>
<td>53. Can you tell how polite Americans are being by the kind of English they use?</td>
<td>No, almost never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>54. When other foreigners use English, can you tell when they are not using the same words and sentences that Americans would use?</td>
<td>No, almost never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>55. When Americans use names of well-known American people and places, do you understand what they mean?</td>
<td>No, almost never</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>
56. Besides your native language and English, what language do you know the best? (If none, check here and do not answer #57.)

57. How well do you know that language?

**Spoken**

<table>
<thead>
<tr>
<th>Much worse than English</th>
<th>A little worse than English</th>
<th>A little better than English</th>
<th>Much better than English</th>
</tr>
</thead>
</table>

**Written**

<table>
<thead>
<tr>
<th>Much worse than English</th>
<th>A little worse than English</th>
<th>A little better than English</th>
<th>Much better than English</th>
</tr>
</thead>
</table>
I.V. Revisions Made in Bachman and Palmer's Test to Suit the Sri Lankan Context

THE MULTIPLE CHOICE TEST

Section 1

A21 - line 20: surname substituted for family name

Section 2

A19 - line 7: Number of questions changed to 47 instead of 50

Test E

A20 - (Instructions)

Example 1: line 2 or park omitted
   line 3 accelerator substituted for gas pedal

Example 2: line 1 (same as line 2 of example 1 above)
   line 2 (same as line 3 of example 1 above)

A23 - Item number 72: line 7 petrol mileage substituted for gas mileage

Test F

A24 - (Instructions)

Example: line 3 marked substituted for graded
   line 6 honey replaced by dear and the phrase
   You're welcome dear regarded as one underlined phrase
   which is inappropriate to the context
A24 - Item number 75:
  line 1 miss omitted
  line 2 single or return substituted for one way or round trip
A25 - Item number 76: line 1 Hi substituted for Hey
  line 2 Fine substituted for Tex

Test G

A27 - Item number 87: line 3 lawyer substituted for attorney

Test H

A29 - Item number 92: Revised as follows: line 1 Dear Mr. changed to
  Dear Mrs.
  lines 2 - 6 President changed to Thatcher

Test I

A31 - Item number 103: line 1 film substituted for movie

Test J

A33 - Item number 111: omitted
A34 - Item number 113: omitted
A34 - Item number 115: omitted
A34 - Item number 117: line 4 Chicken Little replaced by Cinderella
  line 7 Little Eva replaced by Sleeping Beauty
SECTION TWO - WRITING SAMPLE METHOD

A41 - Name: surname substituted for family
       other names substituted for given

A49 - (Instructions)
       line 2 graded replaced by marked

Part B

A49 - (Instructions) Notes
       graded replaced by marked

Test #6

A50 - Item number 7: picket line substituted for Mason-Dixon line

A50 - Item number 10: myth substituted for lye
A52 – Name: surname substituted for family
    other names substituted for given

Item 3: omitted
Item 5: omitted
Item 6: omitted
Item 7: The phrase *If you are a student* omitted
Item 8: omitted
Item 9: omitted
Item 13: omitted

Item 15: options reworded as follows:
    _________________ years at school
    _________________ at university
    (option 3 retained)

Item 16: omitted

Item 18: the stem *In order to study in an American school* changed to
        *In order to study abroad*

Item 19: stem changed to:
    *In order to make friends with English speaking people*

Item 34: option 3 changed to *a lot, but not as many as most educated
        speakers of English know*

Item 38: stem revised with *educated speakers of English* substituted for
        *Americans*

Item 39: omitted

Item 46: revised as Item 38 above

Item 47: omitted

Item 53: stem revised with *people* substituted for *Americans*

Item 54: omitted

Item 55: omitted

Total number of items in the revised questionnaire reduced to 45.
Notes

1. Refers to page numbers in Appendix 1.1.
2. Refers to item numbers in Bachman and Palmer's original questionnaire, given in Appendix 1.4 (A51–A63).
I.VI. Marking Key for the Revised Version of the MCT

[Image of the marking key grid with various code symbols]
I.VII. Marking Key for the Revised Version of The Writing Sample Test

Question 1

5 - Description of all/most/or many of the things described in the picture - No repetitions - Command of a large vocabulary

4 - Description of many things depicted in the picture - Fairly extensive vocabulary

3 - Description of a fair number of things depicted in the picture - Not very extensive vocabulary - Repetition limited to one or two instances

4 - Poor description - Limited vocabulary - Repetition/or lacking in detail

1 - Very poor description - Very limited vocabulary - Much repetition/or lacking in all essential detail

Question 2

5 - Appropriate beginning and ending

4 - Appropriate beginning/or ending

3 - Partly appropriate beginning and ending

2 - Partly appropriate beginning or ending

1 - Both beginning and ending inappropriate

Question 3 - Two Letters

5 - Appropriate beginning and ending, appropriate format (for personal or business letter), appropriate language (for personal or business letter), the situation described fully in the body of the letter, appropriate ending and signature

4 - Fairly appropriate but a few mistakes, perhaps some of the information omitted

3 - Situation embodied in the letter but register and stylistic defects

2 - Inappropriate format, but the situation described fairly well

1 - Inappropriate format and situation not described fully
Question 5 – Sentence or Word Definition

1 - Sentence or definition shows that the learner is aware of the meaning of the word/phrase

0 - Sentence or definition shows that the learner is not aware of the meaning of the word/phrase
II. Test Results and Analysis
II.I. Summary of Test Results and Analysis

The data from the pre test and the post test were compared to test if there was any significant difference in the subjects' performance in these two tests. The performance of the subject groups (experimental and control) and the syllabus groups (law1, arts1 & arts3) were compared. Test items were analysed in order to ascertain the difficulty levels according to item type (sociolinguistic vs. non-sociolinguistic items).

Though the three parts of Bachman and Palmer's test used in this experiment when taken together form a test of CC, each part of the test had to be analysed separately. Though the test employs a multitrait-multimethod matrix, testing each trait (grammatical competence, pragmatic competence and sociolinguistic competence) using several methods (multiple choice, writing sample and self rating), each section was scored differently and therefore had to be analysed differently.

The MCT was marked by the researcher using a model scoring sheet giving the total number of correctly answered items out of 116 for each subject. These scores were then converted into % scores.

The WST, was independently marked by the researcher and two of her colleagues using a scoring key based on a scale of 1 to 5. A complete answer covering all tested aspects was given a mark of 5. An answer lacking in all essential detail or written in an inappropriate format or where a required situation was not described fully, was given a score of 1. The scoring format for the WST is given in Appendix 1.9. The marks given by the three independent scorers were averaged and this average mark taken as the final result.

The self rating test (hereafter SRT) was marked on the basis of a four point Likert type scale ranging from Bad (1) --------> to Good (4).

Since different statistical tests were performed on the different parts of the test, each part will be discussed separately.
The Multiple Choice Test

The MCT outlined in 5.3.1.2 consisting of 116 items was made up of items testing grammatical, pragmatic and sociolinguistic competence. See Table A2.1 below.

Table A2.1 Multiple Choice Test Items Grouped According to Trait Tested and Item Type

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Trait Tested*</th>
<th>Item Type**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 20</td>
<td>Gram. Competence (Grammar)</td>
<td>Non-socio.</td>
</tr>
<tr>
<td>21 - 56</td>
<td>Prag. Competence (Vocabulary)</td>
<td>&quot;</td>
</tr>
<tr>
<td>57 - 69</td>
<td>Prag. Competence (Cohesion)</td>
<td>&quot;</td>
</tr>
<tr>
<td>70 - 72</td>
<td>Prag. Competence (Organisation)</td>
<td>&quot;</td>
</tr>
<tr>
<td>73 - 81</td>
<td>Soc. Competence (Formulaic)</td>
<td>Socio.</td>
</tr>
<tr>
<td>82 - 94</td>
<td>Soc. Competence (Register)</td>
<td>&quot;</td>
</tr>
<tr>
<td>95 - 110</td>
<td>Soc. Competence (Nativeness)</td>
<td>&quot;</td>
</tr>
<tr>
<td>111 - 116</td>
<td>Soc. Competence</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

* Distinction made by Bachman and Palmer
** Distinction made for the purpose of this investigation

For each subject % scores for sociolinguistic items (hereafter SI) and non-sociolinguistic items (hereafter NSI) were calculated using SPSSX (Nie et al. 1983:265–277). An Analysis of Variance was performed on these data using BMDP P2v (Dixon et al. 1983: 359–387) to test the effects of test type (pre and post test), subject group (experimental and control), syllabus group (law1, arts1 & arts3) and item type (NSI, SI).

The main results of the Analysis of Variance are given below. For full details of the analysis see Appendix 2.4.

The main effect of syllabus group was significant ($F_{2,27} = 6.96, p<.01$). Scheffe tests were performed within this main effect, the results of which are given below in Table A2.2. When MCT answers are averaged across all types of questions, both tests and subject groups, the syllabus groups differ as
shown with law students performing less well than either group of arts students.

Table A2.2  Comparisons of Syllabus Groups Average Multiple Choice Scores (all types of questions)

<table>
<thead>
<tr>
<th>Types of Students</th>
<th>A</th>
<th>C</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean % Correct in Total MCT</td>
<td>39%</td>
<td>50%</td>
<td>54%</td>
</tr>
</tbody>
</table>

* arrows indicate differences to be statistically significant ( $p=.05$ or less) by Scheffé tests.

The main effect of subject group (experimental vs. control groups) was not significant ( $F<1$). When the MCT answers are averaged across all types of questions and both tests, the two subject groups do not differ overall.

There was no significant interaction between syllabus groups (law1, arts1 & arts3) and subject groups (experimental vs. control) ( $F<1$).

The main effect of test (pre vs. post) was significant ( $F_{1,27}=5.0$, $p<.05$). The mean % score for the pre test was 42.1, while the mean % score for the post test was 44.3. When the MCT answers were averaged across all types of questions, post test scores are significantly better than pre test scores when collapsed across subjects, experimental and control groups and syllabus groups.

The interaction of test * syllabus group, and test * subject group was not significant ( $F<1$).

The triple interaction of test * syllabus group * subject group was not significant ( $F<1$).

The main effect of item type (SI vs. NSI) was significant ( $F_{1,27}=107.50$, $p<.001$). The mean % score for SI was 35.3, while the mean % score for NSI was 51.1. This means collapsing data across tests, subject and syllabus groups, subjects found the SI of the MCT significantly more difficult than the
NSI. This finding is discussed chapter 6.

There was no significant interaction of test type * syllabus group and of test type * subject group ( $F<1$). Averaged over pre and post tests, all three syllabus groups and experimental and control groups found SI more difficult than NSI. See Table A2.2.

The triple interaction of item type * syllabus group * subject group was not significant ( $F_{2, 27}=2.12, p>.05$).

There was no significant interaction of test * item type ( $F<1$). Averaged over both syllabus and subject groups, SI were more difficult than NSI in both pre and post tests.

The triple interaction between item type * subject group * test almost reached statistical significance ( $F_{1, 27}=3.65, p=0.06$). Scheffe tests were performed within this interaction, the results are shown in Table A2.3 below.

### Table A2.3 The Interaction of Question Type * Subject Group * Test. (Mean % Scores Multiple Choice Test)

<table>
<thead>
<tr>
<th></th>
<th>Pre Test Scores</th>
<th>Post Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exp. Group Soc. Items</strong></td>
<td>35.6</td>
<td>40.7</td>
</tr>
<tr>
<td><strong>Control Group Soc. Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exp. Group Non-soc. Items</strong></td>
<td>53.3</td>
<td>53.1</td>
</tr>
<tr>
<td><strong>Control Group Non-soc. Items</strong></td>
<td>56.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>
* arrows indicate differences found to be statistically significant (p ≤ 0.05 or less) by Scheffe tests.

The comparison of most interest in this study is the difference between the scores obtained in the pre and post tests for SI by the experimental group (35.6% vs. 40.7% respectively), but this was not found to be statistically significant (p > 0.05). There is no significant difference between the pre and post test performance of subject groups in any given area (e.g. SI or NSI).

The Writing Sample Test

The WST consisting of 4 items was made up of items testing pragmatic competence and sociolinguistic competence. See Table A2.4 below.

Table A2.4 Writing Sample Test Items Grouped According to Trait Tested and Item Type

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Trait Tested*</th>
<th>Item Type**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prag. Compt. (Vocabulary)</td>
<td>Non-Socio.</td>
</tr>
<tr>
<td>2</td>
<td>Socio. Compt. (Register: Formulaic)</td>
<td>Socio.</td>
</tr>
<tr>
<td>3</td>
<td>Socio. Compt. (Register: Substantive)</td>
<td>—</td>
</tr>
</tbody>
</table>

* Distinction made by Bachman and Palmer
** Distinction made for the purpose of this study

The median scores for experimental and control groups for SI and NSI for the WST in the pre and post tests are given in Table A2.5 below. Wilcoxon Matched-pairs signed ranks tests (Siegal 1956:75-79) for small samples were performed on the WST data. The tests were performed on the data for each subject group (experimental vs. control) for the two tests (pre and post) for the SIs. The results from these tests were not significant (p > 0.05). The special circumstances surrounding the WST were discussed at length in chapter 5, and will be discussed further in the second half of this chapter. For the scores obtained by all subjects in the pre and post tests see Appendix 2.5.
Table A2.5  Median Scores for the Writing Sample Sections of the Pre and Post Tests for Sociolinguistic Items for the Experimental and Control Groups

<table>
<thead>
<tr>
<th>Maximum Score</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociolinguistic Items</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Non-sociolinguistic Items</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exp. Group</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. Items</td>
<td>4.5</td>
<td>6.0</td>
</tr>
<tr>
<td>Non-soc. Items</td>
<td>6.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Soc. Items</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Non-soc. Items</td>
<td>7.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

The Self Rating Test

The SRT consisted of 23 items set out as four point Likert type scales. The test contained items testing grammatical and pragmatic competence (non-sociolinguistic) and sociolinguistic competence. See Table A2.6 below.
Table A2.6  Self Rating Test Items According to Trait Tested and According to Item Type

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Trait Tested*</th>
<th>Item Type**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gram. Gram.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comp. Comp.</td>
<td>Prag. Comp.</td>
</tr>
<tr>
<td></td>
<td>Soc. Non-Soc.</td>
<td></td>
</tr>
<tr>
<td>25++</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>33</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>34</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>35</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>36</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>37</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>38</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>39</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

* Distinction made by Bachman and Palmer
** Distinction made for the purpose of this study
++ Items 1–24 formed a questionnaire for the elicitation of demographic information.

Frequencies were calculated for the self rating responses. The majority of the subjects opted for the two mid points in the scale. Since the teaching experiment was designed to increase the experimental subjects' CA, it was hoped that the experimental subjects would feel more confident in relation to items testing sociolinguistic competence at the post test. If this was the case the self ratings of these subjects would indicate this at the post test to some extent. Since all the subject and syllabus groups opted for the mid points in the scale in both the pre and post tests, it was not possible to make this type of judgement in relation to the SRT data.
According to the frequency distribution of the self rating scores in the pre test, 55.4% rated themselves as being at point 3 in the 4 point scale ranging from Bad (1) to Good (4); in relation to the NSI, (15 items). In relation to the SI (5 items), 50.3% rated themselves as being at point 3 of the scale. The pattern was similar in the post test. 60% rated themselves as being at point 3 in relation to NSI and 50.3% in relation to SI. See Table A2.7 below.

Table A2.7  % of Ratings on the Self Rating Test for Sociolinguistic vs. Non-sociolinguistic Items (Pre and Post Tests)

<table>
<thead>
<tr>
<th>Total Number of Items</th>
<th>Socio. Items</th>
<th>Non-soc. Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre Test</td>
<td>Post Test</td>
</tr>
<tr>
<td>Scale</td>
<td>Soc. Items%</td>
<td>N.Soc. Items%</td>
</tr>
<tr>
<td>1</td>
<td>03.0</td>
<td>02.6</td>
</tr>
<tr>
<td>2</td>
<td>38.9</td>
<td>35.6</td>
</tr>
<tr>
<td>3</td>
<td>50.3</td>
<td>55.4</td>
</tr>
<tr>
<td>4</td>
<td>07.9</td>
<td>05.3</td>
</tr>
<tr>
<td>Missing Values</td>
<td>00.6</td>
<td>01.2</td>
</tr>
</tbody>
</table>

The frequency distributions for syllabus group (law1, arts1, arts3) and for subject group (experimental, control) were similar. See Table A2.8 below. The frequency distributions for test, syllabus group and subject group are given in Appendices 2.7 - 2.12.
Table A2.8  % of Subjects' Ratings on the Self Rating Test for Sociolinguistics vs. Non-sociolinguistic Items for Subject Groups (Pre and Post Tests)

<table>
<thead>
<tr>
<th>Total Number of Items</th>
<th>Sociolinguistic Items</th>
<th>Non-Sociolinguistic Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>Sociolinguistic Items %</th>
<th>Non-Sociolinguistic Items %</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03</td>
<td>03.1</td>
<td>02</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>46.2</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>43.1</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>09</td>
<td>06.2</td>
<td>05</td>
</tr>
<tr>
<td>Missing Values</td>
<td>01.6</td>
<td>01.6</td>
<td>00.5</td>
</tr>
</tbody>
</table>

To examine the relationship between self rating and self perceived skill in an area testing a subtrait, 4 items from the SRT representative of the traits tested were compared with the subjects' scores for the subsection of the MCT testing these particular traits. Point biserial correlations (Hatch and Farhady 1982:204-205) were computed for the following SRT items, for the subject groups, for the post test.

1. Item 25 (Grammar)
2. Item 27 (Vocabulary)
3. Item 30 (Register)
4. Item 31 (Nativeness)

As the subjects generally use the extreme points on the scale very infrequently the 4 point scale was collapsed into a binary scale for this purpose, with points 1 & 2 being collapsed into 1 (Bad), and points 3 & 4 into 2 (Good).
Since the special area of interest in this study is the sociolinguistic competence component, to test whether training in the area of sociolinguistic competence influenced the subjects’ self perception of their sociolinguistic abilities, point biserial correlations ($r_{pbi}$) were also calculated for the SI 30 and 31 on the pre test and post test. This was to see whether there was a higher correlation for these items in the post test for the experimental group, following training in this area.

The $r_{pbi}$ for both the experimental and control groups for the SRT items testing grammar and vocabulary were not significant. There was a very low correlation between these SRT items and the subsections in the MCT testing these traits, for both the experimental and control groups; $r_{pbi}=0.08$ (grammar, experimental group), $r_{pbi}=0.35$ (grammar, control group) in the pre test ($p>.05$ in all cases).

Of the two items testing sociolinguistic competence, the $r_{pbi}$ for item 30 testing register was significant for both subject groups in the pre test $r_{pbi}=0.377$ (experimental group), $r_{pbi}=0.502$ (control group) ($p=.05$) but not in the post test $r_{pbi}=0.265$ (exp.group), $r_{pbi}=0.103$ (control group) ($p>.05$).

The $r_{pbi}$ for item 31 testing nativeness was significant at $p=.01$ for the experimental group at the pre test, ($r_{pbi}=0.51$) and at $p=.05$ at the post test ($r_{pbi}=0.439$). There was no significant correlation between item 31 and the MCT scores of the control group for both pre and post tests. This point is discussed in chapter 6.

In order to investigate whether there was a significant difference in the self rating options of the subject groups (experimental, control) for the SI in the pre and post tests, Chi Squares (Hatch and Farhady 1982:165–173) were computed for item 30 (testing register) and item 31 (testing nativeness). The 4 point scale was collapsed into a binary scale 1 (Bad) and 2 (Good) for this purpose. The frequencies for these two items are given in Table A2.9 below.
Table A2.9  Self Rating Frequencies for Items 30 and 31 in the Self Rating Test for Experimental and Control Groups (Pre and Post Tests)

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*1=Bad  2=Good.

For item 30 significantly more experimental subjects in the pre test gave a good self rating than a bad self rating (\(p < .01\)). Control subjects do not significantly differ from chance in good and bad self ratings. In the post test experimental subjects again significantly more often chose good than bad (\(p < .01\)). In the post test too, control subjects do not differ from chance in the frequency with which they rate themselves good or bad.

For item 31 both in the pre and post tests both groups do not differ significantly from chance in their ratings.

In the SRT, there are sets of items which test the same aspect of language awareness and language use; one item worded positively, one negatively, e.g. items 30 and 37 (register) and items 25 and 32 (grammar). To investigate whether the subjects' responses to these related sets were the same or different within tests and between tests, tetrachoric correlations (Guildford and Fruchter 1978:311-316) were computed on the data for one related set of SRT items -items 30 and 37- for the pre and post tests. The 4 point scale was collapsed into a binary scale for this purpose. The frequencies of these two items are given in Table A2.10 below.
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* 1=Bad  2=Good.

There was a significant relationship between the ratings for these two items in the pre test ($r_t=0.51$, $p<.01$), but not in the post test ($r_t=0.246$, $p>.05$). This point too is discussed in chapter 6.
## Multiple Choice Test Results

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*Vocabulary Items that are Idiomatic.*
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| Syllabus Group 2 | | | | | |
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| 03 2 | 08 | 53.3 | 06 | 40.0 | 07 | 35 | 10 | 50 |
| 04 2 | 09 | 60.0 | 08 | 53.3 | 07 | 35 | 08 | 40 |
| 05 2 | 05 | 33.3 | 06 | 40.0 | 09 | 45 | 08 | 40 |
| 08 1 | 07 | 46.7 | 06 | 40.0 | 07 | 35 | 07 | 35 |

| WST Non-soc. Items | Total Score 20 | | | | |
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| 04 1 | 07 | 46.7 | 10 | 66.7 | 08 | 40 | 12 | 60 |
| 05 1 | 03 | 20.0 | 04 | 26.7 | 08 | 40 | 08 | 40 |
| 06 1 | 03 | 20.0 | 00 | 00.0 | 02 | 10 | 03 | 15 |
| 07 1 | 03 | 20.0 | 04 | 26.7 | 06 | 30 | 08 | 40 |
| 08 1 | 01 | 06.7 | 05 | 33.3 | 04 | 20 | 09 | 45 |
| 10 2 | 14 | 93.3 | 11 | 73.3 | 14 | 70 | 14 | 70 |

Gr. 1 = Experimental Subjects
Gr. 2 = Control Subjects
Dear Friends,

I could not write you for a long time. But don't be disappointed. I was very busy last days. Now I am going to tell you very important matter you know. Your phone is ringing always. But there is no one on other end. When we pick it up, it doesn't stop. Even the night it rings. But we don't know what can we do. I intend to complain to the called phone company. I don't know whether anyone makes jokes with us. But I think it will never happen like this. What do you think about it? Now it makes puzzled with us. How?

Now I am going to stop my writing.

How are your family members. Give my regards to them.

Thanking you.

Your Sincerely,
Chandralatha.
## II.VII. Frequencies of Subject Ratings on the Self Rating Component of the Pre Test

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S = Speaking (Q24-44) in Relation to Speaking
W = Writing (Q24-44) in Relation to Writing
M = Missing Values

Scale 1-4 = Bad ----> Good

Item Type:
G/R = Grammar/Regularity
G/A = Grammar/Awareness
P/V = Pragmatic/Vocabulary
P/C = Pragmatic/Cohesion
P/O = Pragmatic/Organization
S/R = Sociolinguistic/Register
S/N = Sociolinguistic/Nativeness

Tot. Freq. = Total Frequency
TN = Total Number  T% = Total %
II.VIII. Frequencies of the Subjects’ Ratings on the Self Rating Component of the Post Test

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S = Speaking (Q24-44) in Relation to Speaking
W = Writing (Q24-44) in Relation to Writing
M = Missing Values
Scale 1-4 = Bad ----> Good
Item Type:
G/R = Grammar/Regularity
G/A = Grammar/Awareness
P/V = Pragmatic/Vocabulary
P/C = Pragmatic/Cohesion
P/O = Pragmatic/Organization
S/R = Sociolinguistic/Register
S/N = Sociolinguistic/Nativeness

Tot Freq = Total Frequency
TN = Total Number
T% = Total %
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**Notes:**
- **S** = Speaking (Q24-44 in Relation to Speaking)
- **W** = Writing (Q24-44 in Relation to Writing)
- **Scale** = 1-4 = Bad ---- > Good
- **M** = Missing Values
- **Item Type:**
  - G/R = Grammar/Regularity
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  - P/V = Pragmatic/Vocabulary
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  - P/O = Pragmatic/Organization
- **Tot. Freq** = Total Frequency
- **TN** = Total Number
- **T%** = Total %
II.X. Frequencies of Self Ratings According to Syllabus Group (Law1, Arts1, Arts3) - Post Test

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S = Speaking (Q24-44 in Relation to Speaking)
W = Writing (Q24-44 in Relation to Writing)
Scale 1-4 = Bad ---> Good
M = Missing Values
Item Type:
G/R = Grammar/Regularity G/A = Grammar/Awareness
P/V = Pragmatic/Vocabulary P/C = Pragmatic/Cohesion P/O = Pragmatic/Organization
S/R = Sociolinguistic/Register S/N = Sociolinguistic/Nativeness

Tot Freq = Total Frequency
TN = Total Number
T% = Total %
## II.XI. Frequencies of Self Ratings According to Subject Group (Exp., Control) — Pre Test

| Sub. Gr. | Item No. | Item Type | Q24 | Tot. Freq. | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 | Q34 | Q35 | Q36 | Q37 | Q38 | Q39 | Q40 | Q41 | Q42 | Q43 | Q44 | TN | T% |
|----------|----------|-----------|-----|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Exp.     |          |           |     |            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 1        | 01       | S         | 12  | 20         | 00  | 00  | 00  | 01  | 01  | 02  | 00  | 03  | 00  | 00  | 01  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  |
| 2        | 08       | W         | 08  | 20         | 12  | 10  | 11  | 08  | 06  | 01  | 13  | 03  | 08  | 09  | 03  | 03  | 09  | 04  | 11  | 12  | 11  | 02  | 03  | 06  | 145 | 54.2 |
| 3        | 08       | G/R       | 17  | 20         | 08  | 09  | 06  | 07  | 14  | 16  | 06  | 15  | 12  | 08  | 16  | 16  | 10  | 13  | 07  | 08  | 05  | 15  | 16  | 10  | 217 | 54.2 |
| 4        | 00       | G/A       | 00  | 20         | 00  | 00  | 02  | 02  | 00  | 02  | 00  | 00  | 00  | 01  | 00  | 01  | 02  | 02  | 00  | 04  | 03  | 01  | 04  | 24  | 06.0 |
| M        |          |           |     | 20         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Tot. Freq. |        |           | 13  | 13         | 12  | 12  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  |
| Con.     |          |           |     |            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 1        | 03       | S         | 03  | 13         | 00  | 01  | 02  | 00  | 01  | 00  | 01  | 00  | 01  | 02  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  |
| 2        | 09       | W         | 05  | 13         | 05  | 04  | 03  | 08  | 04  | 04  | 09  | 03  | 06  | 03  | 01  | 04  | 07  | 06  | 07  | 07  | 05  | 01  | 03  | 04  | 217 | 54.2 |
| 3        | 08       | G/R       | 14  | 13         | 08  | 07  | 08  | 04  | 07  | 08  | 03  | 10  | 05  | 08  | 11  | 08  | 04  | 06  | 05  | 04  | 07  | 11  | 09  | 07  | 140 | 53.8 |
| 4        | 00       | G/A       | 00  | 13         | 00  | 00  | 01  | 01  | 01  | 01  | 00  | 01  | 00  | 01  | 01  | 00  | 01  | 02  | 01  | 02  | 01  | 01  | 02  | 15  | 05.8 |
| M        | 01       |           |     | 13         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

**S** = Speaking (Q24-44 in Relation to Speaking)  
**W** = Writing (Q24-44 in Relation to Writing)  
**Scale 1-4** = Bad ----> Good  
**M** = Missing Values  
**Item Type:**  
**G/R** = Grammar/Regularity  
**G/A** = Grammar/Awareness  
**P/V** = Pragmatic/Vocabulary  
**P/C** = Pragmatic/Cohesion  
**P/O** = Pragmatic/Organization  
**S/R** = Sociolinguistic/Register  
**S/N** = Sociolinguistic/Nativeness  

**Tot Freq** = Total Frequency  
**TN** = Total Number  
**T%** = Total %
### II.XII. Frequencies of Self Ratings According to Subject Group (Exp., Control) – Post Test

| Sub. Gr. | Item No | Item Type | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 | Q34 | Q35 | Q36 | Q37 | Q38 | Q39 | Q40 | Q41 | Q42 | Q43 | Q44 | TN | T% |
|----------|---------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Exp.     |         |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Tot. Freq | 19      |           | 20  | 20  | 19  | 20  | 19  | 19  | 19  | 19  | 19  | 19  | 19  | 19  | 19  | 19  | 20  | 20  | 20  | 20  | 20  | 19  | 20  | 3  | 00.8|
| Scale    | 1       | 09        | 00  | 01  | 00  | 00  | 00  | 01  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 126 | 31.5 |
|          | 2       | 10        | 11  | 10  | 04  | 07  | 05  | 02  | 15  | 05  | 07  | 07  | 03  | 04  | 05  | 06  | 09  | 08  | 09  | 02  | 03  | 04  | 235 | 58.8 |
|          | 3       | 09        | 09  | 09  | 14  | 13  | 13  | 12  | 03  | 13  | 12  | 11  | 15  | 14  | 13  | 13  | 10  | 08  | 09  | 17  | 15  | 12  | 24  | 05.8 |
|          | 4       |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| M        | 01      |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|          |         |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Con.     |         |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Tot. Freq | 12      |           | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 13  | 9  | 03.5|
| Scale    | 1       | 02        | 00  | 01  | 01  | 00  | 00  | 01  | 01  | 02  | 00  | 00  | 00  | 00  | 02  | 00  | 00  | 00  | 00  | 00  | 00  | 00  | 145 | 34.6 |
|          | 2       | 10        | 05  | 05  | 06  | 06  | 03  | 02  | 10  | 03  | 04  | 07  | 02  | 02  | 05  | 02  | 07  | 06  | 04  | 01  | 04  | 06  | 145 | 55.8 |
|          | 3       | 08        | 07  | 05  | 07  | 10  | 08  | 02  | 07  | 08  | 06  | 10  | 11  | 08  | 09  | 04  | 05  | 08  | 10  | 09  | 03  | 21  | 05.8 |
|          | 4       |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| M        | 01      |           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

**Tot Freq** = Total Frequency

**TN** = Total Number

**T%** = Total %

- **S** = Speaking (Q24-44 in Relation to Speaking)
- **W** = Writing (Q24-44 in Relation to Writing)
- **Scale 1-4** = Bad ––> Good
- **M** = Missing Values

**Item Type:**
- **G/R** = Grammar/Regularity
- **G/A** = Grammar/Awareness
- **P/V** = Pragmatic/Vocabulary
- **P/C** = Pragmatic/Cohesion
- **P/O** = Pragmatic/Organization
- **S/R** = Sociolinguistic/Register
- **S/N** = Sociolinguistic/Nativeness

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**Notes:**
- Rounding errors may occur.
- Items marked with > indicate that they were not included in the analysis.
III. Teaching Materials

III.I. Learners' Worksheets
Unit 1: Social Stratification and Language

Part 1: Cartoon
Now that we have discussed some situations where one is called upon to make a polite refusal, you may be able to think of appropriate responses to the following situations. Write the appropriate responses in the blank spaces.

1. Newton's neighbour Sam comes in while Newton is busy weeding his garden. Newton wants to get the weeding done and then repair his bicycle.

Sam: Thought I'll go to the cricket match this afternoon. How about coming along?

Newton:  

2. Samantha and Iona live in a students' hall of residence. Iona likes Samantha, but does not care for some of her friends. Samantha would like Iona to come to lunch with her on the following Saturday.

Samantha: Do come on Saturday. I'm having the usual crowd. I think you have met them all.

Iona:  

3. Newton has borrowed money from Samantha several times in the past and failed to return it. Samantha dislikes to remind him about the loans, but decides not to lend him any more money. Newton walks up to Samantha and says:

Newton: Do you think you can lend me five rupees until next week?

Samantha:  
4. Sam and Samantha belong to a debating club. They have known each other for quite some time. Sam shows a great deal of interest in Samantha but she looks on him only as a friend. One day after a club gathering Sam walks up to the bus stop with Samantha.

Sam: I've been meaning to ask this for a while. Do you care for me?

Samantha: 

5. Samantha is busy making a cake. Her hands are coated in flour. The doorbell rings and her sister says from the next room:

Sister: Can you see who is at the door?

Samantha: 

6. Newton is busy getting ready to go to work. He is a bit late and is rushing round getting his papers files etc. His wife who is busy getting the breakfast ready says:

Wife: Can you get some milk from the shop across the road? There don't seem to be any left.

Newton: 
LEARNERS' WORKSHEET

Unit 1: Social Stratification and Language

Red Herring and extract from The Collector

Look at the two texts given below. The first Red Herring is a short poem by D.H. Lawrence, and the second is taken from The Collector by John Fowles, a 20th century novelist. In the text from The Collector, the first two paragraphs describe the thoughts of a man called Frederick about a girl called Miranda that he is interested in. The final paragraph is a description of her thoughts towards the man.

Red Herring

My father was a working man
    and a collier was he
At six in the morning they turned him down
    and they turned him up for tea.

My mother was a superior soul
    a superior soul was she,
cut out to play a superior role
    in the god-damn bourgeoisie.

We children were the in-betweens
    little non-descripts were we,
indoors we called each other you,
    outside it was tha and thee.

But time has fled, our parents are dead,
    we've risen in the world all three,
But still we are the in-betweens, we tread
    between the devil and the deep cold sea.

(From The Complete Poems of D.H Lawrence Vol.2 p.490)
Extract from The Collector

She often went on about how she hated class distinction, but she never took me in. It’s the way people speak that give them away, not what they say. You only had to see her dainty ways to see how she was brought up. She wasn’t la-di-da, like many, but it was there all the same. You could see it when she got sarcastic and impatient with me because I couldn’t explain myself or I did things wrong. Stop thinking about class, she’d say, like a rich man telling a poor man to stop thinking about money.

I don’t hold it against her, she probably said and did some of the shocking things she did to show me she wasn’t really refined, but she was. When she was angry she could get right up on her high horse and come it over me with the best of them.

There was always class between us. What irritates me most about him is his way of speaking. Cliché after cliché, and all so old-fashioned, as if he’s spent all his life with people over fifty. At lunchtime today he said, I called in regard to those records they’ve placed on order. I said, Why don’t you just say ‘I asked about those records you ordered?’

He said, I know my English isn’t correct, but I try to make it correct. I didn’t argue. That sums him up. He’s got to be correct, he’s got to do whatever was ‘right’ and ‘nice’ before either of us were born.

I know it is pathetic, I know he is a victim of a miserable Nonconformist suburban world and a miserable social class, the horrid timid copy catting genteel in-between class. I used to think that D and M’s class was the worst. All golf and gin and bridge and cars and the right accent and the right money and having been to the right school and hating the arts. Well, that is foul. But Caliban’s England is fouler.

Look at the sentences and decide which of the options given is closest in meaning to the underlined idiomatic expression.

1. My brother was offered a very good job in the army but he
   turned it down.
   a) didn’t like the job
   b) refused to take it
   c) decided to think it over
   d) decided to accept it

2. She promised to be here by half past six, but she did not
   turn up.
   a) came too late
   b) came too early
   c) did not come
   d) came on time
3. Because of her success as the captain of the team, most people are of the opinion that she is cut out to be a leader.

4. Though he has risen in the world because of their hard work and sacrifices, he does not treat his parents well.

2) Now look at the first verse of Red Herring. Does 'turn down' and 'turn up' mean the same as items 1 and 2 above?

5. My neighbour went on about the inconvenience of not having a telephone.

6. The explanation he gave sounded so realistic that he took me in completely.

7. They were well hidden, but the whimpering of the puppy gave them away.

8. I had to report their action to the head, and they hold that against me.

9. He has a habit of getting on his high horse when he feels that the others are doing better than him.
3) Now look at the text from The Collector once again. If you substitute the phrases that you have selected in place of the underlined idiomatic phrases in the text, does it effect its meaning?

4) Which lines in text 2 explicitly state the relationship between one's social class and one's speech?

5) What often happens when you think of all the rules and try to plan out beforehand, something you want to say? Can you find an example of this type of speech from text 2?

6) Look at the sentence beginning ‘All golf...’ towards the end of text 2. Look at the phrases ‘right accent’, ‘right money’ and ‘right school’. Can there be ‘right’ and ‘wrong’ accents, money, and schools? What do these phrases actually mean?
Additional Reading

Given below is part of an essay by George Orwell which touches on some of the issues we have discussed. Read it at your leisure and consider it in the light of what you have discovered in this unit.

THE ENGLISH PEOPLE - ENGLAND AT A FIRST GLANCE

Our foreign observer would certainly be struck by the gentleness: by the orderly behaviour of English crowds, the lack of pushing and quarrelling, the willingness to form queues, the good temper of harassed overworked people like bus conductors. The manners of the English working class are not always very graceful, but are extremely considerate. Great care is shown in showing the stranger the way, blind people can travel across London with the certainty they will be helped on and off every bus and across every street... And except for certain well defined areas in half a dozen big towns there is very little crime or violence. The average of honesty is lower in the big towns than in the country...

The English were the inventors of several of the world's most popular games, and have spread them more widely than any product of their culture. The word 'football' is mispronounced by scores of millions who have never read Shakespeare or Magna Carta. The English themselves are not outstandingly good at all games, but they enjoy playing them, and to an extent that strikes foreigners as childish they enjoy reading about them and betting on them. During the between-war years the football pools did more than any other thing to make life bearable for the unemployed. Professional footballers, boxers, jockeys and even cricketers enjoy a popularity that no scientist or artist could hope to rival. Nevertheless, sports worship is not carried to quite such imbecile lengths as one would imagine from reading the popular press. When the brilliant lightweight boxer, Kid Lewis, stood for parliament in his native borough, he scored a hundred and twenty five votes.

One of the basic folktales of the English speaking world is Jack the Giant-Killer, the little man against the big man. Mickey Mouse, Popeye the sailor and Charlie Chaplin are all essentially the same figure...Not merely a hatred of bullying, but a tendency to support the weaker side merely because it is weaker, is almost general in England. Hence the admiration for a 'good
loser' and easy forgiveness of failures, either in sports, politics or war. Even in very serious matters the English people do not feel an unsuccessful action is necessarily futile...And the popular attitude to foreign politics is nearly always coloured by the instinct to side with the underdog.

The general English hatred of bullying and terrorism means that any kind of violent criminal gets very little sympathy. Gangsterism on American lines could not flourish in England, and it is significant that American Gangsters have never tired to transfer their activities to this country. At need, the whole nation would combine against people who kidnap babies and fire machine guns in the streets: but even the efficiency of the English police force really depends on the fact that the police have public opinion behind them........

Snobbishness is never quite separable from idealism. The tendency to give the upper classes more than their due is mixed up with respect for good manners and something vaguely described as culture. In the south of England at any rate, it is unquestionable that most working class people want to resemble the upper classes in manners and habits. The traditional attitude of looking down on the upper classes as effeminate and 'la-di-dah' survives best in the heavy industry areas. Hostile nicknames like 'toff' and 'swell' have almost disappeared. Above all, throughout southern England there is almost general uneasiness about the cockney accent. In Scotland and Northern England snobbishness about local accents do exist, but it is not nearly so strong or widespread. Many a Yorkshireman definitely prides himself on his broad U's and narrow A's, and will defend them on linguistic grounds. In London there are still people who say 'fice' instead of 'face' but there is probably no one who regards 'fice' as being superior. Even a person who claims to despise the bourgeoisie and all its ways will still take care that his children grow up pronouncing their aitches.

It is worth listing the various influences which -mechanically as it were- tend to make Englishman of all classes less and less different from one another.

First of all the improvement in industrial technique. Every year less and less people are engaged in heavy manual labour which keeps them constantly tired and by hypertrophying certain muscles, gives them a distinctive carriage. Secondly, improvements in housing. Between the two world wars rehousing
was done mostly by the local authorities, who have produced a type of house (the council houses with its bathroom, garden, separate kitchen, indoor WC) which is nearer to the stockbroker's villa than it is to the labourers' cottage. Thirdly, the mass production of furniture which...can be bought on the hire purchase system. The effect of this is that the interior of a working class home resembles that of a middle class house much more than it did a generation ago. Fourthly, and perhaps most important of all, the mass production of cheap clothes...Years ago, the social status of nearly everyone in England could be determined from his appearance, even at two hundred yards distance. The working classes all wore readymade clothes, and the readymade clothes were not only ill fitting but usually followed the upper class fashions of ten or fifteen years earlier. The cloth cap was practically a badge of status. It was universal among the working class, while the upper class only wore it for golf and shooting. This state of affairs is rapidly changing. Readymade clothes now follow the fashions closely, they are made in many different fittings to suit every kind of figure, and even when they are of very cheap cloth they are not superficially very different from expensive clothes. The result is that it grows harder every year, especially in the case of women, to determine social status at a glance.

(From the Collected Essays of George Orwell Vol.3 p1-22)
Group 1

The text given below is a legend of modern times, of two British people on holiday abroad. Look at the passage carefully and try to work out what the missing words are. The first letter or two of each missing word are given to help you do this. When you are doing a crossword or a puzzle you tend to get help from anyone who happens to be with you. Treat this text in the same way and get help from other members of your group and attempt this as a collective task.

The Foreign Hotel

A lady and her daughter were travelling ab____, and arrived late at night, very tired a_____ an exhausting journey at the hotel where t_____ had booked their rooms. The mother was par_____ worn out. They were put into adjoining r_____, and the daughter tumbled into bed and f_____ asleep at once. She slept long and h_____, and it was well on in the n_______ day before she got up. She opened t_____ door into her mother's room and found i_____ empty. And it was not the room i_____ which they had gone the night before. T_____ wallpaper was different, the furniture was different, t_____ bed was made up. She rang, and got n_____ answer to her bell; she dressed and w______ downstairs.

'Can you tell me where my m_____ is?' she said to the women at the desk.

'Your mother, mademoiselle?'

'Yes, the l_____ who arrived with me last night'.

'But, mademoiselle, y_____ came alone.'

'We booked in; the night p_____ will remember; we wrote for two rooms!'
'Mademoiselle indeed wrote for two rooms, but s____ arrived alone.'

And whenever she asked among t____ servants she got the same answer, until s____ began to think that she must be m____. At last she went back to England a_____ told her friends what had happened and o_____ of them went to investigate. He went t____ the consul and the police and at last h____ found out the truth.

The mother had b_____ more than tired when she arrived that n_____, she had been in the invasion stages o_____ cholera. No sooner had she gone to b_____ than she was taken violently ill; and the d_____ was sent for, she died, and the h_____ owners were filled with panic and decided t_____ conceal all that had happened. The body w_____ carried away, the furniture was taken out t_____ be burnt, the wall was repapered, and a_____ the staff were told to allow nothing t_____ be guessed of what had happened. They k_____ that not a guest would be left t_____ them if it was known that cholera h_____ been in the house.
LEARNERS' WORKSHEET

Unit 2: Travel

Part 1: Modern Legends

Group 2

The text given below is a legend of modern times, of three British people on holiday abroad. Look at the text carefully and try to work out what the missing words are. The first letter or two of each missing word are given to help you to do this. When you are doing a crossword or a puzzle you tend to get help from anyone who happens to be with you. Treat this text in the same way and get help from other members of your group and attempt this as a collective task.

The Stolen Corpse

This story was told me by m____ cousin, who heard it from a friend i____ Leeds, about a couple whom they knew, w____ went for a camping holiday in Spain w____ their car. They had taken his stepmother w____ them. She slept in a different t____ to the others. On the morning that t____ struck they were very busy, and they didn't h____ anything of her for a while, and t____ when they went to her tent, they f____ she had died, and rigor had already s____ in. They were in a great state, a____ they didn't know what to do, but t____ decided to roll her up in the t____, and put her on top of the c____, and go to the nearest town and g____ to the consul and the police. So t____ did this, and went to the town, a____ then they felt very cold and miserable, a____ they hadn't had a proper breakfast. So they th____ they'll get a cup of co____ to revive them, before they went in search of the consul. So they parked the car, a____ went to a small cafe, and had t____ cup of coffee, and then c____ back to look for the car. But it wasn't t____. It had gone. So they went h____ to England without the car or the stepmother. B____ the difficulty was they couldn't prove h____ will.
Look at the cartoon given below. Find out as many things as possible about what you see on this cartoon by discussing it with members of your group.
Part 3: The Travel Bug

Given below is the article by George Mikes that I read out to you. Look at it carefully and try to see what is funny about it.

The Travel Bug

Travel is the name of a modern disease which became rampant in the mid fifties and is still spreading. The disease —its scientific name is travelitis furiosis— is carried by a germ called prosperity. Its symptoms are easily recognizable. The patient grows restless in the early spring and starts rushing about from one travel agent to another collecting useless information about places he does not intend to visit, studying prospectuses etc.; then he, or usually she, will do a round of tailors, milliners, summer sales, sports shops, and spend three and a half times as much as he or she can afford; finally, in August, the patient will board a plane, train, coach or car and proceed to foreign parts along with thousands of fellow sufferers, not because he is interested or attracted by the place he is bound for, nor because he can afford to go, but simply because he cannot afford not to go. The disease is highly infectious and nowadays you can catch Foreign Travel rather as you caught influenza in the twenties, only more so.

The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move....

What is the aim of all this travelling? Each nationality has its own different aim with it. The Americans want to take photographs of themselves a) in Trafalgar Square, with the pigeons; b) in Piazzo San Mario, Venice with the pigeons; and c) in front of the Arc de Triompha in Paris without pigeons. The idea is simply to collect documentary proofs that they have been there.

The German travels to check up on his guide books: when he sees the Ponte de Rialto is really at its proper venue, that the Leaning Tower is in its appointed place in Pisa and is leaning properly as promised, he ticks these things in his guidebook and returns home with the gratifying feeling that he has not been swindled. But why do the English travel?

First, because their neighbour does and they have caught the fever from him. Secondly, they used to be taught that travel
broadens the mind, and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss and German food certainly broadens other parts of the body the old notion still lingers on. But lastly—and perhaps mainly—they travel to avoid foreigners. Here in our cosmopolitan England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so in one’s journeys in Europe—if one manages these things intelligently. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sundays and Welsh rarebit and steak and kidney pudding on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people; I mean of course, nice English people from next door or from the next street. Normally one avoids one’s neighbours (‘It is best to keep yourself to yourself—‘We leave others alone and want to be left alone’, etc.) If you meet your next door neighbour in the High Street or at your front door you pretend not to see him or, at best, nod coolly; but if you meet him in Capri or Granada, you embrace him fondly and stand him a drink or two; and you may even discover that he is quite a nice chap after all and both of you might have just as well stayed at home in Stockton-on-Trent.

- Can you find any similarities between this article and the cartoon that you looked at yesterday?

- Underline phrases and expressions that you find particularly funny.

- Underline words directly associated with travel and tourism. e.g. guide books

- Look at the first paragraph of the Travel Bug once again. Where would you normally find the sort of style that the writer adopts in this paragraph? In other words what style of writing is he imitating?

- Is the writer of this article against foreign travel? Give your answer as ‘yes’ or ‘no’.
Additional Reading

Read the following text in your free time and see whether it is related in any way to what we have been looking at so far.

A Holiday at Home

‘When are you taking your holiday?’ I asked, as I settled down beside an old friend of mine in the train one evening.

‘Holiday!’ he exclaimed. ‘My dear fellow, after Friday the office will see me no more for two weeks.’

‘And where are you off to?’ I inquired.

He shook with laughter. ‘I’m, driving my wife and the children down to Cornwall, on Saturday, to visit her relations,’ he said.

‘But I’m returning. For a whole blessed fortnight I shall have the house to myself. Just think of it! Hours of reading without interruption, and no one to tell me to stop and come in to meals.’

I smiled to myself. Halfway through his holiday, I ran into Jones again.

‘Hullo!’ I said. ‘How is the holiday going?’

“Well,’ he replied, ‘you know how it is. Meals are becoming a bit of a problem, and the washing up is certainly mounting. To be quite honest, I shan’t be sorry to see them home again.’
Unit 3: The Institution of Marriage

Part 1: Advertisements

Look at the material on this page. What topic or subject does this material deal with? Where would you expect to come across this material?
Unit 3: The Institution of Marriage

Part 2: Betrothal the British Way

The following article which appeared in The Guardian reveals some interesting information about the institution of marriage in British society. Read it carefully paying attention to things which are particularly different to those to be found in Sri Lankan society.

Betrothal the British Way

An investigation of the conjugal habits of the British have revealed the curious fact that 560,000 women in this country believe themselves to be engaged; while only 470,000 men are under a similar impression. This, says the report, would be due to wishful thinking on the part of the girls. Well, yes it could. It could also be due to a number of other things. The computer could have developed a stutter or got rather drunk that day, or, it could be that 90,000 of our womenfolk are so fearfully un-British as to become betrothed to a lot of foreigners.

for a lengthy period she becomes inclined to nudge him, saying: 'Well, what are we going to do about it?' The resulting evasive, ambiguous reply might easily account for many of the deluded 90,000.

Then too, some apparent engagements may be the result either of feminine wiles ('No, darling, it wouldn't be right. Not until we're married or at least engaged') or ruthless male expediency ('Of course I'll marry you, I swear I will'). The ploys are
Furthermore, we should not ignore the existence of Billy Liar characters who find themselves proposing marriage to any girl they happen to meet on the bus. Girls do tend to react rather seriously to proposals of marriage, even the most improbable ones. They react rather seriously to other allied proposals too, although the report offers no comment on that subject.

What it does say, is that if a man and a woman have been going steady familiar and time-dishonoured and the result in both cases is much the same: two girls blissfully thinking themselves engaged and two young men thinking ‘She’ll be lucky’ and blessing the happy fact that a promise to marry is no longer binding in law. Of course, it could be that the whole report is just a lot of nonsense. Statistics are notorious liars. On the other hand though, so are men.
LEARNERS' WORKSHEET

Unit 3: The Institution of Marriage

Part 3: Leap Year

The short poem given below is about the inversion of a normal custom. Read the poem carefully and decide what normal custom according to the poem should be inverted during a leap year.

Leap Year

In leap year times the story goes
That men should not to maids propose
But let the girls who can be nice
Ever so gently break the ice
And pop the question to their beaux.
Now poor Priscilla's one of those
Whose fancy quite excited grows
On worn out shoes and shower of rice
In leap year times.
But leap years come and leap years close
And when she'll marry, nobody knows;
She is so prim and so precise
Perhaps it is a poor device,
And when she's near I feign to doze
In leap year times.

- Look at the poem once again and underline any expressions that you consider idiomatic

- There is one line in this poem which alludes to a custom associated with weddings. Which line is this and what is the custom?

- It is possible to summarize what this poem says in a few lines. Write a summary of no more than 4-5 sentences of what this poem says. Is this as interesting as the poem? Give reasons.
Part 4: Fighting for Your Marriage

In western societies 'making a marriage work' is found to be a great problem. This is revealed in the increased number of divorces and broken marriages. There are all sorts of theories about how to make one's marriage a success. The following article from The Times gives one such theory. Read the article carefully and decide what the writer thinks is the best way to make a marriage last.

Fighting for Your Marriage

There is a theatre group in London, which at a price send two of their members, who acting the part of a married couple, and by staging a spectacular, plate smashing row, will liven up a dinner party. 'Why' said a friend of mine, 'pay good money for that when we can invite you and Frank and know that you'll have a real row absolutely free of charge?'

It is true that my husband and I argue a lot. It is also true that we greatly enjoy it - and so does everyone within earshot. It has not escaped my notice that whenever something happens that we can really get our teeth into - the birth of the SDP, the near death of TV-a.m, a

Although our rows never result in packed suit cases, I was relieved to read about some research by Judith Jones of the Oxford Polytechnic, who asked several long-married couples how often they argued and found that the answer was frequently. The longer they stayed together, the more often they quarreled, so with luck I'm headed for a lively old age, nicely filled with rage and raised voices. If one's aim is an ultimate truce rather than divorce, one should agree to always be on the same side on some issues. I consider child raising to be one of these. It's perfectly possible for a man and wife
new book on Henry
Kissinger- our social
life improves no end.
Sometimes I feel not
so much a party guest
as a cabaret act.
Perhaps next time
someone says, Talking
about the new Police
Bill, could you and
Frank come over on
Thursday night?"
I should ask for more
time for rehearsals.
Sex and money
meant to be the two
main sources of marital
argument, but the real
roof raising white
lipped fights which
I have seen breaking
out among normally
peaceable friends have
always been concerned
with whether the
protagonists children
should be allowed to
eat between meals/take
their cardigans off/
put their feet on the
loose covers.

It's the little daily
disturbances of life
that one needs to reach
agreement on. Anyone
can tolerate a spouses
totally misguided views
on the state of the
nation and might even
relish a good row about
it. But it's hard not
to snap if one of you
likes the windows kept
open in January and the
other requires central
heating in July.
Yet another thing one
should make one's
views clear early on.
No one ever really
does of course. We are
too busy having lively
arguments about the Third
World and lead in petrol.
to have divergent
views on politics
and religion,
unless one of them
happens to be Prime
Minister or the
Archbishop of
Canterbury, but
no two people will
survive together
unto the death if
one of them believes
in feeding babies
on demand and
the other believes in
allowing them to
cry themselves
purple until the
four o'clock feed.

Apart from Judith
Jones’ highly
satisfactory
research, we, who
are always spoiling
for a fight, may
take comfort from
reading reports of
domestic crime.
The wives suddenly
criss-crossing their
husbands from head
to foot with the
electric carving
knife; the husbands
who, out of the blue,
make their wives a
terminally soothing
bedtime drink of
Paraquat and cocoa
are always the
type who’ve spent
the last 25 years
saying; 'Yes, dear'.
Rather less compliance
and rather more
fighting words might
have helped them
reach their golden
wedding anniversary.
This article deals with marriage in western society. There are many culture specific details (That is details to do with the British way of life). Underline what you consider to be words and phrases which give such culture specific details.

The writer uses many idiomatic expressions in the course of this text. Circle any idiomatic expressions that you recognize.

Write a short letter to the editor of The Times expressing agreement or disagreement with the writer's views.
LEARNERS’ WORKSHEET

Unit 3: The Institution of Marriage

Extract from The Summer Birdcage

This text is taken from a novel called The Summer Birdcage by Margaret Drabble a modern novelist. It describes the views held by one of the two girls taking part in the conversation about marriage and child raising and it is based on what she has experienced at the home of a married friend. It describes some of the problems that lead to the breakdown of modern marriages in Britain and other parts of the western world. You will also notice some culture specific details in the text – e.g terraced house (a house which is one of a line of houses joined together by one roof but having its own entrance). See whether you can locate any more culture specific details.

—You can also consider the attitude towards babies expressed by Louise in the story with attitudes in Sri Lanka.

The Summer Birdcage

P 212–213

‘Do you remember Stella?’

‘Stella Conroy?’

‘That’s right’. . . .

‘Yes’ I said. ‘I remember Stella.’

‘You know she married Bill?’

‘Bill?’

‘The physics man she knew. They got married the year they came down a week after the end of term or something dotty. And now they’ve got two babies.’

‘How super’ I said automatically, but Louise cried out with frenzy,

‘No, it isn’t, it isn’t super at all, it’s the worst catastrophe I have ever seen.’ She stopped for a moment, and then she said, ‘What’s happened to me is bliss compared with that. You ought to go and visit them. They live in a slum in Streatham, and Bill lectures at the Polytechnic, and Stella goes mad with the baby – there was only one when I saw them. They didn’t mean to have them, either of them, and poor Stella hasn’t even the comfort of hating them because she is incapable of hate. She wouldn’t know how to hate them.’
'When did you see all this?'
'I went down to see them last spring, when she was expecting her second— it was too terrible, the baby was sitting on its pot and screaming, and the loo was littered with wet nappies; and everywhere smelt of babies. There were plastic toys all over the place, and you could hardly get through the front door for the pram, and there was a bottle of clinic orange juice leaking on the window sill. Oh it was disgusting. The house was quite horrid, and they were buying it on a mortgage, I can't think why— a horrid little terrace house, and you could hear babies crying in the houses on either side. She said that there were babies in every house. And at tea we had marge on the bread instead of butter, it was like the war. Bill was out of work. She tried so hard not to show what she was feeling but poor thing, one could tell at a glance— she hadn't brushed her hair, or worn make up for days, I shouldn't think, and she hadn't any stockings on although it was cold— she never took her apron off all the time I was there. And in the end it all came out. I asked her something about Bill and she started to complain about him, she said that kind of life was all right for him because at least he spent the day with intelligent people, and I said what intelligent people, and she said the other teachers at the Polytechnic, and when I said that they could not have much fun either, and she said anyway they were better than babies and the milkman. Oh God, I've never heard such abuse from anyone, she sounded like a fishwife or something off the music-halls, and all that time she was shovelling Farex down that poor kid. And I said to myself as I left, never never never will I let that happen to me. Never will I marry without money.' 'I suppose that what I really said to myself was, I will never have children. I want my life, I want it now, I don't want to give it to the next generation. So I took bloody good care that it shouldn't happen to me.'
LEARNERS' WORKSHEET

Unit 4: Employment

Part 1: Statistical Charts

In the next page is a statistical chart which shows you the people who are most likely to continue in their jobs if they won the 'pools' and the people who are least likely to continue in their jobs should this happen. These statistics are from a sample of people in Britain.

Look at this chart carefully and rank these different job types from 1-31 by putting a number in front of each job type to indicate the highest to the lowest paid job. The highest paid job should be ranked as 1 and the lowest paid as 31. If you are not sure what some particular job is ask for an explanation, but first see whether you could work it out by discussing it among yourselves.

If you won 250,000 Pounds on the 'pools', would you carry on with your present job?

<table>
<thead>
<tr>
<th>Most likely to carry on</th>
<th>%*</th>
<th>Least likely to carry on</th>
<th>%*</th>
</tr>
</thead>
<tbody>
<tr>
<td>clergyman</td>
<td>89</td>
<td>company secretary</td>
<td>49</td>
</tr>
<tr>
<td>doctor/surgeon</td>
<td>88</td>
<td>accountant</td>
<td>48</td>
</tr>
<tr>
<td>dentist</td>
<td>83</td>
<td>electronic engineer</td>
<td>46</td>
</tr>
<tr>
<td>optician</td>
<td>81</td>
<td>insurance agent</td>
<td>45</td>
</tr>
<tr>
<td>university/polytechnic</td>
<td></td>
<td>insurance executive</td>
<td>44</td>
</tr>
<tr>
<td>teacher</td>
<td>80</td>
<td>market researcher</td>
<td>43</td>
</tr>
<tr>
<td>farmer/horticulturalist</td>
<td>79</td>
<td>mechanical engineer</td>
<td>41</td>
</tr>
<tr>
<td>actor/musician</td>
<td>78</td>
<td>laboratory assistant</td>
<td>40</td>
</tr>
<tr>
<td>solicitor/barrister</td>
<td>78</td>
<td>marketing executive</td>
<td>40</td>
</tr>
<tr>
<td>vet</td>
<td>77</td>
<td>secretarial and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>clerical jobs (e.g secretary, typist, telephone)</td>
<td>40</td>
</tr>
<tr>
<td>photographer/cameraman</td>
<td>71</td>
<td>skilled manual jobs (e.g engineer, printer, welder)</td>
<td>40</td>
</tr>
<tr>
<td>economist</td>
<td>70</td>
<td>draughtsman</td>
<td>34</td>
</tr>
<tr>
<td>primary school teacher</td>
<td>70</td>
<td>sales representative</td>
<td>33</td>
</tr>
<tr>
<td>nurse</td>
<td>69</td>
<td>shop manager</td>
<td>31</td>
</tr>
<tr>
<td>research scientist</td>
<td>68</td>
<td>shop manager</td>
<td></td>
</tr>
<tr>
<td>stockbroker</td>
<td>68</td>
<td>unskilled manual jobs (e.g engineer, printer, welder)</td>
<td>22</td>
</tr>
<tr>
<td>company director</td>
<td>67</td>
<td>building labourer, shop assistant</td>
<td></td>
</tr>
</tbody>
</table>

* Those who would continue full-time or part-time work
Given below is a statistical chart which shows the salaries earned by people doing different types of jobs in Britain, ranked from the highest to the lowest. Compare this chart with your rankings in the previous chart. Did you guess right?

At the time of the survey, the average earnings of full-time workers in Britain were 3,500 Pounds a year. The following table from the same article shows the highest and the lowest paid jobs in the survey.

The pay league table

<table>
<thead>
<tr>
<th>highest paid</th>
<th>average yearly pay Pounds</th>
<th>lowest paid</th>
<th>average yearly pay Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>stockbroker</td>
<td>10,800</td>
<td>secondary school</td>
<td></td>
</tr>
<tr>
<td>barrister</td>
<td>9,900</td>
<td>teacher</td>
<td>4,900</td>
</tr>
<tr>
<td>company director</td>
<td>9,900</td>
<td>librarian</td>
<td>4,900</td>
</tr>
<tr>
<td>dentist</td>
<td>9,700</td>
<td>sales</td>
<td></td>
</tr>
<tr>
<td>doctor/</td>
<td></td>
<td>representative</td>
<td>4,700</td>
</tr>
<tr>
<td>surgeon</td>
<td>9,100</td>
<td>research officer/</td>
<td></td>
</tr>
<tr>
<td>solicitor</td>
<td>9,000</td>
<td>assistant</td>
<td>4,600</td>
</tr>
<tr>
<td>actuary</td>
<td>8,300</td>
<td>artist/designer</td>
<td>4,600</td>
</tr>
<tr>
<td>optician</td>
<td>7,900</td>
<td>photographer/</td>
<td></td>
</tr>
<tr>
<td>vet</td>
<td>7,900</td>
<td>cameraman</td>
<td>4,500</td>
</tr>
<tr>
<td>management consultant</td>
<td>7,300</td>
<td>primary school</td>
<td>4,300</td>
</tr>
<tr>
<td>economist</td>
<td>7,200</td>
<td>public servant (e.g. policeman, fireman)</td>
<td>4,200</td>
</tr>
<tr>
<td>insurance broker</td>
<td>7,200</td>
<td>shop manager</td>
<td>3,900</td>
</tr>
<tr>
<td>general administrator/ manager</td>
<td>7,100</td>
<td>social worker/probation officer</td>
<td>3,800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>skilled manual jobs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>laboratory asst.</td>
<td>3,700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>draughtsman</td>
<td>3,700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nurse</td>
<td>3,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>management trainee</td>
<td>3,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unskilled manual jobs</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>secretarial/clerical jobs</td>
<td>2,800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>clergyman</td>
<td>2,500</td>
</tr>
</tbody>
</table>
A Day in My Life on the Dole

The dole authorities require that I sign my name on two afternoons of each week. This action apparently proves two things: first, that I am alive; second, that I am open for offers in the line of work.

This I find an intriguing situation in view of the fact they haven't any work to offer me, nor is it probable they will have any in the forseeable future because of the desperate nature of things in this part of the country. When I talk about work, of course, I mean work here at home where my roots are and where, if I have any rights at all, I surely have a right to expect it....

Have a brief look at a day in my life on the dole, which, except for slight unsubtle variations, is much the same as any day.

Up at 7.15 a.m., a smoke and a cuppa, the fire lit, the kids downstairs. See they're washed, given their bit of breakfast, properly turned out, packed off to school. Another cuppa, another smoke, switch on Housewives' Choice, relax, reflect a little on this and that, perhaps play myself a hand at bridge and after about an hour of this switch off Housewives' Choice. Get washed, dressed, take the dog for a walk by the railway line and along by the pit where I pick up whatever bits of coal I can find and put them in a small sack carried for the purpose. Back to the house, dump coal, tell dog to be good, then off down the road to the Miner's Institute where I read The Express, Morning Star, Scotsman, The Guardian, and, if it happens to be a Tuesday, change my library books....

After leaving the Institute I do my shopping, then back up the road, fix fire, brew another cuppa, this time with a slice of bread and marge, (my usual midday repast), another smoke, then start on the household chores. When the dishes are washed, beds made, etc., down in the chair for a bit of a doze which lasts about half an hour, then it's time to think about getting the kids'
tea ready as they will soon be home. When that's done and they've been fed, there's dinner to fix for self and wife—who, by the way, is earning a welcome shilling or two at the potato harvesting—and then, after we've eaten, got selves and dishes washed, it's down in front of the telly for the remainder of the night, except, round about 9 o'clock, for another short walk for the dog.

Coming on bed time finds wife sound asleep in her chair worn out after her day in the fields; myself bleary-eyed and very often depressed by some of the stuff I've been looking at on the box....

Hectic isn't it! Lovely life if you happen to be a turnip. But I am not a turnip, mate. I am a thoughtful, sensitive, widely-read man, with cultivated tastes in music and various arts of disputation.

Am I filled with bitterness? Yes indeed! Do I tend to be anarchistic in outlook? Unquestionably! Why am I like this? Is it natural with me, or does environmental conditioning account for most of it? The short answer is, of course, because I am such a bloody pointless waste of a good citizen....

-Discuss the above text with your group and decide on:

- what it is about
- who the writer is
- what it describes

-When you read or experience anything interesting or unusual you usually like to share it with others. The students outside your group do not know what is in the article you have been reading. Discuss how best to talk about what's in the article to someone who does not know it. You can decide collectively on what to say and then one member of your group elected by you should narrate it to the other group. You could help him/her with prompts and by supplying any details that s/he misses out.

-Underline any 'culture specific' details that you find in the text.

-Circle any idiomatic expressions you recognize.
The next morning a crashing hangover obliged me to
impair my tidings to the
friend in a whisper down the
phone. My sister interrupted
briefly my neuritic hissings:
"Come down immediately
and eat a decent lunch." My
next call was shorter. With
masculine authority my
brother broke smartly into
my hysterical sniffling.
"Come straight down and
have a decent lunch."

Two- decent Saturday-
lunches seemed extreme so
we settled for the following
day. At the crack of dawn
on Sunday my sister-in-law
telephoned. "Come early.
And bring your washing." Clearly
one faces life's dramas more fearlessly
when well fed and cleanly attired.

A week after of not missing
the rush hour, and after
considerable prodding from
decisions, all murmuring
...remember your stamp
and think of the tax you've
paid all these years. You must
claim." I decided I should do
something about it. With a
27 year work record I had
sided to the consumer. He
lightheartedly let himself be
head hunted the previous
year. When my head was
chopped off as lightheartedly.
I had no redundancy money.
Lack of income has its
problems. Oh, why had I not gone
down the mines, on to the
railways, into steel, on to the
docks, into British Leyland?

I met my ex-husband the following
week. As he raised a
drink to his lips I idly
broached the topic of 13
years back alimony. He
nearly bit off the top of his
glass so I brushed aside that
idea and carried on with
claiming the dole.

Assuredly, I was unsure
where to sign on and picked
up the telephone directory.
The young man answering
my first call to a local social
security office replied with
indirect ruefulness. "Not
us." My second call was taken
by an exhausted female who
stated with gloomy relief,
"Redundancies?" She
ratted off a telephone number
and hung up.

A pleasant, jolly voice
replied to my third call.
"Redundancies? Putting you
through." I sat up, full of
hope, and when a kindly
voice came on the line I
blurted out, "I've been
made redundant."

"Tea. I thank you," she replied
sadly. Then added briskly.
"Now, have you tried your
local Job Centre?" Briefly
nonplussed, having felt con-
fident her answer would
divide where to collect the
money, I felt compelled to
say something and replied
sharply (my voice may
never be the same). "But...
I'm looking at management jobs.
Not enlarging on the point of
them not looking at me.
"Well," she lowered her
voice to a confidential
murmur. "Nothing to do
with us, but I know a number of
people who have found
good jobs through private
employment bureaux.

"Great idea, thanks." I
replaced the receiver. I could
not bring myself to enlighten
her. I was running an execu-
tive recruitment bureau in
London when declared
redundant...

In the doledrums

"I'M GOING to have to let
you go." As he uttered these
words my managing director
was staring fixedly at a
pencil he was twirling nerv-
ously in his fingers. I felt a
twinge of sympathy for it.
Then I realised. The pencil
was crying — I was going.

My ex-boss ploughed his
elbows into his
desk top, bent his head, and
mumbled into his shirt front. He
appeared to be addressing his tie, so I swivelled in my chair and stared
out at the window, sales in an
Regent Street traffic
reached me. Between this
and the mumbling I gathered
I was being eliminated from
future profit and loss sheets.

He paused for a moment
so I decided to speak. My
voice came out a quaver
short of a top E. Reminding
myself of trebled sales in an
indignant fatale did nothing for me. We parted to our
mutual relief.

Back in my office, aside
from snarling where spoken
to and kicking the photo
copier — something I had
been dying to do for years — I
felt I disguised my feel-
ings rather well.

I was calmer when I went
to see a friend that evening.
I decided as an adult I
should act like one. I
resolved to reveal my news
dispassionately over dinner
— throw it into the conver-
sation — make nothing of it.
Her front door had opened
an inch when I found myself
screaming into the better box;
"I've been made redundant!
My friend flung open the
door and reeled back into
the hall...with a yell.

With my eyes on employers spilling from
my mouth as rapidly as sherry
spilled down my throat, she
abandoned the thought of
home-cooked spaghetti and
took me out to dinner. "Dis-
passionate" became the
to the past as I choked:
...You give the best years
of your life... into my
liver and chips. A speedily
refilled carafe barely revived
my spirits.

Given below is the text that you just heard a member of your group read
out to you. Read through the article quickly and try to fill in any gaps in the
information you gained by listening to it being read.

LEARNERS' WORKSHEET

Unit 4: Employment

Part 2: Unemployment

LEARNERS' WORKSHEET

In the doledrums
Discuss the above text with your group and decide on:

- what it is about
- who the writer is
- what it describes

- When you hear, read or experience anything unusual, you usually like to share it with others. Those outside your group do not know what is in the article you have been reading. Discuss how best to talk about what is in the article to someone who does not know it. You can decide collectively on what to say and then one member of your group elected by you should narrate it to the other group. You could help him/her with prompts and by supplying any details that s/he misses out.

- Underline any 'culture specific' details you find in the text.

- Circle any idiomatic expressions that you can recognize.
LEARNERS' WORKSHEET

Unit 5: Polite Speech in English

Part 1: Greetings

Look at the extracts given below very carefully. Each seems to illustrate a 'convention' (that is a sort of unwritten rule) related to the use of greetings. After reading the extracts write the 'rule' that each extract seems to illustrate.

Saying Hello

(The situation given below involved two adult women, one the mother of two children, ages six and ten. The children come in and the following takes place)

Woman: Hi
Boy: Hi
Woman: Hi Annie
Mother: Annie, Don't you hear someone say hello to you?
Woman: Oh, that's okay, she smiled hello.
Mother: You know you are supposed to greet someone, don't you?
Annie: (hanging head) Hello.

If you look at the above extract very carefully it seems to illustrate a rule such as:

-If someone greets you, you should greet that person in return.

The next set of extracts are taken from a book called Alice Through the Looking Glass by Lewis Carrol. It is a children's story and describes a dream Alice has where chessmen and characters in nursery rhymes come alive. Even though this is a fantasy and what the characters say and do are often quite extraordinary, still, they speak for the most part like ordinary people and follow the speech conventions of English.

Extract 1

'I do believe,' said Alice at last, 'that they live in the same house! I wonder I never thought of that before— But I can't stay here long. I'll just call and say 'How do you do?' and ask them the way out
of the wood'

Extract 2

'I was thinking' Alice said politely, 'which is the best way out of this wood: it's getting so dark. Would you tell me please?' But the fat little men looked at each other and grinned.

'Ve begun wrong!' cried Tweedledum. 'The first thing in a visit is to say 'How do you do' and shake hands!' And here the two brothers gave each other a hug, and then they held out the two hands that were free to shake hands with her.

Extract 3

...the next moment they were dancing round in a ring. Then they let go of Alice's hands, and stood looking at her for a minute. There was an awkward pause, and Alice didn't know how to begin a conversation with people she had been dancing with. It would never do to say 'How do you do?' now she said to herself: 'we seem to gone beyond that somehow!'

Extract 4

There was a long pause. 'Is that all?' Alice timidly asked.

'That's all', said Humpty Dumpty. 'Goodbye.'

This was rather sudden, Alice thought, but after such a very strong hint that she ought to be going, she felt that it would be hardly civil to stay. So she got up, and held out her hand.

'Goodbye, till we meet again', she said as cheerfully as she could.
Unit 5: Polite Speech in English

Part 2: Requests, Permission etc.

The above extracts were to do with greeting conventions in English. The ones given below illustrate various forms of polite expressions used to request, permit etc. All these are from the same book as the above.

Extract 1

She said afterwards that she had never seen in all her life such a face as the king made, when he found himself held in the air by an invisible hand, and being dusted: he was far too much astonished to cry out, but his eyes and his mouth kept getting larger, and rounder and rounder, till her hand shook so with laughing that she nearly let him drop on the floor.

'Oh! please don’t make such faces, my dear!' she cried out, quite forgetting that the king could not hear her.

Extract 2

At the two yard peg she faced round, and said 'A pawn goes two squares in its first move, you know. So you’ll go very quickly through the Third Square—by railway I think—and you’ll find yourself in the Fourth Square in no time. Well, that square belongs to Tweedledum and Tweedledee— the Fifth is mostly water— the Sixth belongs to Humpty Dumpty— But you make no remark?’ ‘I— I didn’t know I had to make one just then,’— Alice faltered out. ‘You should have said’, the Queen went on in a tone of grave reproof, ‘It’s extremely kind of you to tell me all this’— ‘however, we’ll suppose it said?’

Extract 3

'Tickets Please!' said the guard, putting his head in at the window. In a moment everybody was holding out a ticket.
Extract 4

Alice was too much puzzled to say anything, so after a few minutes Humpty Dumpty began again.
'They've a temper, some of them—particularly verbs, they're the proudest—adjectives you can do anything with, but not verbs—however, I can manage the whole lot of them! Impenetrability! That's what I say!' 'Would you tell me please,' said Alice, 'what that means?' 'Now you talk like a reasonable child,' said Humpty Dumpty, looking very much pleased.

Extract 5

'The piece I am going to repeat,' he went on without noticing her remark, was written entirely for your amusement'. Alice felt in that case she really ought to listen to it; so she sat down, and said 'Thank you' rather sadly.

Extract 6

'The other messenger is called Hatta. I must have two you know—to come and go. One to come and one to go.' 'I beg your pardon?' said Alice. 'It isn't respectable to beg,' said the king. 'I only meant that I didn't understand,' said Alice. 'Why one to come and one to go?'

Extract 7

'Her red majesty is very kind to mention it,' the White Queen murmured into Alice's ear, in a voice like the cooing of a pigeon. 'It would be such a treat! May I?' 'Please do,' Alice said very politely.

Go through the above set of extracts once more and underline all the phrases you think express politeness.
Polite Expressions Substitution Task

Now that you are able to recognize different types of polite expressions you will perhaps be able to think of polite expressions in place of neutral or less polite expressions for some of the contexts given below. Look at the context in each case and decide what is most appropriate.

Situation 1

Family at dinner table— Mary aged 12 finds she can’t reach the salt— She turns to her mother and says: 
—Give me the salt.

Situation 2

Child helping mother to put away the shopping comes across a box of chocolates—
—Can I have a sweetie?

Situation 3

Two people seated in dentist’s waiting room— One is reading a magazine and has put her handbag on a pile of magazines on the table beside her— The other person wants to take a magazine out of the pile— says:
—I want one of those magazines.

Situation 4

You are walking along the street, and look at your watch to check the time, and find that it has stopped— You stop a passerby, and ask him/her what the time is:
—What’s the time?

Situation 5

You are in a shop looking for a particular brand of soap— Though you have looked very carefully you can’t find the brand you want— A shop assistant comes up to you and says,
’Can I help you?’— You say:
—Yes, I am looking for ____________________

Situation 6

You are looking for a particular book in the library, and you can’t find it— you look round to see whether a library assistant is nearby but you can’t see anyone— You walk up to a person who is reading nearby and ask him/her to help:
—Do you know where ____________________ by ____________________ is?
Further Reading

Given below is a short incident that takes place between two people in a train. Read this in your free time and see whether it is related in any way to the reading you have been doing in this section.

To Save Time

On the express train to Lublin, a young man stopped at the seat of an obviously prosperous merchant.

'Can you tell me the time?' he said.

The merchant looked at him and replied:

'Go to hell!'

'What? Why, what's the matter with you! I ask a civil question in a properly civil way, and you give me such an outrageous answer! What's the idea?'

The merchant looked at him, sighed heavily and said,

'Very well. Sit down and I'll tell you. You ask me a question. I have to give you an answer. You start a conversation with me—about the weather, politics, business. One thing leads to another. It turns out that you're a Jew— I'm a Jew, I live in Lublin— you're a stranger— Out of hospitality, I ask you to my home for dinner. You meet my daughter. She's a beautiful girl— you're a handsome young man. So you go out together a few times—and you fall in love. Finally you come to ask for my daughter's hand in marriage. So why go to all that trouble. Let me tell you right now, young man, I won't let my daughter marry anyone who doesn't even own a watch!!'
Tommy looked at him and thought, 'Father, I think, Father, I think, Father, I think...'

His father said to him, 'So, he and his brothers had to go out early to feed the horses. They usually had breakfast only after they finished their chores.'

'Father, I think,' Father, I think, Father, I think...'

But, when they got back, there was a farmer who had a lazy wife.

'They normally had breakfast only after they finished their chores,' Tommy's father said.

Then the farmer's wife came running down. She had taken many horses on the farm.

'The everyday's house except once said the farmer,' Tommy thought to himself.

'Oh, I think this isn't the time to pick fights and annoy his father,' Tommy thought to himself.

'So, the farmer went to the root of the stall and shouted at the farmer's wife.

'There was a farmer who had a lazy wife,' Tommy thought to himself.

The farmer went to the root of the stall and shouted at the farmer's wife.
Part 2: Nursery Rhymes

Given below are a few popular English nursery rhymes.

Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall
And all the king's horses and all the king's men
Couldn't put Humpty together again.

The north wind doth blow,
And we shall have snow,
And what will poor robin do then?
Poor thing.
He'll sit in a barn,
And keep himself warm,
And hide his head under his wing
Poor thing.

Tweedledum and Tweedledee
Agreed to have a battle
For Tweedledum said Tweedledee
Had spoil'd his nice new rattle
Just then flew a monasterous crow
Which frighted both the heroes so
Thay quite forgot their quarrel.

Hot cross buns!
One a penny,
two a penny,
Hot cross buns!
If your daughters do not like them
Give them to your sons,

And if you have not any of these pretty elves,
You cannot do better than eat them yourselves.

In your free time read the text given below which gives more information about nursery rhymes.

The term 'nursery rhyme' seems to have sprung up in the third decade of the nineteenth century; no use of the name is found earlier than in 'Blackwood's Magazine' for July 1824. Previously the rhymes had been known as 'songs' or 'ditties' and in the eighteenth century usually as 'Tommy Thumb's songs' or 'Mother Goose's songs', the title retained in America.

The problem of where nursery rhymes come from is
perhaps of minor importance to literature. Yet these trivial verses have endured where newer and more ambitious compositions have become dated and forgotten. They have endured often for nine or ten generations, sometimes for considerably more, and scarcely altered in their journey. 'Pat-a-cake, pat-a-cake, baker's man', to take an everyday example, is shown...to have been waiting to greet infants two and a half centuries ago....

...What kind of verses are they to have become the best known in the world? Individual examination shows that not all are the doggerel they are popularly taken to be. G.K Chesterton...observed that so simple a line from the nursery as 'Over the hills and far away' is one of the most beautiful in all English poetry.

The themes of nursery rhymes are so diverse that it does not seem to matter what they are. In some there are no two words together which makes sense... In others there are lively incidents and keenly drawn characters as are to be found in the language and the tremulous Miss Muffet, the herioc priest of Felton, the earnest and subservient Mother Hubbard may live as long as the plays of Shakespeare.

Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can;
Pat it and prick it and mark it with B
Put it in the oven for baby and me.

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty bells and cockle shells,
And pretty maids all in a row.

Tom, he was a piper's son,
He learnt to play when he was young,
And all the tune that he could play
Was, 'Over the hills and far away;
over the the hills and a great way off,
The wind shall blow my top knot off.'
Given below is the transcript of one of the conversational extracts that you listened to. It is a conversation between two people: A and B. You will see that every eighth word is left blank. You must try and fill in the blanks while you listen to the conversation a second time. The first letter of each missing word is given to assist you. Try to fill in as many blanks while you listen. If you miss a word do not worry about the blank you have missed, but go on to the next.

Bonfire Night

A we’re looking forward to bonfire night/ at l____ the
-children are/-- do you indulge in t___/-
B oh in sussex we did/-- I’ve- i____ fact /I went to
-one last week/ b____ it was
A that was a bit early wasn’t it/
B all the all the joys were
-j____/ was taken out of it for me/ b____ it was- a
huge/ bonfire/ in a g____ the size of this room/- with
big h____/ all around/- and the bonfire was right u____/
a big tree/ with its leaves all d____/
A m/
B and I was so worried/ the t____ flames/ were going right
upto the l____ branches of the tree/ and I was so worried/
about everything catching fire/ that I didn’t r____ enjoy the
flames very much/ (laughs)
A no/- I d____ think we can manage a l_____ bonfire/ but
the fireworks/ themselves/- er we have a little store of/
B oh yes/ they’re q_____ fun/ yes/
A m/--- yes the children like t_____ very much/ so-- I think
-as long a____ one is careful/- very careful/ (oh yes/)
it’s a____ right/
A: -- but erm-- I'll b____ all bangers/ we don't have any bangers/ (yes/) I c____ stand those/ (yes/)-- just the pretty o____/---

B: sparklers are my favourites/

A: m/ catherine wheels are m____ favourites/ actually/ but er-- t you know we h____ anything that's pretty and sparkly/ and we h____ a couple of rockets/ you know/ to s____ Jonathan/ who's all-- rockets/ and-- spacecrafts/ and things like this/-

B: m/

A: so that's Friday night/ t____ can't wait for that/-- and keep saying w____ couldn't we have one/ just now/ y____ see/(laughs) (laughs) trying to use them up before t____ actual night/-

B: yes/

A: but I don't know w____ we can get wood from/ apart f____ chopping down a few trees/ which I w____ like to do/- we don't seem to have very much wood/

B: yes/ that's a point/

A: well I suppose if we went into the park/ we might collect a few sticks/ but i____ not like having logs/ is it/-- l er if we were m at home/ back in the midlands/ we would k____/ if you know/ where we could go/ a____ get all these things from/ but

B: yes/yes/ m/ m/ in sussex/- in my village/ they- spent t____ whole of of October building up the b_____/--

A: m/

B: yes they probably did it in y____/

A: they had a village one did they/

B: yes/

A: yes/

B: yes/

A: yeah/

B: all the local people/- h____ with it/ put all their old
armchairs and t___/ on it/
A  m/ mhm/
B  used to be a ___ twenty feet high/
A  m/

Transcript 2: Losing a Tooth

This conversation takes place between two people -A and B- with a third person C joining in with a comment now and again. Unlike in the earlier transcript the first letter of the missing words is not given. Once more you must try and find the missing words by listening to the conversation. Find as many of the words as you can and do not worry about the words you miss.

B  anyway/- Susie said/- that there were no _____ things as fairies/ elves/ this and that and _____ other/- well/ the night she put her ____ under the pillow/ we forgot to ____ the money there/ and take it away/ ____ forgot all about it/ (A laughs) so she got ____ in the morning/- my tooth’s all gone/ ____ there’s no money/- Dave said well there ___ are you see/ you said/ you didn’t ____ in fairies/ so how can you except ____ fairies to come and see you if/- oh/ but I do believe in fairies/ (D laughs) you know/ I really do/ (A laughs) so Dave said well try again tonight/- so that night/ thank goodness ___ remembered/ (A laughs; C m/) so the next morning/ she gets up/ all happy/ oh they’ve been/ they’ve ____/ I’ve got my money/ and Dave said ___ there you are/- that just shows/ that ____ i if you they hear you saying you ___ believe/ no money/ she says/ -she says ___ I know you are only saying that/ because ____ forgot to put it there/ (all laugh) and now/- ____ reckons/ that er she says/ she comes in/ and she'll grin all over/ she'll say- course/- t just ____ of the blue and she said/ I do believe ____ Father Christmas you know/ (A laughs) and she'll grin/ ____ ear to ear/ and perfectly obvious ____ doesn't/ (C yeah/) but she's not going to ____ it just in case/ (all laugh, C: yeah/) just in case/ there ____ no toys on Christmas morning/

A  what I ____ doing/ is is erm- with the Pakistani children/ ____ the Indian children/ the infants/ when their ___ falls out in the school and they cry/- ____ if they’ve got enough English/ I explain them/ that in England/ (coughs) you put it ____ the pillow/ (B: oh yes/ yeah/) and a fairy ____ come/ (C: m/) and will give you well two ____ a half p/ but that sounds a ____ crude for a fairy/ (B: yeah/it does/) doesn’t ____/ B our fairies have to pay five/ A yeah/ five pence/- ____ it’s so funny you see/ and I say/- now you must explain properly/to your ____ mummy and daddy/- what this custom is/ ____ England/ you see/ and then they - they ____ off/ clutching this tooth/ and they come back/ the next day/- and they say/ oh miss/ fairies come me/ fairies come me/ (all laugh)
Given below is the printed version of the fairy story *The Water Maiden and the Three Blows* that I read aloud to you. The ending is not given. Read through the story once more, discuss the story with your group and decide on a suitable ending.

**The Water Maiden and the Three Blows**

A young farmer fell in love with a water maiden who used to row about the lake in a golden boat, singing. He saw her close at hand by watching the New Year in at the edge of the lake, and courted her by floating gifts of bread and cheese upon the water. He did this from Midsummer eve till the New Year, when she again appeared to him and consented to be his wife, but warned him that if he struck her three times she must leave him. They lived happily for a long time, and she was a loving and dutiful wife, though she had strange ways. Once they went to a child’s christening, and she would do nothing but weep. Her husband tapped her reprovingly and she said to him: ‘How can I do else but weep, when the poor child is born into a world of sorrow? And that is the first blow.’ A little later the baby died, and they went to the funeral. Here, where everyone was sad, she danced and sang. Her husband tapped her again. ‘The baby is gone from temptation to be happy for ever,’ she said. ‘How can I help rejoicing? Be careful, that is the second blow.’ Sometime later they went to a wedding, where a beautiful young girl was wedded to an old miser, and in the middle of the feast the water maiden burst into tears, and cried out:

‘Beauty is wedded to age, not for love but for greed. It is the devil’s compact!’
LEARNERS' WORKSHEET

Unit 6: Folklore and Traditions

Part 3: Traditions

Read the text April Fool's Day given below in your leisure time, and see how it is related to the rest of the information that you have gained in this unit.

April Fool's Day

'It is a day when you hoax friends of yours with jokes like sending them to the shop for some pigeon's milk, or telling them to dig a hole because the dog has died; when they come back and ask where is the dead dog you say 'April Fool' and laugh at them. There are some when you say 'Your shoelace is undone' or 'Your belt is hanging' or 'Go and fetch the plate off the table' and of course their shoe lace is tied up right, and their belt is not hanging, and there is no plate on the table, so you say

'Ever been had, April Fool'

-Boy, 14, Knighton-

Needless to say the people they most want to fool are, the people who have first fooled them. Teachers come in for their share of the fooling; and according to a 12 year old girl from Monmouthshire, are the most exciting prey.

And parents of course are not exempt. 'We have a lovely time', says an 11 year old Swansea girl, 'as there are so many jokes such as sewing up the bottom of Daddy's trousers'. And a 9 year old Birmingham boy writes: 'Last year I fooled father by gluing a penny to the floor and saying: 'Dad you've dropped a penny on the floor'. He couldn't get it off the ground because it was stuck firm, then I shouted 'Yah April Fool!'

In Scotland the day is generally known as 'Huntigowk Day'... The name Huntigowk comes from the old joke of hunting the gowk or cuckoo another mile. 'You send someone with a message,' says a 11 year old Elgin boy, 'and in it you have written,

Don't you laugh, and don't you smile,  
Hunt the gowk another mile.

When the person reads this he says it has been brought to the wrong place, and that the message should be given to somebody else, and the fool takes it.' Equally traditional is the custom, already referred to of sending someone to purchase an urgent necessity such as 'pigeon's milk', or 'a long stand'. A 13
year old Forfar girl writes,

'We played a trick on a boy aged about six. We told him to ask the man at the shop how much the long stand was and he said that he did not sell furniture 'but if you would like a long stand, you can stand there as long as you like'.

Other commodities in general demand on this day include:
strap oil
left handed screw driver
elbow grease
cooking glue
smooth sand paper
square rings
boxes of straight hooks
buckets of blue steam
reels of tartan cotton
striped paint (with the stripes not less than half an inch wide)
whitewash for the last post

Not all the fooling, however, has the traditional element of inducing a person to do something unnecessary to make a fool of himself. Some pranks degenerate into mere horseplay...laughs are sought with piles of books balanced on half-open doors, and pepper sprinkled in people's handkerchiefs. But on one tradition every child agreed. As on New Year's day, and Shrove Tuesday and Ash Wednesday the licence only lasts till noon...

'Anyone who tries to make a fool after midday is a bigger fool than he who has been fooled.'
LEARNERS' WORKSHEET

Unit 13: Advertising

Part 1: Job Advertisements

Advertisement 1

Are you going out of your way to be nice to people today?

We're recruiting young men and women to fly with us as Cabin Crew. And we're particularly interested in people who may never have thought they fitted the bill. Because we're looking for warm, reassuring, responsive human beings rather than model types with plastic smiles. So if you get your job satisfaction out of doing things for others, and have a happy knack of making everyone feel special, you could soon be looking good care of our passengers. Here are all the rewards you'd enjoy as a Steward or Stewardess on our routes:

- Helping passengers to enjoy their flight
- A training programme that is immensely rewarding
- Freedom from nine-to-five routine
- Every day different from the next

Member of a professional in-flight team

- A first class earnings package, including profit-sharing bonus scheme
- Experience that is highly rated by employers in many fields

And here are the requirements you must meet to be accepted by the world's favourite airline:

- Age between 23 and 26
- Minimum height 5'2" with weight in proportion
- Good eyesight with or without glasses. You must not be colour blind
- At least 'O' level or equivalent standard of education
- Clear diction, total fluency in English, conversational fluency in at least one other language
- Eligible for a passport for travel to all countries served by British Airways
- A work record of service to and contact with the public
- Excellent health record
- Tidy and pleasing personal appearance

If you can honestly say that all the above applies to you - and you reckon you can cope with a challenging job - let's hear from you quickly. So that we can consider you for an initial six months contract, with the probability of a longer-term arrangement if we get on really well together.

For an application form, simply send your name and address on a postcard to Recruitment and Selection (H), British Airways, P.O. Box 10, Heathrow Airport, London, Hounslow, Middlesex TW6 2JA.

British Airways

The world's favourite airline

Cabin Crew Recruitment 1984
Unit 13: Advertising

Advertisement 2

The University of Manchester
DIRECTOR - Manchester Business School

The University proposes to appoint a Director of the Manchester Business School in late office in September 1984. The School has over 150 teaching and research staff. It offers P.H. and Diploma programmes and also a wide range of post experience courses for senior and middle management. In addition, the School is heavily engaged in research. The Director is responsible for the success of the School, both academically and financially, and is its representative both within the University and in the business community. He or she will be appointed initially for two years with the prospect of re-appointment by mutual consent.

The successful candidate should be a senior academic from an established business school or in another faculty that has strong contacts with business, or could be a second senior in business or public administration. A good organizer and administrator, the Director must have a record of achievement and the ability to lead a large academic research and administrative team.

The level of remuneration envisaged is competitive with senior posts outside the university system.

Applications, accompanied by a curriculum vitae, should be submitted before January 31st 1984 to the Vice-Chancellor, the University, Manchester M13 9PL, from whom further particulars of the appointment may also be obtained.

ADLENHAM SCHOOL
HERTFORDSHIRE
Girls’ Sixth Form
Entry, 1984

ALDENHAM SCHOOL

RICHMOND CHAIR OF FINE ART

Applications are invited for appointment to the Richmond Chair of Fine Art in The University’s Department of the History of Fine Art. The position carries a salary of £18,000 from 1st October, 1984, or such other date as may be mutually agreed. Further particulars may be obtained from the Secretary of the University Court, Room 111, University of Glasgow, Glasgow, G12 8QQ, with whom applications (to be accompanied by a resume and sight of not more than three referees) should be lodged not later than 31st January, 1984.
LEARNERS' WORKSHEET

Unit 13: Advertising

Part 1: Job Advertisements

Writing Task

Group 1

Read through advertisement 1 in your worksheet.

Now write out an advertisement based on the above for recruiting tour guides for the Sri Lanka Tourist Board, incorporating the following information:

- age 23 - 30
- educational qualifications 'O' levels or 'A' levels with a credit pass in English
- outgoing personality
- experience of working with people
- ability to drive and possession of a driving licence
- an added qualification
- some knowledge of the history, geography and natural history of Sri Lanka
- trial period 6 months
- salary and other benefits
- address from which application forms and further details are to be had: The Personnel Manager, Sri Lanka Tourist Board, Hotel Samudra, Galle Face, Colombo 3
- Closing date for applications

Group B

Look at advertisement 2 in your worksheets.

Write a reply to either
a) the advertisement for the post of lecturer in physical geography at the University of Oxford
   or
b) the post of part time lecturer in archeology at the Leeds University.

All you need to do is to say that you are interested in applying for the job and request application forms and further particulars.
Given below is a text with the last few sentences omitted. Read this text carefully and try to work out what the missing section is, and the source of this text.

Felicity Brown was a junior reporter on a local newspaper. It was mostly routine. Flower shows... Bazzars... Protest meetings. But Felicity dreamed. One day it would happen. Her big chance. And she'd be ready for it...

One day it did. An ordinary kind of day, it seemed. She was sitting at her desk, correcting some proofs. It was raining. She was bored. Then the editor appeared. Shouting through the office. 'Get a reporter down to the Metropole fast. Robert Newford is staying there.' The news editor looked at her. He grinned. 'It's your day,' he said to her. 'It'll have to be Felicity', he said to the editor. 'There's no-one else here.' The room spun briefly. Her heart did funny things. It can't be true, she thought, I must be dreaming. But it was and she wasn't. The editor looked anxious. 'Can you cope?' he said. Felicity's
III.II. Teachers' Notes
Unit 1: Social Stratification and Language

Part 1: Cartoon

This cartoon would form the basis for a discussion of the way in which social stratification is reflected in the use of language, and the way in which British society respond to different types of accents, and speech styles. This cartoon also depicts certain stereotypes: the working man depicted wearing a cloth cap, the upper class man with a flower in his buttonhole and the waiter with his bow tie. It also depicts features of politeness, as even though the waiter refuses the working man's booking, having placed his identity through his accent and perhaps his dialect, his refusal is polite. Therefore, this cartoon can be used to discuss:

1. Social stratification as reflected in language use
   2. Society's attitudes to non-standard speech, dialects and accents
   3. Politeness features in English

The cartoon should be given to the learners without questions and exercises. The aim is to encourage them to glean as much information as possible from the cartoon itself.

Cartoon Recognition Task

Preliminary Instructions (Verbal)¹

- Look at this cartoon carefully.
- Who are the three men in the cartoon and what are they doing?

When the learners are ready, get them to volunteer information about the three men in the cartoon. The learners can be helped along with prompts.

- Have you any ideas as to who these men are?
The amount of prompting needed will depend on the type of guesses that the learners make. For instance if the learners guess the occupations of the waiter and the working class man, some sort of prompt may be needed to help them with the identity of the upper class man. If the learners arrive at the identity of all three characters, then it would be possible to go straight on to the waiter's contradictory answers. Prompts such as the following would be useful to help them identify the characters if they have difficulties.

- What sort of place do the chairs and the tables in the background remind you of?
- The man in the left has something in his coat pocket. What are these? Who uses such things? etc.

If the learners are able to guess the identity of the characters without prompts they should be asked to give reasons why they think the waiter is a waiter and the working class man a working class man.

**Discussion of the Meaning of the Cartoon**

Once the three men in the cartoon and the place depicted in it have been identified, the contradiction in the waiter's replies to the two men's queries and the reason for this could be discussed. Once again prompts may be necessary. Prompts:

- The waiter gives two different answers to the two men. What sort of questions have the two men asked the waiter?
- Why does the waiter give different replies to the same question?

**Cultural Stereotypes**

The 'meaning' of the cartoon (the relationship between language use and social status) should be followed by a discussion of cultural stereotypes depicted in the cartoon. Stereotypes in Sri Lankan culture could be brought in to clarify this point further.
Politeness Features

The cartoon provides a very good example of politeness features in English. This should be discussed next. Attention should be drawn to this feature with a prompt such as the following:

Prompt:

- The waiter's replies as we discussed earlier are different, yet there is something common to both replies. Can you see anything in common?

The learners may need to be prompted further before they see a similarity in the two answers; that they are polite. It may be necessary to set about this task by discussing with the learners the nature of a refusal; that it is often not pleasant to be refused something. In the cartoon, the waiter's refusal is due not to his inability to comply with the working class man's request, but because of his (or the management's) conscious choice not to comply with such requests. But from the waiter's speech there is no way in which the caller could know this. It is necessary to make the learners realize that what the waiter is doing is conforming to a formula of polite refusal. Thus the waiter would not consciously think that he is being untruthful when he utters this 'white lie' in a regretful tone.

The next step is to discuss different factual answers that the waiter could have given, but he would not normally give because such answers would be inappropriate to the situation.

At this point it would be feasible to introduce learners to the social reasons that underlie politeness phenomena, both in the form of verbal manifestations and in other forms. This discussion could be in relation to both English and Sinhala. The social reasons: the need to spare the hearer's 'face' and to avoid unpleasantness could be briefly discussed.

This could be followed by discussing the need to be polite and at the same time to be appropriate. The cartoon can be used for illustrating this point. The waiter's address form -sir- though appropriate in this context would be inappropriate in other contexts, even though it is a perfectly polite form of address. Various request/refusal situations could be discussed to show where the use of 'sir' as an address form would be quite inappropriate. Some
situations that could be discussed:

- asking change for a note from a stranger
- asking a friend for the loan of some tool
- asking permission from parents to bring friends to stay the week end/to stay out late
- asking for a loan from an acquaintance
- asking the loan of a book from a teacher
- asking the time from someone who seems to be wearing a watch

Politeness Formulas

The use of these formulas can be highlighted by referring to the waiter's phrase, 'I'm afraid....' where the formula does not carry a literal meaning, but is understood as a formula by the hearer. A few examples of other such formulas could be discussed; e.g 'I don't think...', 'I have a feeling...', 'I'm sorry...', 'Yes, I would like to, but...', 'It is very kind of you but...' etc. This could be followed by a short exercise where learners are asked to provide appropriate formulas to some hypothetical situations (items 1-6 in the learners' worksheet). The situations in items 5 & 6 would be useful in bringing to the learners' notice that politeness formulas are totally inappropriate in some situations.
TEACHERS' NOTES

Unit 1: Social Stratification and Language

Part 2: 'The Red Herring' and Extract from 'The Collector'

Red Herring by D.H Lawrence and the prose extract from The Collector by John Fowles deal with social stratification and language use, the theme introduced in the cartoon in part 1. DHL deals with the insecurity bred in the children of parents who belong to two different social classes and believe in different ways of speaking and behaving. Red Herring also brings out DHL's views about the upper class or the 'bourgeoisie'. The second extract records the views held by a working class man and an upper class woman about each other's speech and behaviour.

'Red Herring' should be read aloud by the teacher, and the learners should be requested to read the prose extract silently by themselves.

Discussion of Thematic Relationship

The next step is to divide the class into two or three groups (depending on the size of the class) and instruct the groups to look at the two texts once again and decide whether it has any relationship to the cartoon discussed in part 1. One member of each group should make notes of the views of each group.

Instructions

- Now, look at the text once again and see whether you could find any relationship between these two texts and the cartoon we looked at earlier on. One member of each group could write down what the group thinks.

Once this has been done, the class should be called together to discuss the views of the groups.

Note: It is important not to discuss individual word meanings etc. before the group session, unless it is a keyword such as collier in Red Herring. This is in order to give the learners the opportunity to discuss such problems with
other members of the group and to give them the chance to benefit from each others knowledge, instead of taking the easy way out by asking the teacher. In order to stimulate discussion it is necessary to get the learners to get assistance from each other rather than from the teacher.

Once the learners complete their 'notes', the teacher should look at them and base the discussion on the ideas expressed in these. If the learners have made wrong assumptions this would nevertheless be an useful starting point.

**Points to be Covered in the Discussion**

- the different social classes to which DHL’s parents belonged
- the reason for ‘you’ indoors and ‘tha’ and ‘thee’ outdoors
- why the poet feels that even after ‘rising in life’ the children still feel ‘between the devil and the deep cold sea’
- Frederick as a member of the ‘in-between class’
- Miranda’s objections to Frederick’s speech style
- Characteristics of D & M’s class

Any similarities and differences between the relationship of the language and social class in the English speaking culture and Sri Lankan culture should also be discussed.

**Use of Idiom**

Once the theme -social stratification and language use- has been dealt with, the last line in the fourth verse of ‘Red Herring’ could be used to draw the learners’ attention to the use of idioms. The term 'idiom' and what it means could be introduced by isolating one idiom in this way.

**Instructions**

- Look at the last line in the fourth verse of Red Herring. What is special about this line?
- Can you think of something similar in Sinhala?

Once this brief discussion is over, the learners should be asked to read the text
through quickly and to underline any idiomatic expressions that they can find. This could be done individually or as group work. Once they complete this task, their choices should be discussed.

Instructions

- look at the texts once again and underline any idiomatic expressions that you can find.

This task should be followed by the Multiple Choice Meaning Recognition Task. The questions which follow this exercise could also be dealt with in the form of a discussion. Another useful exercise is to get the learners to think of non-idiomatic expressions to replace the idiomatic phrases. This would be useful to point out that it is not always easy to 'translate' the meanings carried by idiomatic expressions into non-idiomatic language without losing some of the richness of meaning (item 3 in the learners' worksheet). Questions 4, 5, 6 based on the text from 'The Collector' are meant to introduce the theme of appropriacy and adequacy as a social norm and thus emphasize the relationship between socio-cultural features and language use.
TEACHERS' NOTES

Unit 2: Travel

Part 1: Modern Legends

This unit is designed to introduce 'travel' as a culture specific activity. The two legends introduced to the class in the form of cloze passages in part 1 introduce this theme, as both these legends deal with events which befall British travellers abroad. The cloze task is not meant as a test but as an activity of the sort involved in solving a jigsaw puzzle or doing a crossword. It is meant to activate creative thinking instead of passive absorption.

Meaning Recognition Task (Cloze)

The first step is to divide the class into two groups. Each group should be given one of the cloze passages and asked to look at the passage as a group and then try to work out what the missing words are. The learners should be given enough time to accomplish this task before going on to the next.

Preliminary Instructions (Verbal)

Look at the passage carefully. You will find that some of the words are missing. Whenever there is a blank, the first letter or two of the missing word is given to help you find the missing word. Work as a group and try to find out all or most of the missing words.

Once you have done this, try to work out what the story is. It does not matter if you have not been able to find some of the missing words as long as you are able to work out what the story is.

Narration of Story

Once the learners have found all or most of the missing words, a spokesman/woman for the group should be asked to narrate the story in his/her own words for the benefit of the group who have not seen this story. Members of this group should be encouraged to ask for clarification of any point they do not understand. Either the spokesman/woman or any member from his/her group could explain these points.
Instructions (Verbal)

- Now that you have worked out what the story is, one member of each group should prepare to narrate the story so that the other group who do not know it can also share it. The rest of the group should help this member to prepare the narrative, and to answer any questions asked by members of the other group during the course of the narration.

Questions and discussions of any issues arising from this should follow.

Culture Translation Task

The next step is to attempt a culture translation of the legend 'The Foreign Hotel'. A description of the task and a discussion of possible cultural parallels should precede the task. For example the fact that few Sri Lankans travel abroad, whereas many Europeans and Americans do, and the type of 'foreign travel' that is most common among Sri Lankans – pilgrimages to holy shrines in India– would be helpful in writing a parallel Eastern legend.

The groups should be redivided so that some of the members of the group who originally did the cloze task on text A (The Foreign Hotel) should work with learners from the group who worked on text B. The two groups should be encouraged to work on their own, with the teacher acting only as a resource person, offering guidance only when consulted.

Preliminary Discussion

Instructions (Verbal)

The next thing we should try to do is to rewrite this story describing the experience of two Sri Lankans abroad. First we must decide where the story is most likely to be set.

Prompts:

- Where do the events of the original story take place?
- For what purposes do Sri Lankans visit other countries?
- Where do you think would Sri Lankans be most likely to meet with the type of adventure that befalls the two people in the legend?
Writing Task

Instructions (Verbal)

Taking into account what we have discussed, write a legend describing the incidents in this legend as the experiences of two Sri Lankans abroad. First, decide on the setting and then 'translate' the cultural features to fit the situation of two Sri Lankans abroad. Finally, one member of the group should write out the story with the help from the others in the group.

Follow up Discussion

Once this task is complete, the two versions of the 'legend' written by the learners should be presented to the entire class -that is read aloud. This could be followed by a discussion of similarities and differences and the reasons for these. The way in which the entire story seems to change into something different once the cultural details are changed should also be discussed.
TEACHERS' NOTES

Unit 2: Travel

Part 2: Cartoon

This cartoon is meant to be the basis of a discussion of travel abroad and the image of the British traveller abroad. This could be used to discuss the reasons for the popularity of foreign travel, what holiday makers expect when they go on holiday, the type of things they do, the type of things they avoid doing etc.

It would also help to illustrate further cultural stereotypes, such as the tea drinking Briton, and also train the learner to look for details that often give a cartoon its particular meaning and contribute to the humour it evokes, e.g. discovering the identity of the two British tourists, from minor details in the cartoon.

This cartoon can thus be used to discuss:

1. The concept of holiday as understood by British and other Western societies
2. The difference from the Sri Lankan concept of holiday
3. Cultural stereotypes
4. The part holidays in foreign lands play in British life
5. The relationship between western notions of holiday and the tourist industry in Sri Lanka

Meaning Recognition Task

This would be more useful as group work, where the class is divided into two or three groups, and these groups look at the cartoon, discuss it among themselves and arrive at a consensus as to what it means. It is important to let the learners work out the meaning for themselves, instead of providing them with too many ready answers.
Humour

Once the learners have arrived at some conclusions as to the meaning of the cartoon, the class could come together to discuss the humour and what it stems from. Here, once again, every attempt should be made to let the learners see this for themselves.

This task could be followed by distributing some travel brochures for the class to examine.

Instructions (Verbal)

Shop owners or anyone else trying to sell something try to make the customer think that they are able to provide just what the customer wants. In order to do this they have to be aware of the customer's needs. Travel agents are no different. By looking at a travel agent's brochure it should be possible to say what the customer is looking for in a foreign holiday. Look at the travel brochures and try to decide what British tourists want out of their holiday in a foreign country.

Writing Task

The above task of inspecting brochures can be combined with a writing task. As a writing task the learners could make notes from their findings in the brochures.

Instructions

- While you are inspecting the brochures jot down in point form what you think are the customers requirements that the travel agents are catering for.
TEACHERS' NOTES

Unit 2: Travel

Part 3: The Travel Bug

The Travel Bug is meant to complement the cartoon discussed earlier, as this article provides insights into some of the issues raised in the earlier discussions. Apart from the light it casts on foreign travel, it is also useful for pointing out to the learners how the same type of humour as found in the cartoon is achieved in a different way.

This can be helpful in assisting the learners to look for the ways and means by which humour is projected, in addition to looking for the type of views expressed by the writer.

This task can be handled as an individual reading task. The teacher could help the learners to 'see' the humour by reading it aloud with the emphasis placed in the right places and also by conveying the mock serious tone that the writer intends.

This would also help the learners to get the pronunciation of foreign place names mentioned in the article right (e.g. Piazza san Mario and Arc de Triomphe). A map of Europe with the places mentioned in the article marked on it would add to the interest of the article.

This article too deals with national stereotypes. This feature can be usefully discussed in relation to Sri Lankan stereotypes—e.g. the typical Sri Lankan visiting India, the Middle East or a Western country or a countryman visiting a big city.

It is also possible to point out details about the habits and tastes of British people revealed in this text—e.g. the type of food British people enjoy and their views about associating with neighbours. Thus, this text could be useful for conveying information about:

1. foreign travel
2. cultural stereotypes
3. culture specific behaviour and habits

Preliminary Instructions

Listening Task

Listen carefully to the article I am going to read aloud to you.

Reading Task

Now read the printed copy of the article given in your worksheets.

Humour and Word Association Recognition Task

Instructions given in the learners' worksheet

Discussion

Once the learners have completed the tasks, a discussion based on the learners choices of expressions which they consider humorous and the words and phrases which they consider as being associated with travel and tourism should follow. Prompts such as the following will be helpful in guiding the discussion along:

- Why do you think _____ is funny?
- How is _____ associated with travel? etc.

This text could also be used to point out the ways in which humour is created.

- the use of the 'mock serious' (para. 1)
- by presenting trivial details as profound truths (para. 3)
- by juxtaposing unrelated things to create a humorous effect—e.g. broadening the mind and broadening the body—(para. 4)
- presenting in a serious tone 'facts' which are normally not acceptable—e.g. travelling to foreign countries to avoid foreigners—(para. 5)
- the organization in point form—firstly, secondly, lastly etc.

It is also possible to introduce the concept of 'register' in relation to para. 1,
where a semi-scientific, mock serious register is used to describe travel as a disease, thus creating a humorous effect.

Finally the answers to question 5 in the learners’ worksheet (Is the writer of this article against foreign travel?) could be discussed, both learners who say ‘yes’ and those who say ‘no’ being requested to give reasons for their answers.

Additional Reading

‘A Holiday at Home’ can be assigned as additional reading to be done in the learners spare time. Learners should be asked to pay particular attention to any relationship with previous articles they have read, cartoons they have looked at etc. – e.g. stereotypes such as the man of the house who is incapable of looking after himself.

Once the learners have had a chance to read this text, a quick discussion about it could be held at the next session.
Unit 3: The Institution of Marriage

Part 1: Advertisements

This unit is centred round material which disclose culture specific features of the institution of marriage. The first set of materials—the series of advertisements—are used to introduce the subject. The material should be presented to the learners without preliminary remarks. Once they have looked at the material, they should be asked to comment on it. Prompts such as the following will be useful to guide the discussion along:

- Where does the material come from?
- What is the relationship between the different items you see?

The culture specific nature of the materials could be brought into focus with prompts such as the following:

- have you seen this sort of material before?
- Where?
- Are the materials you are familiar with similar or different?
- How?

The culture specific features that are of particular interest are the venue for the weddings—usually a church—mention of the preacher or minister—mention of a honeymoon abroad etc.

Part 2: Betrothal the British Way

The article, Betrothal the British Way from The Guardian deals with an aspect of marriage that is important in British culture: the engagement.

The purpose of introducing this article is to highlight certain features of marriage, and the relationships between the sexes in British and other western societies, and the different outlook to be found in eastern societies, in spite of
the encroachment of western ideas. The undermining of the institution of marriage by the permissiveness of western thought is yet another aspect which could be appropriately discussed.

Introductory Discussion

Before this text is given out, the subject could be launched by throwing open to discussion a topic such as 'Does marriage lead to stability in society?' How profitable this discussion will be, will depend on how strongly the learners feel about the subject. If it does not spark off an animated discussion, it would be necessary to approach the topic from a different angle, perhaps by introducing the text straightaway.

Discussion Topics

- Do you think that the institution of marriage leads to social stability?
- Is the institution of marriage outdated?
- Should Sri Lankan society be permissive regarding relations between the sexes?

Reading Task

This task should be assigned to the class divided into two or more groups. Each group should be asked to jot down what they consider to be the main issues discussed in the article, in point form. Once this task is completed the 'notes' of the different groups could be compared and discussed to see how far they agree on the main issues. During the course of the discussion, other points about the text should be brought into the discussion – e.g. the unreliability of statistics, the differences in the attitudes of men and women towards engagement and marriage and the humour in the passage. 'Veiled' phrases such as 'other allied proposals', 'feminine wiles', 'male expediency' etc. should also be discussed.

Note: To make the discussion a success it is important to make the learners feel that the teacher is really interested in their views, and that it is not merely an 'exercise'.
This text would make an interesting addition to the unit dealing with the institution of marriage, as it deals with an old tradition associated with proposals of marriage. It is also interesting because of its humour and because it is a light poem. Traditional customs associated with weddings which are still popular in western societies—e.g. worn out shoes and shower of rice—should be brought to the learners' notice. The learners' attention could also be drawn to the idiomatic expressions used in the poem. The humour of the poem could also be discussed.

The difference in the attitude of men and women in relation to engagement and marriage discussed in the earlier section, could be discussed in relation to this poem.

The cultural contrast with marriages in Sri Lanka would also be an interesting point for discussion.

This poem would thus be useful for discussing the following points:

- traditions associated with marriage
- attitudes of men and women to marriage
- cultural contrasts in marriage customs

Preliminary Discussion

Before distributing copies of the poem the topic could be introduced with a question such as the following:

- What is a leap year? How does it differ from ordinary years?
- Leap year is not regarded as being special in any way in Sri Lankan culture but if the normal situation is inverted, that sort of era is called by a particular term in Sinhala. What is this term? (If the learners find it difficult to think of this term the prompt should be rephrased)
- What is the special term for an era when there is no Buddha?
Meaning Recognition Task

This could be attempted as group work, where learners look at the text and work out the meaning of the text through discussion. (Instructions given in learners’ worksheet)

Idiom Recognition Task

This is intended to help learners to recognize the use of idiomatic expressions. (Instructions given in learners’ worksheet)

Discussion of Culture Specific Features

In the course of discussing the poem, the different connotations of ‘propose’ and ‘proposal’ in the two cultures should also be discussed. The cultural contrast with marriages in Sri Lanka could be brought to the learners’ attention by prompting the learners with suitable questions:

- e.g. The poet says that ‘poor Priscilla’ begins to dream of something when leap year comes round. What would a typical Sri Lankan girl ‘dream’ of in relation to marriage?

Writing Task

Finally, a brief writing task may be set, where the learners are asked to write a summary of what is said in the poem in 4–5 sentences (instructions given in learners’ worksheet). On their completing this task they could be asked whether they find this summary as interesting as the poem, and reasons for why they think so. The way in which idioms and other devices make language more interesting could be discussed at this point.

Part 4: Fighting for Your Marriage

Fighting for Your Marriage discusses one feature which the writer of this article feels contributes to a successful marriage. Apart from revealing further information about the theme of marriage in western societies, it is useful because of the wealth of culture specific information to be found in it.

The writer of this article also uses quite a few idiomatic expressions that would be useful. The note of humour could also be discussed. Thus this text could be used:
- as a further illustration of the theme of marriage
- to highlight certain culture specific details
- to illustrate idiomatic usage and humour

It would be best to attempt this text as group work. The class should be divided into groups and each group asked to:

- have the text read aloud by one of their number while the others listen
- try to clarify through discussion words and expressions they find difficult
- work out the theme and the different topics dealt with in the text

Reading Task

Preliminary Instructions:

- Select a member of your group and get him/her to read the text aloud
- Work out the meanings of the words and phrases that you find difficult by discussing these with the other members of the group
- Decide what the theme of the text is, and what the different topics discussed in the text are

The teacher should act as a resource person visiting each group, ready to give advice when requested. But, it is important to encourage the learners to work out meanings etc. by themselves as far as possible.

Cultural Features and Idiom Recognition Task

Once the learners have arrived at certain conclusions regarding the text, they should be asked to attempt underlining culture specific words and phrases, and circling the idiomatic expressions they recognize in the text.
Instructions:

- In this text there are many words and phrases that deal with things connected specifically with British culture. Underline these and circle any idiomatic expressions that you recognize.

Discussion:

Once this task is done, the class could come together to discuss the conclusions they have arrived at in their groups. This should be followed by looking at the facts in relation to Sri Lanka. This discussion could be launched by getting the learners to come out with parallels and contrasts from the Sri Lankan situation. Prompts such as the following may prove useful.

- The text mentions that sex and money are regarded as two of the main sources of marital disagreement. Is this true of Sri Lanka?

- Do you think the research findings of Judith Jones is equally true of Sri Lanka?

- What is the situation in Sri Lanka in relation to domestic crime?

- Do you think that the writer’s views about the need for married couples to be in agreement about child raising would be equally true of Sri Lanka?
TEACHERS’ NOTES

Unit 4: Employment

Part 1: Statistical Charts

Though employment and problems to do with employment could be regarded as universal, the type of jobs that are available, the employment preferred by a particular group, the type of jobs that are highest paid and lowest paid, and the type of job that gives satisfaction to different groups seem to depend to some extent on cultural features.

The two statistical charts which are used to introduce this theme bring out some culture specific features that are of great interest. For instance the highest paid job according to these statistical charts is that of stockbroker, which indicates the importance of the stockmarket in Britain. Not only skilled manual jobs, but even unskilled manual jobs come higher in the scale than secretarial and clerical jobs. This is certainly not the case in Sri Lanka. Also except for the ministers of small groups of Christian denominations 'clergy' as Sri Lankans know them (Buddhist and Hindu priests) are not a 'salaried' group. Therefore, the appearance of the category 'clergyman' in a salary earners chart in itself is a culturally different feature. All this and more information could be derived by examining these charts.

Preliminary Discussion

The topic could be launched by first explaining to the learners the meaning of 'pools', as it is likely that the learners would not know what this means. It could be explained in relation to 'sweepstake' that they are familiar with. The possibility of becoming a rich man/woman by winning the 'sweepstake' is familiar, therefore, it would not be difficult to explain the implications of winning the pools. A prompt of such as the following could be useful.

- What are the different ways in which people become rich?
Chart Reading

Statistical Chart 1

The chart which shows the people most likely to carry on, and the least likely to carry on in their jobs if they won the pools, should be given to the learners first, with instructions to look at the chart carefully and decide who the highest and lowest wage earners among this group are. This could be done by numbering the different jobs from 1 to 31, where 1 stands for the highest and 31 for the lowest. Once this task is completed, it would be interesting and useful to discuss the learners' choices before going on to the next chart. It is more than likely that the learners will be guided by the ranking of these jobs in the Sri Lankan job hierarchy.

Instructions

(learners’ worksheet)

Statistical Chart 2

The learners views about the relative importance of 'job satisfaction' and monetary gain may be discussed by introducing a topic such as:

- If you won Rs. 250,000 on the sweepstake, would you still want to do a job?

Learners should be prompted to give reasons for their decision. This discussion should be followed with the statistical charts showing the salaries earned by the job types described earlier, in Britain. The learners should then be asked to compare the grading of jobs according to salary in this chart with the gradings they had decided on. Any anomalies in their choices and the reasons for these should be discussed at this point. If the learners are not familiar with terms such as 'optician' and 'stockbroker', these need to be explained. The teacher should provide a direct explanation only if the learners are unable to arrive at an explanation by themselves. If one of the learners knows the meaning of the term s/he should be asked to explain it to the others.
Discussion

The discussion based on the information in the charts could be launched by prompting the learners with suitable questions:

Prompts

- What sort of jobs do people earning over 9,000 pounds seem to do?
- What sort of jobs do people who earn less than 3,700 pounds do?
- Look at the charts and decide which of the following people like their jobs best: clergyman, nurse, primary school teacher, photographer/camaraman, stockbroker, company director and insurance broker.

The relationship between job satisfaction and salary should form an important part in the discussion. Special attention should be paid to such job areas as that of the clergyman, nurse, primary school teacher and the photographer/camaraman on the one hand, and the stockbroker, company director and insurance broker on the other.

Next it would be possible to discuss which of these jobs fall into the high wage category in Sri Lanka and which fall into the low wage earning category. It would also be possible to discuss which jobs are considered 'prestigious' and which are not.
TEACHERS' NOTES

Unit 4: Employment

Part 2: Unemployment

A Day in My Life on the Dole and In the Doledrums give the views of two people who are unemployed, one, an unemployed miner, and the other a former manager of an executive recruitment bureau. Both bring out the frustration felt by someone who has lost his/her job. While the first text deals with the sort of tedium and boredom that overcomes the unemployed person's life, the second brings out the way in which family and friends react in such a situation. Both disclose the shame and frustration on being forced to live on the dole. Both texts also reveal cultural features of the life style of the people concerned. Therefore, these texts could be used to talk about:

- how unemployment is viewed in another culture
- the advantages and disadvantages of the dole system
- culture specific features that are present in the texts

Preliminary Discussion

Before going on to examine the texts, it is best to discuss briefly, the key concepts such as 'being made redundant' and 'claiming the dole'. Both concepts, especially the second, would be unfamiliar to Sri Lankan learners, as there is no supplementary benefit system of the sort found in Britain and other western societies. The discussion could be launched with prompts such as the following:

- In Sri Lanka if someone loses his/her job, how does he/she live?
- Can you think of any aid given to such people by the state?

Reading Task

This should be organized as group work. The class should be divided into two groups with each group examining one text. One member of each group should be selected by the group to read the text aloud to the rest. It would be
best to let the learners listen to the text before seeing the printed version. The copies of the text should be distributed.

Preliminary Instructions (Verbal)

Listen carefully to the text that a member of your group will read aloud. Try and understand as much as possible of the meaning by listening to the text being read.

Secondary Instructions

Now look at the printed copy of the text that you have been listening to. Read it through quickly in order to fill in any points you missed while you were listening to it being read.

Discussion

The next step is to get the learners to discuss the text among the members of the group. The end purpose of this is to make each one of them able to say something about what is in the article. Once again, a spokesman selected by the group should be asked to tell the other group what is in the article that his/her group have been reading and discussing. The rest of the group should help in the narration by supplying missing bits of information etc. The teacher acting as a resource person and 'visiting' the groups in turn should help with suggestions for the best way in which the facts could be presented to the other group, perhaps by suggesting a helpful framework. A framework such as the following may be helpful:

'This article is about...................
'It is written by.......................
'It describes........................... etc.

Sharing Information

Instructions (Verbal)

When you see, hear or experience something that is interesting, funny or frightening; you usually want to share it with others. You will often find yourself saying 'something funny happened in class today....', or 'this book I am reading is very interesting, it is about....', or 'I heard a very funny joke from.....It
is about....and s/he ....'etc. Now your group has been reading and discussing an article that the other group knows nothing about. Select a member from your group to act as spokesman/woman and help him/her to tell the other group what is in the text that you have been reading. If the members of the group who are listening to the narrative want more details or if they don't understand something they will ask you questions.

Note: It is essential to make sure that the same learner does not get elected to read aloud, to write out tasks and to narrate things in class. The groups should be organized differently each time and if the learners do tend to fall back on the better readers or narrators, or the more proficient and less shy learners, it might become necessary for the teacher to suggest someone else. This can be done without sounding dictatorial by making it sound like a suggestion:

'Wouldn't .............. like to do the reading this time?'
'It isn't fair to ask ..... to narrate the story/describe the incident each time, is it?'
'It would be interesting to have a different person reading each time. Don't you think so?'
'.............. has not yet had a chance to read/narrate, has s/he?'

Alternatively the learners could be asked to write their names on bits of paper and draw one to decide who is to be reader/narrator/reporter etc.
TEACHERS’ NOTES

Unit 5: Polite Speech in English

Part 1: Greetings

The first part of unit 5 is designed to introduce learners to greeting conventions in English. Since the learners know some of the greeting forms in English in addition to being familiar with greeting conventions in their mother tongue, what is attempted in this unit is not so much providing the learners a 'list' of different forms of greeting in English, but making them aware of the social conventions that underlie the use of greetings.

The first extract Saying Hello, illustrates the fact that a reply (an appropriate reply) to a greeting is expected, and its absence noticed, and the fact that parents consciously teach their children greeting conventions. The topic could be introduced by discussing greeting conventions in the learners’ MT, before going on to greeting conventions in English.

Preliminary Discussion

Prompts:

- When you meet the following sort of people: a close friend, an acquaintance, a distant relation, a neighbour that you know well, a teacher; how would you greet them in Sinhala?

- Do you find that your greetings tend to differ according to place, time of day, age of the recipient of the greeting etc.?

The purpose of this discussion is to bring home to the learner, the conventional nature of greetings, and also the fact that there is much more variation in Sinhala greeting forms, than in English, and also to illustrate that conventional greetings in Sinhala which vary according to time of day etc., are a result of the influence of the conventions of English. This discussion would also help to pinpoint similarities and differences between Sinhala and English greeting conventions.

The extract ‘Saying Hello’ and the extracts from Alice Through the Looking
Glass could be used for a greeting conventions recognition task, where, the learners task is to recognize certain 'rules' that underlie the greetings. The first set of extracts illustrate various conventions as to when greetings should be uttered and what should and should not follow greetings. Since the extracts from 'Alice Through the Looking Glass' are fragmented, it is best to tell the learners where the extracts come from, and what the story is about, so that they do not find the extracts confusing. The learners could be asked to look at the extracts individually or as a group.

Introduction (Verbal)

- The following extracts are taken from a book called 'Alice Through the Looking Glass', which is a children’s story. It describes the adventures of a little girl called Alice, in a dream land, where chessmen and characters from nursery rhymes come alive. Even though the story is a fantasy, what is interesting is that the characters speak like ordinary people even though what they say is sometimes rather extraordinary.

Greeting Conventions Recognition Task

The aim of this task is to get the learners to recognize certain conventions that underlie the appropriate uses of greetings.

Preliminary Instructions

When using conventional forms of greeting, apart from the more obvious restrictions such as not wishing someone 'good morning' in the late afternoon (unless in order to be sarcastic or ironic) we do not come across the kind of 'rules' that we associate with the correctness of grammar for instance. But there is a type of rule that specifies how greetings etc., should be appropriately used. These are termed 'conventions', because they are sort of unconsciously agreed upon by the users. In the first three extracts from 'Alice Through the Looking Glass', you will find references to some of these 'conventions'. Look at the extracts carefully and try to work out what this convention is in each case. Write down a 'rule' to illustrate each extract.

Note: It is best to explain 'conventions' in relation to use conventions in Sinhala, to make it easier for the learners to understand greeting and other conventions in English. It would also perhaps be advisable to go over one of the extracts with the learners before getting them to look at the rest on their
Part 2: Requests, Permission etc.

Politeness Conventions Recognition Task

Instructions (Verbal)

- Apart from phrases used as greetings, there are many other phrases used just for the purpose of being polite. You are probably familiar with some of these, such as 'please', 'thank you' and other such phrases.

- Look at the next set of extracts and underline all the phrases that you think express politeness.

Once this task is completed, the next step is to discuss the way in which politeness is achieved in each case. This part of the discussion aims to bring to the learners’ notice the fact that, politeness is achieved in various ways: by the use of special phrases as well as special grammatical constructions and tonal modifications.

It is best to draw the learners’ attention, to the different ways in which politeness is expressed by using prompts to help them to come out with the reasons for the use of one expression in preference to another.

Prompts:

- What makes ______ (e.g. would you tell me...) more polite than ______ (e.g. will/can you tell me....)?

- Why is ‘please do’ in reply to ‘may I?’ more polite than a plain ‘yes?’ etc.

This could be followed by an exercise which gives the learners an opportunity for practising some of the things they learnt by examining the above text. This could be done by providing the learners with a set of contexts and either neutral or less polite statements and asking them to think of contextually appropriate politeness expressions in place of these.
Polite Expressions Substitution Task

Instructions given in learners' worksheet.

This task could be done individually and the learners individual choices discussed when the task is completed.

Discussion

The learners' choices could be discussed in relation to the appropriateness of these choices in relation to context. For instance, very similar requests may require different types of polite expressions depending on the context (e.g. items 5 & 6 in the learners' worksheet).

Further Discussion

Apart from the politeness conventions the extracts from 'Alice Through the Looking Glass' could also be discussed in relation to the nursery lore found in them and which forms a part of the English speakers socio-cultural awareness. Nursery rhyme characters mentioned in the extracts and the relationship of this nursery lore to the English language should be briefly discussed. This discussion could be launched with prompts such as the following:

- Look at extract _____. Have you come across Humpty Dumpty before?

Further Reading

The humorous extract about the merchant from Lublin and the man who asks him the time illustrates further, points about polite exchanges. This extract could be set as a leisure time reading task and discussed briefly at a subsequent session - perhaps during the first/last 5 minutes of class.
In this unit an attempt is made to familiarize the learners with some of the folklore that forms an inseparable part of the socio-cultural awareness that underlies the English language. It is necessary to present to the learners a rich sample of the folklore to demonstrate how these are embedded in the language, and how allusions to characters and events in folk tradition are often referred to in the day to day use of the English language. It is necessary to point out to the learners that the stories found in folklore are archetypal, and that it is the cultural trimmings in these stories that make them specific to a culture. Folklore further illustrate values that are upheld by a particular society and these values in turn are reflected in the language. For instance, an expression such as 'a good loser' in English carry with it cultural connotations of values upheld by the English speaking society.

The Strip Story

Since stories are easier to remember and to put together than factual prose, two folk stories are selected for introducing folklore through the strip story technique. Apart from the cultural information relayed to the learners, this activity is designed to promote communicative activity in the classroom. The two stories The Lazy Wife and Father I Think... contain all the ingredients for a successful strip story:

1. they are short
2. events in these stories occur in sequence
3. are made up of short sentences

This activity should be done as group work. The class should be divided into two groups. The stories are typed one sentence to a line and cut into strips. The two groups should be given the two stories with each learner getting one sentence strip. If there are more strips than learners in a group, it would be necessary for the teacher to take one or more of the strips or have one of the
more proficient learners take two strips. The learners are then asked to memorize the sentences. Once they have memorized the sentences, the strips should be handed back to the teacher.

The next step is for the learners to discuss among themselves the different sentences of the story they have memorized and then decide on the sequence of the sentences, so that they make up a meaningful story. They should be specifically instructed not to write down the sentences at any stage. The whole activity should be purely oral. The sequence of the sentences should be decided by the learners arranging themselves in a row (or circle) from the first to the last sentence. Then each learner should repeat his/her sentence from first to last, thus narrating the complete story. This activity could be made more interesting by creating competitiveness among the two groups, by urging each group to try and complete the task before the other group.

Preliminary Instructions (Verbal)

- Each of these folded strips of paper contain one sentence, or part of a sentence of a story. Take one strip each.

- Memorize the sentence in your strip. Read it as many times as you like in order to commit it to memory.

- Now hand the strips of paper back to me.

- Now together as a group you must try to decide on the sequence of the sentences so that they form a story.

- The best way do this is to repeat your sentence aloud to the group in turn and then decide which sentence should come before and after what. You could move sentences around by sitting in a row (or circle) and moving your places to get the sequence right.

- Remember you must not write down the sentences.

- Once you have finished, you'll be able to narrate the story to the group who do not know it, by repeating each sentence from the first to the last in turn.

- Before we start, do you understand everything?

- Are there any questions?

While these strip stories would lead to discussion and communication activity among the learners, they would also be quite unconsciously looking for
sentence connectors and other cohesive devices, which make a meaningful sequence.

Discussion

Once the learners complete the task, it should be followed by a short discussion as to how the learners arrived at their choices.

The Texts

The Lazy Wife (spelling modernized)

There was a farmer who had a lazy wife./
The farmer kept many horses on the farm/
so he and his helpers had to go out early to feed the horses./
They normally had breakfast only after they got back./
But, when they got back, the farmer's wife was still in bed./
So, the farmer went to the foot of the stair and shouted 'Fire! Fire! FIRE!' /
Then the farmer's wife came rushing down in her nightdress, and said,
'Where?'/
'In everybody's house except ours' said the farmer./

Father I Think...

There was a boy who was always making silly remarks and annoying his father./
So, one day his father said to him,/
'Tommy, you are always making silly remarks without thinking./
Now when you want to make a remark you must always think three times before you speak.'/
The next day, the father was standing with his back to the fire./
Tommy looked at him, and then said very slowly:/
'Father, I think-' 'Father I think-' 'Father I think your coat is on fire.'/
'You silly boy! Why didn't you say so at once?'/
It would be best to introduce this theme by referring to the nursery rhymes in the learners’ MT as well as the few English nursery rhymes such as ‘Jack and Jill’ and ‘Ba- ba- black sheep’ that are familiar to most Sri Lankan learners. What is important is to point out to the learners that just as Sinhala nursery rhymes such as ‘ma vani bilinda’ form part of a Sinhala speaker’s socio-cultural consciousness, so does the nursery lore in English. It is the things found in nature and the life of the people in society which have given birth to the folk culture in the first place and in turn, these rhymes have had their influence on language.

Preliminary Discussion

Nursery rhymes as a universal feature – this discussion could be launched with prompts such as the following:

- What do you understand by nursery rhymes?
- Can you think of any nursery rhymes in Sinhala?
- Are you familiar with any nursery rhymes in English?

Reading Task

The next step is to follow up this discussion with a few of the most popular nursery rhymes in English. The learners could read these and ask for clarification if necessary.

Further Reading

The text Nursery Rhymes which sets out information about the background of nursery rhymes, is suitable as further reading to be done in the learners’ free time.

Part 3: Traditions

Once more it is best to discuss this theme in relation to folk beliefs and customs in Sri Lanka, and in turn the way in which these customs and beliefs are often reflected in the language. It would be best to give examples from
both Sinhala and English (e.g. 'touchwood', 'knave', and 'guy' which have become part of the language via folk lore).

The two conversational extracts, Bonfire Night and Losing a Tooth deal with an English national custom and a traditional story told to children when they lose a tooth, respectively. Each extract should be used for a listening task followed by a conversational cloze task.

It would be best to follow the listening task with a group discussion where the class divided into two groups try to make sense of what they have heard, by discussing among themselves the facts they have learned.

For the cloze task, the learners should be given a printed copy of the conversational extract with every 8th word left blank. They must fill in the missing words by listening to the text.

Preliminary Discussion (Verbal)

- The two extracts you are about to hear are taken from real conversations. The first extract 'Bonfire Night' describes an English national custom that is widely observed. Bonfire Night takes place on November 5th. It is also referred to as Guy Fawkes Night. Guy Fawkes was one of a group who planned to blow up the King and Parliament, when they assembled in 1605, by placing barrels of gunpowder in a cellar beneath the parliament building. This is known as the 'Gunpowder Plot', and is remembered on November 5th every year, ceremonially in the annual search of the cellars beneath the Houses of Parliament, and individually, in the tradition of lighting bonfires and letting off fireworks on the evening of November 5th. The name Guy Fawkes has given the term 'guy' for an effigy intended to represent the plotter which is burned in the bonfire. In the weeks before November 5th, children may be seen with their home made guys on the streets, asking for money, to buy fireworks. Their usual cry is 'Penny for the guy'. The second extract is about a traditional story told to children when they lose a tooth. They are told, that when a tooth comes out, if they left it under the pillow on their bed; fairies will come and exchange it for money. The parents then take away the tooth during the night leaving a coin in its place.
Listening Task

Instructions (Verbal)

- Listen to the instructions carefully.
- Now get together in your group and try to work out the main facts that you learned by listening to the extract.

The Conversational Meaning Recognition Task

Preliminary Instructions

- In the printed sheets that you have been given, you’ll find a transcript of the two conversational extracts that you have been listening to. You’ll find that every 8th word is left blank.
- Now listen to the extracts again and try to find the missing words while you listen.

Discussion

This task should be followed by a brief discussion where the learners choices are discussed, and the significance of the traditional beliefs and customs and any parallels in the learners own culture are discussed. The following type of prompts would be useful for launching this discussion:

- Can you think of any Sinhala or Hindu festivals similar to Bonfire Night?
- Can you think of any traditional stories told to children when they lose a tooth, in Sri Lankan culture?

Creative Writing Task

The fairy tale, The Water Maiden and the Three Blows could be made the basis for this task. Once more this would be suitable for group work. First, the teacher should read the story aloud to the class, omitting the last few lines beginning ‘Angry and scandalized...’. Once the story has been read to the class, the class should be divided into groups, and each group should be asked to write down what they think is the right ending to the story. Once they complete this task, the endings they suggest should be discussed in relation to
the original.

Further Reading

April Fool's Day which describes yet another folk custom, is suitable for leisure time reading. Any questions that the learners want to ask about the text once they have read it, could be dealt with briefly at a subsequent session, perhaps at the beginning or the end of a class.

The ending of 'The Water Maiden and the Three Blows' as in the original story:

.....Angry and scandalized, her husband struck her, and said: 'Be quiet'. She looked with sorrowful love at him, and said: 'It is the third blow, I must leave you.' She vanished as she spoke, and the rich dowry of fairy cattle she had brought went with her.
Unit 13: Advertising

Part 1: Job Advertisements

This unit is intended as an introduction to the language of advertising, and also as a means of bringing to the learners' notice the way in which values upheld by a particular society -characteristics such as beauty, courage, popularity, sexual attractiveness etc.- are exploited to the full by the writers of advertisements. While the values upheld by society are reflected in advertisements, in their own way advertisements tend to influence society and the language used by that society. Popular catch phrases from advertisements enter day to day language use of the society exposed to these advertisements. Thus, catch phrases such as 'Drink a pint a milk a day' or 'Beans means Heinz' becomes part of socio-cultural awareness.

This unit could be used to discuss:

1. the relationship between social values and advertisements
2. the influence advertisements have on current usage
3. the advertising register.

Part 1 which deals with an advertisement by British Airways for cabin crew recruitment, illustrates one type of job advertisement and the advertisements by various universities for lecturerships, another type. The type of approach taken by these two advertisements differ in certain essentials. These particular features of the two types of advertising could form the basis for the opening discussion.

The first step is to get the learners to examine the two types of advertisements and to note any differences they find between them. This could be done as a group activity. The class divided into two or more groups should be asked to look at the two types of adverts., discuss among themselves any significant ways in which they differ, and make a brief note of these differences.
Meaning Recognition Task

Preliminary Instructions
On your worksheets you will find two types of advertisements. The first advertisement is an advert by British Airways for cabin crew recruitment. The second set features advertisements for posts of lecturer in different subjects at various British Universities. Look at these advertisements carefully and see whether there are any differences between the first one and the others. Make a note of the differences noticed by your group.

Discussion
Once this task has been completed, the suggestions of the different groups should be discussed. The points worth covering are:

- formal informal language
- use of the active - passive
- efforts made or not made to persuade
- attempts made to make reader think s/he is personally meant
- economical use of language
- use of adjectives and other intensifiers
- emphasis on enjoyment and excitement

Every attempt should be made to guide the learners towards discovering these features for themselves. In case explicit guidance becomes necessary, it should be in the form of prompts and cues such as the following:

- In the BA advert, explicit reference is made to the reader -you. Can you find similar references in the other advertisements?

- Do the university advertisements try to convince you that the job they are offering is the best that could come your way?

- Do the universities sound as if they care whether you apply or not? etc.
Writing Task

This discussion would hopefully cover all the important characteristics of the two different types of advertisements illustrated here. The discussion could be followed with a writing task in two parts to be done by the two groups. The first group could be given the task of designing an advertisement of the first type, and the other group the task of writing a reply to one of the advertisements asking for further particulars and application forms.

Instructions (Verbal)

- **Group A**: Read the first set of instructions given in your worksheets and design an advertisement of your own similar to the first advertisement.
- **Group B**: Read the second set of instructions in your worksheets and write a suitable letter requesting further particulars and application forms.

Once this task has been completed, each group should be asked to look at the piece of work done by the other group and decide whether and if so how, they would improve or change it.

Final Discussion

Points to be kept in mind in writing/replying to advertisements: available space, cost, the media (TV, newspaper, radio, billboards etc.), the type of audience, formal register etc.

**Note**: Each group need produce only one piece of work, to which the whole group should contribute. The actual writing should be done by one member of the group.

**Part 2: Commercial Advertisements**

The second half of the unit is designed to give the learners an insight into yet another type of commercial advertisement. This topic could be introduced by taking into the classroom, advertisements of various types of goods for sale. Apart from being an illustration of the type of adverts used to persuade people to buy things, it would also give an opportunity for discussing the way in which cultural features are revealed in these advertisements. Economic, social
and other characteristics are easily discernible in adverts, by the way language is manipulated for the purpose of advertising.

Preliminary Discussion

Introduction

- We have already looked at one type of advertisement and we discussed some of the characteristics of these. The advertisements I have here are different in some ways. Can you see what the main difference is?

- Main characteristics: they try to sell the reader something. Are there other similarities? Differences?

This discussion which should be fairly brief would be a good opportunity for discussing different types of commercial advertisements – straightforward factual ads., choice of famous people ads., pictorial ads., story type ads., etc.—the final type being illustrated by the text of the advertisement that this part of the unit will be dealing with in detail. It is best to get the learners themselves to suggest these different types, by prompting them or by providing clues.

Prompts:

- What are the most popular advertisements for soap, face cream etc.?

- What do manufacturers consider the best recommendation for toothpaste?

- Would you be convinced by the recommendation of an actor, cricketer or singer when it comes to selecting a computer/calculator? etc.

Once this discussion has provided a chance to discuss the different types of adverts and their characteristics, it would be possible to introduce the text of the advertisement that is to be considered in detail in this section.

It would be best to present this text to the learners without first telling them that it is an advertisement. In fact, it would be useful to omit the last section which actually mentions the product, and ask the learners to look at the text and decide what sort of text it is and what sort of publication it comes from. This activity once more would be more interesting as group work.
Instructions (Verbal)

In your worksheets, you will find a text with the last few lines omitted. Read through the text carefully and try to work out where this text comes from, and what the missing section might be.

Once the learners have discussed the text in their groups and arrived at some conclusions, their suggestions should be discussed. The final part of the text should be given to the learners after this and the characteristics of this type of advertisement may be discussed briefly if it had not been already covered.

Points to be covered:

- glamour, excitement and adventure follow the use of the advertised product
- heroes and heroines in these adverts are young, pretty, handsome, popular etc.
- the possibility of leading a boring, humdrum existence if not for the product
- success depending on this product etc.

The missing lines of the advertisement

She took care of her skin with Anne French deep cleansing milk. It kept it super-clean, super-clear. So she always looked wonderful. And Robert Newford wasn't the only one who noticed.....

Notes

1. The 'Verbal' instructions do not have to be given verbatim as they occur in these notes. These instructions should be changed, omitted or reworded as the particular class situation demands. The instructions in the form they occur are given as guidelines.
IV. Revised Teaching Materials – Sample
IV.I. Unit 1

LEARNERS' WORKSHEET

Unit 1: Social Stratification and Language

Part 1: Cartoon
LEARNERS' WORKSHEET

Unit 1: Social Stratification and Language

Part 1: Cartoon

Now that we have discussed some situations where one is called upon to make a polite refusal, you may be able to think of appropriate responses to the following situations. Write the appropriate responses in the blank spaces.

1. Newton’s neighbour Sam comes in while Newton is busy weeding his garden. Newton wants to get the weeding done and then repair his bicycle.

   Sam: Thought I’ll go to the cricket match this afternoon. How about coming along?

   Newton: 

2. Samantha and Iona live in a students’ hall of residence. Iona likes Samantha, but does not care for some of her friends. Samantha would like Iona to come to lunch with her on the following Saturday.

   Samantha: Do come on Saturday. I’m having the usual crowd. I think you have met them all.

   Iona: 

3. Newton has borrowed money from Samantha several times in the past and failed to return it. Samantha dislikes to remind him about the loans, but decides not to lend him any more money. Newton walks upto Samantha and says:

   Newton: Do you think you can lend me five rupees until next week?

   Samantha: 

4. Sam and Samantha belong to a debating club. They have known each other for quite some time. Sam shows a great deal of interest in Samantha but she looks on him only as a friend. One day after a club gathering Sam walks up to the bus stop with Samantha.

Sam: I've been meaning to ask this for a while. Do you care for me? Samantha:

5. Samantha is busy making a cake. Her hands are coated in flour. The doorbell rings and her sister says from the next room:

Sister: Can you see who is at the door? Samantha:

6. Newton is busy getting ready to go to work. He is a bit late and is rushing round getting his papers files etc. His wife who is busy getting the breakfast ready says:

Wife: Can you get some milk from the shop across the road? There don't seem to be any left. Newton:
2. Keeping in mind all that we have been discussing about apologies, look at the expressions given below and try to decide on what sort of situation each one is likely to be uttered.

a. I'm sorry.

b. I'm sorry but I didn't mean to hurt you.

c. I'm sorry it won't happen again.

d. Sorry we're late. The traffic was terrible.

e. I'm awfully sorry but I didn't see it in time. I will buy you a new one.

f. I'm dreadfully sorry. I didn't see you! Here, let me help you pick them up.

g. I'm sorry but how was I to know? I thought you liked him! I promise I won't invite him again.

h. I'm sorry (picking up books that had been accidentally knocked down).
General Guidelines for Using the Teaching Materials

The aim of these teaching materials is to develop the learners' CC through improving their sociolinguistic competence. Improvement in sociolinguistic competence is hoped to be achieved by developing the learners' awareness of the cultural features underlying sociolinguistic conventions. In these units, cultural features are meant to be presented both overtly and covertly. Sociolinguistic conventions too are meant to be introduced both consciously and unconsciously. In units where conscious presentation of socio-cultural features or sociolinguistic conventions is required, this is specifically indicated. However, these teachers' notes are meant to be guidelines and it might become necessary to change the methods of presentation and the material that is presented depending on the learners' response and the way in which the lesson develops. These guidelines are not meant to be religiously followed irrespective of learner response and disregarding the manner in which the lesson develops.

While attempting to develop sociolinguistic knowledge through CA, the lesson materials also attempt to develop the skills necessary for using this knowledge satisfactorily. Activities involving all four skills—reading, writing, speaking and listening are included in these units. Because of the scope it allows for the introduction of cultural information and development of sociolinguistic conventions, discussions are given an important place in all the lesson materials. The purpose of these discussions is to facilitate the development of CA and sociolinguistic knowledge, to provide opportunities for introducing sociolinguistic conventions, providing repetitive exposure to these conventions and to facilitate automaticity and fluency in their use through practice. In relation to all the discussions in all the units, it is necessary to use every opportunity that presents itself to encourage learners to use what discourse conventions they know, and new conventions they were introduced to in the course of the activities. This could be done by offering turns of speaking to learners, by providing such openings as: '...... what do you think?', 'Do you agree with ....', etc., and encouraging them to use conventions for expressing agreement/disagreement—'I think what .... says is right/wrong, but ...', 'That sounds right', 'I don't quite see how...', 'Yes, but....', 'Don't you think it needs...' and so on. It would also be useful to paraphrase learners' utterances
in order to draw attention to discourse conventions -e.g. '....thinks you have not read it properly', '....wants to know how it is going', '....doesn't seem to agree' etc. From time to time, it would be useful to draw the learners’ attention to turn taking devices, conventions for interrupting, concluding a discussion, changing a subject and so on consciously.

Unit 1: Social Stratification and Language

The theme of this first unit -social stratification and language, is meant to illustrate the general relationship between culture and language, different aspects of which would be further developed in each of the units. The texts in this unit have been selected with the aim of generating discussions on cultural features, on politeness, on cultural expectations and social attitudes reflected in language. The unit is meant to introduce politeness conventions, sociolinguistic routines, indirect speech, idiomatic use of language and formulaic language. This unit is also designed to help the learners to perceive humour and irony in the SL, to make them conscious of cultural expectations and the way in which these are related to language use, and the generation of SL schemata that would aid information processing.

Part 1: Cartoon

This cartoon should be used to introduce the theme of social stratification and language. It would form the basis for a discussion of the way in which social stratification is reflected in the use of language, and the way in which British society respond to different types of accents, and speech styles. This cartoon also depicts certain stereotypes: the working man depicted wearing a cloth cap, the upper class man with a flower in his buttonhole and the waiter with his bow tie. It also depicts features of politeness, as even though the waiter refuses the working man’s booking, having placed his identity through his accent and perhaps his dialect, his refusal is polite. Therefore, this cartoon can be used to discuss:

1. Social stratification as reflected in language use

2. Society’s attitudes to non-standard speech, dialects and accents

3. Politeness features in English
In addition, this cartoon could also be used to facilitate the generation of schemata which facilitate information processing. The meaning of this cartoon is linked with the restaurant schema (the mental image of the restaurant) of the SL. The stereotypes depicted in this cartoon are linked with the presuppositions or the structures of expectations of the English speaking culture. The way in which meaning is linked to these presuppositions or expectations should be discussed.

The cartoon should be given to the learners without questions and exercises. The aim is to encourage them to glean as much information as possible from the cartoon itself, based on their background knowledge. The learners should be encouraged to respond to visual clues; the furniture in the background, the clothes worn by the men and so on and also to the verbal clues.

Meaning Construction Task

Preliminary Instructions (Verbal)

- Look at this cartoon carefully.
- What sort of place is this?

The learners can be helped along with prompts, to volunteer information about the place and the people.

- Have you any ideas as to who these men are?

The amount of prompting needed will depend on the type of guesses that the learners make. For instance if the learners guess that the place is a restaurant and the occupations of the waiter and the working class man, some sort of prompt may be needed to help them with the identity of the upper class man. If the learners arrive at the identity of all three characters, then it would be possible to go straight on to the waiter's contradictory answers. Prompts such as the following would be useful to help them identify the place and the characters if they have difficulties.

- What sort of place do the chairs and the tables in the
background remind you of?
- The man in the left has something in his coat pocket. What are these? Who uses such things? etc.

If the learners are able to guess the identity of the place and the characters without prompts they should be asked to give reasons for their choice. Once the learners have decided on their interpretation it would be helpful to ask the learners to state the different things in the cartoon that caused them to arrive at these conclusions. It is particularly important to find out whether the linguistic clues 'fully booked' and 'table for two' figured in their choices. For eliciting this information, a prompt such as the following could be used:

- What things you saw in the cartoon made you decide that the man in the middle is a head waiter in a restaurant?

If the learners did not list these among their 'clues', their attention should be drawn to these expressions which would form a part of the SL restaurant schema. Getting learners to write down the key items that led them to decide on the restaurant setting would also be helpful:

- e.g. chairs - tables - tablecloths - flowers - 'fully booked' - 'table for two' - evening (dining out) etc.

Discussion of the Meaning of the Cartoon

Once the three men in the cartoon and the place depicted in it have been identified, and the learners' reasons for this interpretation discussed, the contradiction in the waiter's replies to the two men's queries and the reason for this could be discussed. Once again prompts may be necessary. Prompts:

- The waiter gives two different answers to the two men. What sort of questions have the two men asked the waiter?

- Why does the waiter give different replies to the same question?
Cultural Stereotypes

The 'meaning' of the cartoon (the relationship between language use and social status) should be followed by a discussion of cultural stereotypes depicted in the cartoon. Stereotypes in Sri Lankan culture could be brought in to clarify this point further, and linked with the relationship between cultural stereotypes and the presuppositions or the 'structures of expectation' of the culture.

An open-ended question such as the following could be used to introduce this idea:


The purpose of this discussion is to focus attention on the stereotypic images (cultural expectations) that members of a culture have of 'character types' and how these are linked with accents and dialects. The way in which particular accents and dialects are linked with particular cultural stereotypes and the way in which these accents and dialects 'trigger off' stereotypic images in the mind of a listener should be brought to the learners' notice. Once this has been done, it would be possible to discuss cultural stereotypes in relation to the SL expectations.

- According to the stereotypes in the cartoon, what do English speakers expect
  
  * a working class man
  * an upper class man
  * a head waiter in a restaurant

  to look like? Sound like?

The fact that stereotypes are 'exaggerations' could also be touched upon in the discussion, once again initially in relation to the learners' own culture.

- Do all farmers in Sri Lanka look like, sound like the typical farmer you described?
- What does this reveal about stereotypes?

**Politeness Features**

The cartoon provides a very good example of politeness features in English. This should be discussed next. Attention should be drawn to this feature with a prompt such as the following:

Prompt:

- The waiter’s replies as we discussed earlier are different, yet there is something common to both replies. Can you see anything in common?

The learners may need to be prompted further before they see a similarity in the two answers; that they are polite. It may be necessary to set about this task by discussing with the learners the nature of a refusal; that it is often not pleasant to be refused something. In the cartoon, the waiter’s refusal is due not to his inability to comply with the working class man’s request, but because of his (or the management’s) conscious choice not to comply with such requests. But from the waiter’s speech there is no way in which the caller could know this. It is necessary to make the learners realize that what the waiter is doing is conforming to a formula of polite refusal. Thus the waiter would not consciously think that he is being untruthful when he utters this ‘white lie’ in a regretful tone.

The next step is to discuss different factual answers that the waiter could have given, but he would not normally give because such answers would be inappropriate to the situation.

**Politeness Formulas**

The use of these formulas can be highlighted by referring to the waiter’s phrase, ‘I’m afraid....’ where the formula does not carry a literal meaning, but is understood as a formula by the hearer. Prompts such as the following would be helpful to draw the learners’ attention to the formulaic nature of this statement:

- What does the head waiter mean when he says ‘I’m afraid we are fully booked’?
- Can the man he addresses ask him 'Why are you afraid?'
  Why?

A few examples of other such formulas could be discussed; e.g 'I don't think...', 'I have a feeling...', 'I'm sorry...', 'Yes, I would like to, but...', 'It is very kind of you but....' etc. While a few of these should be introduced by the teacher, others should be elicited from the learners. The short exercise in the learners' worksheet (items 1-6) would be useful for eliciting further formulas. The situations in items 5 & 6 would be useful in bringing to the learners' notice that politeness formulas are totally inappropriate in some situations. At this point it would be feasible to introduce learners to the social reasons that underlie politeness phenomena, both in the form of verbal manifestations and in other forms. This discussion could be in relation to both English and Sinhala. The social reasons: the need to spare the hearer's 'face' and to avoid unpleasantness could be briefly discussed.

This could be followed by discussing the need to be polite and at the same time to be appropriate. The cartoon can be used for illustrating this point. The waiter's address form -sir- though appropriate in this context would be inappropriate in other contexts, even though it is a perfectly polite form of address. Various request/refusal situations could be discussed to show where the use of 'sir' as an address form would be quite inappropriate. Some situations that could be discussed:

- asking change for a note from a stranger
- asking a friend for the loan of some tool
- asking permission from parents to bring friends to stay the week end/to stay out late
- asking for a loan from an acquaintance
- asking the loan of a book from a teacher
- asking the time from someone who seems to be wearing a watch
Apology Conventions

Apart from the politeness conventions introduced already, it is possible to make use of this cartoon to introduce the different varieties within the apology convention. It would be best to introduce these different types of apology in relation to the learners' MT. Posing a problem such as the following would be helpful.

- In the cartoon the head waiter expresses regret (that he does not necessarily feel) about not being able to comply with the working man's request. How would this type of refusal be expressed in Sinhala?

- On the other hand, if you caused bodily hurt to somebody or caused damage to their property by accident, what would you say?

The point of the above discussion is to introduce the way in which explanations and promise of repair/non-recurrence form part of an apology in some cases. Next, it is possible to go on to discuss how these concepts are vocalized in English.

The learners should be asked to look at the set of examples of different types of apology given in their worksheet and decide how each of these differs from the others.

If the learners find this task difficult, the teacher should help by prompting the learners as to possible situations, but it would be beneficial to encourage the learners to think up situations by themselves through group discussion.

This activity should also be used to pinpoint the expression of degree of regret/apology depending on the damage, depending on intentionality etc.

Points that should be covered:

1. intentionality/unintentionality
2. the seriousness of the offence damage etc.
3. age and sex difference
LEARNERS’ WORKSHEET

Unit 1: Social Stratification and Language

Red Herring and extract from The Collector

Look at the two texts given below. The first Red Herring is a short poem by D.H Lawrence, and the second is taken from The Collector by John Fowles, a 20th century novelist. In the text from The Collector, the first two paragraphs describe the thoughts of a man called Frederick about a girl called Miranda that he is interested in. The final paragraph is a description of her thoughts towards the man.

Red Herring

My father was a working man
    and a collier was he
At six in the morning they turned him down
    and they turned him up for tea.

My mother was a superior soul
    a superior soul was she,
cut out to play a superior role
    in the god-damn bourgeoisie.

We children were the in-betweens
    little non-descripts were we,
indoors we called each other you,
    outside it was tha and thee

But time has fled, our parents are dead,
    we’ve risen in the world all three,
But still we are the in-betweens, we tread
    between the devil and the deep cold sea.

(From The Complete Poems of D.H Lawrence Vol.2 p.490)
Extract from The Collector

She often went on about how she hated class distinction, but she never took me in. It's the way people speak that give them away, not what they say. You only had to see her dainty ways to see how she was brought up. She wasn't la-di-da, like many, but it was there all the same. You could see it when she got sarcastic and impatient with me because I couldn’t explain myself or I did things wrong. Stop thinking about class, she'd say, like a rich man telling a poor man to stop thinking about money.

I don't hold it against her, she probably said and did some of the shocking things she did to show me she wasn’t really refined, but she was. When she was angry she could get right up on her high horse and come it over me with the best of them.

There was always class between us. What irritates me most about him is his way of speaking. Cliche after cliche, and all so old-fashioned, as if he's spent all his life with people over fifty. At lunch-time today he said, I called in regard to those records they've placed on order. I said, Why don't you just say 'I asked about those records you ordered?'

He said, I know my English isn't correct, but I try to make it correct. I didn't argue. That sums him up. He's got to be correct, he’s got to do whatever was 'right' and 'nice' before either of us were born.

I know it is pathetic, I know he is a victim of a miserable Nonconformist suburban world and a miserable social class, the horrid timid copy catting genteel in-between class. I used to think that D and M's class was the worst. All golf and gin and bridge and cars and the right accent and the right money and having been to the right school and hating the arts. Well, that is foul. But Caliban's England is fouler.

Look at the sentences and decide which of the options given is closest in meaning to the underlined idiomatic expression.

1. My brother was offered a very good job in the army but he turned it down.
   a) didn't like the job
   b) refused to take it
   c) decided to think it over
   d) decided to accept it

2. She promised to be here by half past six, but she did not turn up.
   a) came too late
   b) came too early
   c) did not come
   d) came on time
3. Because of her success as the captain of the team, most people are of the opinion that she is cut out to be a leader.

4. Though he has risen in the world because of their hard work and sacrifices, he does not treat his parents well.

2) Now look at the first verse of Red Herring. Does 'turn down' and 'turn up' mean the same as items 1 and 2 above?

5. My neighbour went on about the inconvenience of not having a telephone.

6. The explanation he gave sounded so realistic that he took me in completely.

7. They were well hidden, but the whimpering of the puppy gave them away.

8. I had to report their action to the head, and they hold that against me.

9. He has a habit of getting on his high horse when he feels that the others are doing better than him.
3) Now look at the text from The Collector once again. If you substitute the phrases that you have selected in place of the underlined idiomatic phrases in the text, does it effect its meaning?

4) Which lines in text 2 explicitly state the relationship between one's social class and one's speech?

5) What often happens when you think of all the rules and try to plan out beforehand, something you want to say? Can you find an example of this type of speech from text 2?

6) Look at the sentence beginning 'All golf...' towards the end of text 2. Look at the phrases 'right accent', 'right money' and 'right school'. Can there be 'right' and 'wrong' accents, money, and schools? What do these phrases actually mean?
TEACHERS' NOTES

Unit 1: Social Stratification and Language

Part 2: 'The Red Herring' and Extract from 'The Collector'

Red Herring by D.H Lawrence and the prose extract from The Collector by John Fowles deal with social stratification and language use, the theme introduced in the cartoon in part 1. DHL deals with the insecurity bred in the children of parents who belong to two different social classes and believe in different ways of speaking and behaving. Red Herring also brings out DHL's views about the upper class or the 'bourgeoisie'. The second extract records the views held by a working class man and an upper class woman about each other's speech and behaviour.

As a first step, this poem could be used as the basis for an activity which would be helpful in developing the learners' structures of expectations in the SL. The way in which literary discourse diverges from expectations can be demonstrated through this poem. The purpose of this is to emphasize the need to take background knowledge into account in meaning construction. A line by line meaning construction task could be used for this purpose.

The activity should be introduced by putting up the first line of the poem on the black board:

'My father was a working man'

The learners should next be asked what they think would follow:

- What sort of information would you expect to follow such a statement?

In introducing this activity it is not necessary to tell learners that this statement comes from a poem. It would be best not to tell them anything about the text at this point. Once the learners express their expectations -e.g. 'some more information about the father', 'what sort of working man', 'what the father does' etc., the next line of the poem should be put up on the black
'And a collier was he'

noting that his line meets with the readers’ expectations (answers the question ‘what sort of working man’ etc.). The learners should be asked for further guesses as to what follows. Possible answers would be ‘more information about the father’, ‘what his work was like’, ‘what is a collier’ etc. These should be followed by the next two lines:

'At six in the morning they turned him down
And they turned him up for tea.'

The learners’ should then be asked to comment on the information, whether this information meets with their expectations, if not why not and so on. The whole poem should be discussed line by line, taking care not to turn it into a dissecting exercise. Instead, the learners should be encouraged to guess and the whole activity should be treated like a puzzle.

Next, the ‘Red Herring’ should be read aloud by the teacher, and the learners should be requested to read the prose extract silently by themselves.

Discussion of Thematic Relationship

The next step is to divide the class into two or three groups (depending on the size of the class) and instruct the groups to look at the two texts once again and decide whether it has any relationship to the cartoon discussed in part 1. One member of each group should make notes of the views of each group. The purpose of this activity is to guide the learners towards establishing a thematic link with the previous text.

Instructions

- Now, look at the text once again and see whether you could find any relationship between these two texts and the cartoon we looked at earlier on. One member of each group could write down what the group thinks.

This ‘mini’ writing activity could be made use of for developing the learners’
writing skills. This task could be made easier for the learners by encouraging them to write the notes in skeleton form, concentrating on meaning carrying lexical items, instead of in full sentences as they are likely to do.

- When you are making notes on the relationship between the texts, number these from 1 to n. Also, write down the ideas expressed by the group in the form of single words or phrases.

It is necessary to demonstrate the way in which this should be done by joining each group in turn and overseeing the way in which the notes are written. Once this has been done, the class should be called together to discuss the views of the groups.

Note: It is important not to discuss individual word meanings etc. before the group session, unless it is a keyword such as collier in Red Herring. This is in order to give the learners the opportunity to discuss such problems with other members of the group and to give them the chance to benefit from each others knowledge, instead of taking the easy way out by asking the teacher. In order to stimulate discussion it is necessary to get the learners to get assistance from each other rather than from the teacher.

Once the learners complete their 'notes', the teacher should look at them and base the discussion on the ideas expressed in these. If the learners have made wrong assumptions this would nevertheless be an useful starting point.

Points to be Covered in the Discussion

- the different social classes to which DHL's parents belonged
- the reason for 'you' indoors and 'tha' and 'thee' outdoors
- why the poet feels that even after 'rising in life' the children still feel 'between the devil and the deep cold sea'
- Frederick as a member of the 'in-between class'
- Miranda's objections to Frederick's speech style
- Characteristics of D & M's class

Any similarities and differences between the relationship of the language and
social class in the English speaking culture and Sri Lankan culture should also be discussed. It would be helpful for the teacher to provide some of this information overtly, but care must be taken not to dominate the discussion.

Use of Idiom

Once the theme - social stratification and language use- has been dealt with, the last line in the fourth verse of 'Red Herring' could be used to draw the learners’ attention to the use of idioms. The term ‘idiom’ and what it means could be introduced by isolating one idiom in this way.

Instructions

- Look at the last line in the fourth verse of Red Herring. What is special about this line?
- Can you think of something similar in Sinhala?

Once this brief discussion is over, the learners should be asked to read the text through quickly and to underline any idiomatic expressions that they can find. This could be done individually or as group work. Once they complete this task, their choices should be discussed. When discussing idioms in relation to the SL and the MT, once again it would be useful to provide some conscious explanation about the nature of idioms.

Instructions

- Look at the texts once again and underline any idiomatic expressions that you can find.
This task should be followed by the Multiple Choice Meaning Recognition Task. The questions which follow this exercise could also be dealt with in the form of a discussion. Another useful exercise is to get the learners to think of non-idiomatic expressions to replace the idiomatic phrases. This would be useful to point out that it is not always easy to 'translate' the meanings carried by idiomatic expressions into non-idiomatic language without losing some of the richness of meaning (item 3 in the learners' worksheet). Questions 4, 5, 6 based on the text from 'The Collector' are meant to introduce the theme of appropriacy and adequacy as a social norm and thus emphasize the relationship between socio-cultural features and language use.
IV.II. Unit 2

LEARNERS’ WORKSHEET

Unit 2: Travel and Holidays

Part 1: Modern Legends

The ‘story skeleton’ given below is the one I used in telling you the first half of the story we have been discussing. Use this as a model in constructing your story skeleton.

- A mother and daughter travelling abroad – arrive at hotel – tired after long journey – mother particularly tired – put into adjoining rooms – daughter fell asleep at once – slept hard and long – did not wake till noon next day – opened door to mother’s room – empty – not the same room – wallpaper, furniture different – bed made up – rang bell – no answer – dressed, went downstairs – asked where mother was from reception – women at reception desk asked ‘what mother?’ – insisted that daughter came alone – whenever she asked servants, same answer – daughter thought that she had gone mad – went back to England –

The text given below is the printed version of ‘The Foreign Hotel’, the modern legend we have been discussing

The Foreign Hotel

A lady and her daughter were travelling abroad, and arrived late at night, very tired after an exhausting journey at the hotel where they had booked their rooms. The mother was particularly worn out. They were put into adjoining rooms, and the daughter tumbled into bed and fell asleep at once. She slept long and hard, and it was well in the next day before she got up. She opened the door into her mother’s room and found it empty. And it was not the room into which they had gone the night before. The wallpaper was different, the furniture was different, the bed was made up. She rang, and got no answer to her bell; she dressed and went downstairs.

‘Can you tell me where my mother is?’ she said to the women at the desk.

‘Your mother, mademoiselle?’

‘Yes, the lady who arrived with me last night.’
'But, mademoiselle, you came alone.'
'We booked in; the night porter will remember; we wrote for two rooms!'
'Mademoiselle indeed wrote for two rooms, but she arrived alone.'
And whenever she asked among the servants she got the same answer, until she began to think that she must be mad. At last she went back to England and told her friends what had happened and one of them went to investigate. He went to the consul and police and at last he found out the truth. The mother had been more than tired when she arrived that night, she had been in the invasion stages of cholera. No sooner had she gone to bed than she was taken violently ill; and the doctor was sent for, she died, and the hotel owners were filled with panic and decided to conceal all that had happened. The body was carried away, the furniture was taken out to be burnt, the wall re-papered, and all the staff were told to allow nothing to be guessed of what happened. They knew that not a guest would be left to them if it was known that cholera had been in the house.

The text given below is a legend of modern times, of three British people on holiday abroad. Look at the text carefully and try to work out what the missing words are. The first letter or two of each missing word are given to help you to do this. When you are doing a crossword or a puzzle you tend to get help from anyone who happens to be with you. Treat this text in the same way and get help from other members of your group and attempt this as a collective task.

The Stolen Corpse

This story was told me by m____ cousin, who heard it from a friend i____ Leeds, about a couple whom they knew, w____ went for a camping holiday in Spain w____ their car. They had taken his stepmother w____ them. She slept in a different t____ to the others. On the morning that t____ struck they were very busy, and they didn't h____ anything of her for a while, and t____ when they went to her tent, they f____ she had died, and rigor had already s____ in. They were in a great state, a____ they didn't know what to do, but t____ decided to roll her up in the t____, and put her on top of the c____, and go to the nearest town and g____ to the consul and the police. So t____
did this, and went to the town, a___ then they felt very cold and miserable, a___ they hadn't had a proper breakfast. So they th___ they'll get a cup of co___ to revive them, before they went in search of the consul. So they parked the car, a___ went to a small cafe, and had t___ cup of coffee, and then c___ back to look for the car. But it wasn't t____. It had gone. So they went h____ to England without the car or the stepmother. B____ the difficulty was they couldn't prove h____ will.
Unit 2: Travel and Holidays

This unit is meant to develop the learners' awareness of the SL culture specific features of travel and holidays in relation to these concepts in their own culture. Apart from conveying culture specific information on travel and holidays, this unit is designed to illustrate idiomatic usage, humour, register variation, discourse organization and cultural expectations in the form of cultural stereotypes. The cultural information is meant to facilitate the generation of SL schemata which would facilitate comprehension, perception and recall. The discussions based on the different concepts introduced in the unit are also meant to provide opportunities for introducing further examples of sociolinguistic conventions and for practising these through participation in the discussions.

Part 1: Modern Legends

This unit is designed to introduce 'travel' and holidays as culture specific activities. The two legends which form the basis of the first part of this unit introduce this theme, as both these legends deal with events which befall British travellers abroad.

Story Telling

The first of the two legends should be 'told' in class using a story skeleton. This story could be used for:

1. Introducing learners to the conventions of story telling.
2. Developing the learners' SL story schema.
3. Writing activities.

In telling the story to the class the second half of the story should be withheld in order to base the writing activity on this missing half. For the first stage, the story skeleton given below could be used.

- A mother and daughter travelling abroad - arrive at hotel -
tired after long journey - mother particularly tired - put into adjoining rooms - daughter fell asleep at once - slept hard and long - did not wake till noon next day - opened door to mother's room - empty - not the same room - wallpaper, furniture different - bed made up - rang bell - no answer - dressed, went downstairs - asked where mother was from reception - women at reception desk asked 'what mother?' - insisted that daughter came alone - whenever she asked servants, same answer - daughter thought that she had gone mad - went back to England -

The purpose of telling the story in this way is to familiarize learners with the conventions of story telling in the SL. In this way it is possible to provide a model for the learners to follow.

The second stage in the activity is to invite learners to ask questions about anything they do not understand in the story upto that point.

- Do you understand the part of the story that I have just told you? Is there anything you don't understand?

This provides an opportunity to clarify the learners' problems and at the same time provides them an opportunity to practice the ways of asking questions for the purpose of clarification and for practising the conventions for doing this. Depending on what the learners want to know, this opportunity should be made use of for encouraging learners to use discourse conventions that seem most suitable for the purpose.

For the next stage of the activity, learners should be asked to work out what happens in the second half of the story. For this activity the class should be divided into smaller groups. The missing part of the story should be worked out through discussion within groups. The learners should be asked to write a story skeleton of their own as part of the activity. A copy of the story skeleton used for narrating the first half of the story should be given to the learners. This activity would be useful in helping the learners to use their background knowledge and also their imagination.

Instructions

- Now that you have listened to the first half of this story, I would like you to try and work out what happens in the rest of the story. Discuss this in your group. Once you have
made some guesses as to how the story progresses, write it down in a skeleton form. In the sheet of paper you have just been given, you will see the skeleton I used for telling you the first half of the story. You can follow a similar pattern in writing your story skeleton. Each group should produce one story skeleton based on the ideas of the members of the group.

Once the different groups have completed this discussion and produced a story skeleton, a member of each group should be invited to narrate the group’s version of the story using the story skeleton. It would be useful to get a learner other than the one who wrote down the story skeleton to do the narration if possible. Once the different groups have narrated their versions of the story, a discussion should be organized about these different versions. The printed version of the story should be given out only at the end of this discussion. In the course of the discussion attention should be drawn to the story structure, the way in which this structure is developed and the steps involved. The following stages in the story structure should be covered.

1. characters introduced
2. their actions described
3. a problem introduced
4. attempts to solve the problem described
5. a solution provided

It should also be pointed out to the learners that the story could not possibly end after the first half because the reader is left without a solution to the problem, that the second half of the story is a ‘response’ to the question that the reader/listener is likely to ask: ‘What happened then?’.

Meaning Construction Task (Cloze)

The cloze task is not meant as a test but as an activity of the sort involved in solving a jigsaw puzzle or doing a crossword. It is meant to activate creative thinking instead of passive absorption.

The first step is to divide the class into two groups. Each group should be given the cloze passage and asked to look at the passage as a group and then
try to work out what the missing words are. The learners should be given enough time to accomplish this task before going on to the next.

Preliminary Instructions (Verbal)

Look at the passage carefully. You will find that some of the words are missing. Whenever there is a blank, the first letter or two of the missing word is given to help you find the missing word. Work as a group and try to find out all or most of the missing words.

Once you have done this, try to work out what the story is. It does not matter if you have not been able to find some of the missing words as long as you are able to work out what the story is.

Once the learners have worked out the missing links, they should be asked to construct another story skeleton that would enable them to remember all the essential bits of information that would be necessary if they wanted to tell this story to someone outside the class. This activity would be useful in helping the learners to concentrate on meaning carrying lexical units and also to summarize. It would also give them practice of deriving text from discourse and vice versa.

Instructions

Now that you have worked out the missing links in the story, try to work out which bits of the story you need to remember if you wanted to tell this story to someone who does not know it. Decide on this by discussing the story within your group. One member of each group should write down the ideas of the group to form a story skeleton like the one you worked out the last time.
Unit 2: Travel and Holidays

Part 2: Cartoon

Look at the cartoon given below. Find out as many things as possible about what you see on this cartoon by discussing it with members of your group.
TEACHERS' NOTES

Unit 2: Travel

Part 2: Cartoon

This cartoon is meant to be the basis of a discussion of travel and holidays abroad and the image of the British traveller abroad. This could be used to discuss the reasons for the popularity of foreign travel, what holiday makers expect when they go on holiday, the type of things they do, the type of things they avoid doing etc.

It would also help to illustrate further cultural stereotypes, such as the tea drinking Briton, and also train the learner to look for details that often give a cartoon its particular meaning and contribute to the humour it evokes, e.g. discovering the identity of the two British tourists, from minor details in the cartoon.

This cartoon can thus be used to discuss:

1. The concept of holiday as understood by British and other Western societies
2. The difference from the Sri Lankan concept of holiday
3. Cultural stereotypes and structures of expectations
4. The part holidays in foreign lands play in British life
5. The relationship between western notions of holiday and the tourist industry in Sri Lanka
6. Culture specific schemata

Before this cartoon is given out to the learners, it would be useful to introduce the concept of structures of expectation that assists in the construction of meaning in looking at texts and in reading texts. This could be done through a word association task in which learners are given a set of keywords and asked to express the different ideas that keywords generate in their minds. The learners could be prepared for this activity by discussing this beforehand and providing one or more examples as required.
Preliminary Instructions

- When someone mentions the word 'India' what are the different thoughts that come into your mind? What sort of pictures come into your mind? (Possible answers: shape, map, hinduism, buddhism, pilgrimages, silks, sarees, Buddhagaya, Gandhi etc.)

Next, the different keywords could be put up on the blackboard and the learners asked to write down what they associate with each word. As it would be interesting to see whether individuals vary when it comes to word associations, it would be useful to attempt this task individually.

- Keywords: holiday, travel, car, picnic, tea, coconut palms, seaside, orange juice

Discussion

Once the learners complete this task, their choices should be discussed in order to examine how much convergence and how much divergence there is between the word associations of individuals. In this discussion, the learners' attention should be drawn to universal properties of structures of expectations -e.g. car=4 wheels- in opposition to culture specific aspects of structures of expectations -e.g. car=Sri numberplate which is specific to Sri Lanka.

At the end of this discussion the cartoon should be given out.

Meaning Construction Task

This would be more useful as group work, where the class is divided into two or three groups, and these groups look at the cartoon, discuss it among themselves and arrive at a consensus as to what it means. It is important to let the learners work out the meaning for themselves, instead of providing them with too many ready answers.

Humour

Once the learners have arrived at some conclusions as to the meaning of the cartoon, the class could come together to discuss the humour and what it stems from. Here, once again, every attempt should be made to let the
learners see this for themselves.

This task could be followed by distributing some travel brochures for the class to examine. Apart from examining further structures of expectations and how these at a practical level regarded as customer requirements are catered for by travel agents, the travel brochures could also be used to discuss our national image as we see it, and as we would have tourists see it.

Instructions (Verbal)

Shop owners or anyone else trying to sell something try to make the customer think that they are able to provide just what the customer wants. In order to do this they have to be aware of the customer’s needs. Travel agents are no different. By looking at a travel agent’s brochure it should be possible to say what the customer is looking for (the customer’s expectations) in a foreign holiday. Look at the travel brochures and try to decide what British tourists want out of their holiday in a foreign country.

Writing Task

The above task of inspecting brochures can be combined with a writing task. As a writing task the learners could make notes from their findings in the brochures.

Instructions

- While you are inspecting the brochures jot down in point form what you think are the customers requirements that the travel agents are catering for. Number these points from 1 to n. Write these down in the form of words or phrases rather than in complete sentences, as you did in the first unit.
Given below is the article by George Mikes that I read out to you. Look at it carefully and try to see what is funny about it.

The Travel Bug

Travel is the name of a modern disease which became rampant in the mid fiftees and is still spreading. The disease -its scientific name is *travelitis furiosis* -is carried by a germ called prosperity. Its symptoms are easily recognizable. The patient grows restless in the early spring and starts rushing about from one travel agent to another collecting useless information about places he does not intend to visit, studying prospectuses etc; then he, or usually she, will do a round of tailors, milliners, summer sales, sports shops, and spend three and a half times as much as he or she can afford; finally, in August, the patient will board a plane, train, coach or car and proceed to foreign parts along with thousands of fellow sufferers, not because he is interested or attracted by the place he is bound for, nor because he can afford to go, but simply because he cannot afford not to go. The disease is highly infectious and nowadays you can catch Foreign Travel rather as you caught influenza in the twenties, only more so.

The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move....

What is the aim of all this travelling? Each nationality has its own different aim with it. The Americans want to take photographs of themselves a) in Trafalgar Square, with the pigeons; b) in Piazzo San Mario, Venice with the pigeons; and c) in front of the Arc de Triomphe, in Paris without pigeons. The idea is simply to collect documentary proofs that *they have been there*.

The German travels to check up on his guide books: when he sees the *Ponte de Rialto* is really at its proper venue, that the Leaning Tower is in its appointed place in Pisa and is leaning properly as promised, he ticks these things in his guide-book and returns home with the gratifying feeling that he has not been swindled. But why do the English travel?

First, because their neighbour does and they have caught the fever from him. Secondly, they used to be taught that travel
broadens the mind, and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss and German food certainly broadens other parts of the body the old notion still lingers on. But lastly—and perhaps mainly—they travel to avoid foreigners. Here in our cosmopolitan England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so in one's journeys in Europe—if one manages these things intelligently. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sundays and Welsh rarebit and steak and kidney pudding on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people; I mean of course, nice English people from next door or from the next street. Normally one avoids one's neighbours ('It is best to keep yourself to yourself'—'We leave others alone and want to be left alone', etc.) If you meet your next door neighbour in the High Street or at your front door you pretend not to see him or, at best, nod coolly; but if you meet him in Capri or Granada, you embrace him fondly and stand him a drink or two; and you may even discover that he is quite a nice chap after all and both of you might have just as well stayed at home in Stockton-on-Trent.

- Can you find any similarities between this article and the cartoon that you looked at yesterday?
- Underline phrases and expressions that you find particularly funny.
- Underline words directly associated with travel and tourism. e.g guide books
- Look at the first paragraph of the Travel Bug once again. Where would you normally find the sort of style that the writer adopts in this paragraph? In other words what style of writing is he imitating?
- Is the writer of this article against foreign travel? Give your answer as 'yes' or 'no'.

Can you find any similarities between this article and the cartoon that you looked at yesterday?

- Underline phrases and expressions that you find particularly funny.

- Underline words directly associated with travel and tourism. e.g guide books

- Look at the first paragraph of the Travel Bug once again. Where would you normally find the sort of style that the writer adopts in this paragraph? In other words what style of writing is he imitating?

- Is the writer of this article against foreign travel? Give your answer as 'yes' or 'no'.
Additional Reading

Read the following text in your free time and see whether it is related in any way to what we have been looking at so far.

A Holiday at Home

'When are you taking your holiday?' I asked, as I settled down beside an old friend of mine in the train one evening.

'Holiday!' he exclaimed. 'My dear fellow, after Friday the office will see me no more for two weeks.'

'And where are you off to?' I inquired.

He shook with laughter. 'I'm driving my wife and the children down to Cornwall, on Saturday, to visit her relations,' he said.

'But I'm returning. For a whole blessed fortnight I shall have the house to myself. Just think of it! Hours of reading without interruption, and no one to tell me to stop and come in to meals.'

I smiled to myself. Halfway through his holiday, I ran into Jones again.

'Hullo!' I said. 'How is the holiday going?'

'Well,' he replied, 'you know how it is. Meals are becoming a bit of a problem, and the washing up is certainly mounting. To be quite honest, I shan't be sorry to see them home again.'
The Travel Bug is meant to complement the cartoon discussed earlier, as this article provides insights into some of the issues raised in the earlier discussions. Apart from the light it casts on foreign travel, it is also useful for pointing out to the learners how the same type of humour as found in the cartoon is achieved in a different way.

The article uses a variety of techniques for creating a humorous effect.

1. The use of the 'mock serious' (para. 1).
2. The use of trivial details as profound truths (para. 3).
3. The juxtaposition of unrelated things to create a humorous effect - e.g. broadening of the mind and broadening of the body (para. 4).
4. Presenting 'facts' that would normally be unacceptable - e.g. travelling to foreign lands to avoid foreigners (para. 5).
5. The organization in point form - firstly, secondly, lastly etc., thus giving the article the look of serious argumentation.

In each case it is the incongruity between style and content - e.g. serious prose register and non-serious content in para. 1, that evokes humour. In order to help learners to recognize incongruity as a humour evoking device it would be a satisfactory preliminary step to discuss incongruity and humour in relation to the learners' MT.

Preliminary Discussion

A prompt such as the following would be useful for introducing this new topic:

- When we discussed the cartoon in the last unit, we also discussed stereotypes of traders, politicians etc. If you recall the stereotype of the blackmarketeer, what was the most prominent feature of this stereotype? Why? etc.
During this discussion, attention should be focussed on the larger than life exaggerations of physical features and various items such as cigars, walking sticks etc. associated with cartoon stereotypes.

The teacher could help the learners to 'see' the humour by reading it aloud with the emphasis placed in the right places and also by conveying the mock serious tone that the writer intends.

This would also help the learners to get the pronunciation of foreign place names mentioned in the article right (e.g. Piazza San Mario and Arc de Triomphe). A map of Europe with the places mentioned in the article marked on it would add to the interest of the article.

This article too deals with national stereotypes. This feature can be usefully discussed in relation to Sri Lankan stereotypes – e.g. the typical Sri Lankan visiting India, the Middle East or a Western country or a countryman visiting a big city.

It is also possible to point out details about the habits and tastes of British people revealed in this text – e.g. the type of food British people enjoy and their views about associating with neighbours. Thus, this text could be useful for conveying culture specific information about:

1. foreign travel
2. cultural stereotypes
3. culture specific behaviour and habits

and for introducing

1. language specific humour
2. examining rhetorical conventions such as register variation
3. culture specific aspects of humour (the SL humour schema)

**Preliminary Instructions**
Listening Task

Listen carefully to the article I am going to read aloud to you.

Reading Task

Now read the printed copy of the article given in your worksheets.

Meaning Construction Task

The purpose of this meaning construction task is to draw the learners' attention to the relationship between incongruities and humour as it occurs in the text. However, before embarking on this activity, it would be necessary to find out whether the learners are able to experience the humour in the text without the teacher's aid. An open-ended question which tests comprehension would be useful for this purpose.

- What do you think is the writer's purpose in writing this article?

The activity that follows could be developed on the basis of the learners' answers. In the case of the learners failing to perceive the humour, strategies for enabling learners to 'see' the humour should be employed. As the different paragraphs employ different tactics for evoking humour the text may be discussed a paragraph at a time.

- Look very carefully once again at the first paragraph of this text. What is this paragraph about? What do you think is the most important word in the paragraph?

The learners should be guided by questions and prompts to select 'travel' as the keyword. Once the learners arrive at the keyword, they should be encouraged to think and speak in terms of the travel schema that has been introduced already.

- Last time we talked about travel, what did we decide as being a Sri Lankan's idea of travel? A British person's idea of travel?

- Now, since the paragraph is about travel, what could we possibly expect the writer to say about travel? What does he actually say?
- Is this related in any way to the stereotype of the blackmarketeer? Why? How? etc.

Whether all these questions need to be put to the learners in the course of the discussions would depend on whether the learners are quick on the uptake or not. It would be best to attempt this activity with small groups of learners instead of the whole class. This would make it possible for the teacher to gauge the individual difficulties learners have in relation to humour in the SL and to organize the discussion in each group accordingly. Smaller groups would also make it possible to do more ‘intensive’ work in an area that is particularly problematic. While discussing this aspect with one of the groups, the others could be asked to engage in the other activities given in the learners’ worksheet.

The third and fourth paragraphs should be examined for humour evoking incongruity in the same way. The following questions would be useful for focussing learner attention on these different aspects:

- para. 3: What are the main ‘facts’ that the writer tries to convey in this paragraph?

- para. 5: What does travel do to the mind according to the text? What does this mean?

In order to be able to guide each group in turn, it would be best to discuss the incongruities that evoke humour in the first paragraph in detail with the first group, introduce the prompt for para. 2 and then move on to the next group.

It is also possible to introduce the concept of ‘register’ in relation to para. 1 of the text, where a semi–scientific, mock serious register is used to describe travel as a disease, thus creating a humorous effect.

Finally the answers to question 5 in the learners’ worksheet (Is the writer of this article against foreign travel?) could be discussed, both learners who say ‘yes’ and those who say ‘no’ being requested to give reasons for their answers.
Additional Reading

'A Holiday at Home' can be assigned as additional reading to be done in the learners' spare time. Learners should be asked to pay particular attention to any relationship with previous articles they have read, cartoons they have looked at etc. - e.g. stereotypes such as the man of the house who is incapable of looking after himself.

Once the learners have had a chance to read this text, a quick discussion about it could be held at the next session.
LEARNERS' WORKSHEET

Unit 13: Advertising

Part 1: Job Advertisements

Advertisement 1

We're recruiting young men and women to fly with us as Cabin Crew. And we're particularly interested in people who may never have thought they fitted the bill. Because we're looking for warm, reassuring, responsive human beings rather than model types with plastic smiles. So if you get your job satisfaction out of doing things for others, and have a happy knack at making everyone feel special, you could soon be taking good care of our passengers. Here are all the rewards you'd enjoy as a Steward or Stewardess on our routes:

* Helping passengers to enjoy their flight
* A training programme that is immensely rewarding
* Freedom from nine-to-five routine
* Every day different from the most

And here are the requirements you must meet to be accepted by the world's favourite airline:

* Age between 23 and 26
* Minimum height 5'2" with weight in proportion
* Good eyesight with or without glasses. You must not be colour blind
* At least 'O' level or equivalent standard of education
* Clear diction, total fluency in English, conversational fluency in at least one other language

British Airways
The world's favourite airline
Cabin Crew Recruitment 1984
LEARNERS’ WORKSHEET

Unit 13: Advertising

Part 1: Job Advertisements

Advertisement 2

The University of Manchester
DIRECTOR – Manchester Business School

The University proposes to appoint a Director of the Manchester Business School to take office in September 1984.

The School has over forty teaching and research staff. It offers PhD, MBA and Diplomas programmes and a wide range of post experience courses for senior and middle management. In addition, the School is heavily engaged in research. The Director is responsible for the success of the School, both academically and financially, and to its representation both within the University and in the business community. He or she will be appointed initially for five years with the prospect of reappointment by mutual consent.

The successful candidate could be either a senior academic who has had substantial managerial experience, or a senior manager in business or in public administration. A good organiser and administrator, the Director must have a record of achievement and the ability to lead a large academic research and administrative team.

The level of remuneration envisaged is competitive with senior posts outside the university system.

Applications, accompanied by a curriculum vitae, should be submitted before January 23rd 1984 to the Vice-Chancellor, The University, Manchester M13 9PL, from whom further particulars of the appointment may also be obtained.

ALDENHAM SCHOOL, HERTFORDSHIRE
Girls’ Sixth Form Entry, 1984

Further particulars and application forms are available from:

The Secretary and Treasurer
EDINBURGH COLLEGE OF ART
Laurelton Place, Edinburgh EH3 6DP
Telephone No. 031-229 6511 ext 279

Applications are invited for appointment to the Richardson Chair of Fine Art in the University’s Department of the History of Fine Art. The post is tenable from 1st October, 1984, or such other date as may be mutually agreed.

Further particulars may be obtained from the Secretary of the University Court, (Room 8), University of Glasgow, Glasgow, G12 8QQ, with whom applications (2 copies) giving the names and addresses of not less than three referees, should be lodged not later than 22nd May, 1984.

In reply please quote Ref No. 31172
LEARNERS' WORKSHEET

Unit 13: Advertising

Part 1: Job Advertisements

Writing Task

Group A

Read through advertisement 1 in your worksheet.

Now write out an advertisement based on the above for recruiting tour guides for the Sri Lanka Tourist Board.

Group B

Look at advertisement 2 in your worksheets.

Write a reply to either
a) the advertisement for the post of lecturer in physical geography at the University of Oxford
or
b) the post of part time lecturer in archeology at the Leeds University.
Unit 13: Advertising

This unit is intended as an introduction to the language of advertising, and also as a means of bringing to the learners' notice the way in which values upheld by a particular society - characteristics such as beauty, courage, popularity, sexual attractiveness etc. - are exploited to the full by the writers of advertisements. While the values upheld by society are reflected in advertisements, in their own way advertisements tend to influence society and the language used by that society. Popular catch phrases from advertisements enter day to day language use of the society exposed to these advertisements. Thus, catch phrases such as 'Drink a pint a milk a day' or 'Beans means Heinz' becomes part of socio-cultural awareness.

This unit is meant to be used to introduce:

1. the relationship between social values and advertisements
2. the influence advertisements have on current usage
3. the advertising register.
4. indirect speech acts
5. planned discourse

Since this unit lends itself particularly well for this purpose, it is designed to focus the learners' attention on the importance of viewing text as discourse, and the need to take the reader into account in planned discourse.

Part 1: Job Advertisements

Part 1 which deals with an advertisement by British Airways for cabin crew recruitment, illustrates one type of job advertisement and the advertisements by various universities for lecturerships, another type. The type of approach taken by these two advertisements differ in certain essentials. These particular features of the two types of advertising could form the basis for the opening discussion.
The first step is to get the learners to examine the two types of advertisements and to note any differences they find between them. This could be done as a group activity. The class divided into two or more groups should be asked to look at the two types of advertisements, discuss within the group any significant ways in which they differ, and make a brief note of these differences.

Meaning Construction Task

Preliminary Instructions

On your worksheets you will find two types of advertisements. The first advertisement is an advert by British Airways for cabin crew recruitment. The second set features advertisements for posts of lecturer in different subjects at various British Universities. Look at these advertisements carefully and see whether there are any differences between the first one and the others. Make a note of the differences noticed by your group.

Discussion

Once this task has been completed, the suggestions of the different groups should be discussed. The points worth covering are:

- formal informal language
- use of the active/passive
- efforts made or not made to persuade
- attempts made to make reader think s/he is personally meant
- economical use of language
- use of adjectives and other intensifiers
- emphasis on enjoyment and excitement

Every attempt should be made to guide the learners towards discovering these features for themselves.

In order to improve the learners' ability to produce and comprehend planned discourse, it is necessary to make them aware of the role of the reader/listener and to encourage them to write with the reader/listener in view.
The BA advertisement could be used for this purpose. The concept of planned discourse could be introduced through a preliminary discussion in which the mechanics of planned discourse are introduced. A hypothetical situation could be introduced for this purpose and the proposition discussed in a general class discussion. It would be necessary to make overt explanation a part of it, while making sure of the learners’ attention through active involvement in the discussion.

- Prompt: Can you think of any situation where you would need to think and plan carefully about what you must say in order to win your listener to your way of thinking? (Possible situations could include: approaching one’s parents for financial help over and above what they normally provide, asking permission to do something normally disapproved of, trying to win approval for some project etc. –basically any situation where it is essential to win the listener to one’s way of thinking).

The process involved in planning this type of discourse could be developed next.

- In such a situation, how would you set about planning what to say?

Points to be covered:

1. foresee objections that will be raised
2. foresee questions that will be asked
3. think of counter objections and valid answers to 1 & 2 above.

The next step is to introduce the concept of reader centredness found in writing, using the following prompts:

- In the BA advert, explicit reference is made to the reader –you. Can you find similar references in the other advertisements?
- Do the university advertisements try to convince you that the job they are offering is the best that could come your way?
- Do the universities sound as if they care whether you apply
or not? etc.

In order to help the learners to visualize reader centredness in discourse, they should be guided towards examining the different features of this reader centredness by examining the text further. A cue such as the following could be used:

- Look at the statements made in the advertisement and work out the type of questions that you might ask about this job, that BA try to answer in the statements they make.

This should be done as group work, with the teacher joining each group in turn and giving what assistance that may be needed.

Writing Task

This discussion would hopefully cover all the important characteristics of the two different types of advertisements illustrated here. The discussion could be followed with a writing task in two parts to be done by the two groups. The first group could be given the task of designing an advertisement of the first type, and the other group the task of writing a reply to one of the advertisements asking for further particulars and application forms, having planned the writing with the reader in mind as an initial step. The instructions should be given verbally to each group in turn.

Instructions (Verbal)

Group A: Before writing out your advertisement, write out a plan for the advertisement. Think of the type of people who would want to be tour guides for the Sri Lanka Tourist Board. What sort of questions are they likely to ask about this job? Discuss this point in your group and make a note of all the questions that you can think of.

Group B: In writing a reply to the advertisement that you have selected, think about the information that the person receiving the letter would want to know. As a first step write down these questions.

It would be necessary to join each group in turn and help the learners to think out these questions. However, it is essential to encourage them to do the thinking. In case the learners (especially in group A) find this task difficult,
the following information could be used to help them think out the questions:

- age 23 - 30
- educational qualifications 'O' levels or 'A' levels with a credit pass in English
- outgoing personality
- experience of working with people
- ability to drive and possession of a driving licence
- an added qualification
- some knowledge of the history, geography and natural history of Sri Lanka
- trial period 6 months
- salary and other benefits
- address from which application forms and further details are to be had: The Personnel Manager, Sri Lanka Tourist Board, Hotel Samudra, Galle Face, Colombo 3
- Closing date for applications

Once the two groups have worked out their questions, they should be asked to provide the answers which would form the body of the advertisement/letter, keeping in mind that in the case of the advertisement, this information should be employed in order to persuade and in the case of the letter to set out the request accurately and precisely.

Instructions (Verbal)

Group A: Now that you have worked out the questions that prospective applicants are likely to ask, work out the answers to these questions and use this information in writing out your advertisement, keeping in mind that you would need to persuade these people to apply. Look at your copy of the BA advertisement and see how this is done by the writer of this advertisement.

Group B: Now that you have worked out the information that the person receiving your letter would expect to find in it, use this information to write your letter, keeping in mind that you are required to make your request clear and precise.

Note

1. In the case of Group B, it is necessary to make sure that the group are following the letter writing conventions in writing this letter.

2. In the case of both groups, only 1 letter and advertisement need to be written. One member of each group should write what the group decides collectively.

3. It is necessary to make sure that the same member is not selected to do the writing each time.
Once this task has been completed, each group should be asked to look at the piece of work done by the other group and decide whether and if so how, they would improve or change it.

Final Discussion

Points to be kept in mind in writing/replying to advertisements – available space, cost, the media (TV, newspaper, radio, billboards etc.), the type of audience, formal register etc.
Felicity Brown was a junior reporter on a local newspaper. It was mostly routine. Flower shows...Bazzars...Protest meetings. But Felicity dreamed. One day it would happen. Her big chance. And she'd be ready for it...

One day it did. An ordinary kind of day, it seemed. She was sitting at her desk, correcting some proofs. It was raining. She was bored. Then the editor appeared. Shouting through the office. 'Get a reporter down to the Metropole fast. Robert Newford is staying there.' The news editor looked at her. He grinned. 'It's your day,' he said to her. 'It'll have to be Felicity', he said to the editor. 'There's no-one else here.' The room spun briefly. Her heart did funny things. It can't be true, she thought, I must be dreaming. But it was and she wasn't. The editor looked anxious. 'Can you cope?' he said. Felicity's nerve steadied. 'I can cope' she said. The interview was easy. He was charming. relaxed, funny. He even talked slowly; she got every word down. Then at the end he grinned at her. 'How nice', he said, 'to meet a pretty young reporter for a change.'
TEACHERS' NOTES

Unit 13: Advertising

Part 2: Commercial Advertisements

The second half of the unit is designed to give the learners an insight into yet another type of commercial advertisement. This topic could be introduced by taking into the classroom, advertisements of various types of goods for sale. Apart from being an illustration of the type of adverts used to persuade people to buy things, it would also give an opportunity for discussing the way in which cultural features are revealed in these advertisements. Economic, social and other characteristics are easily discernible in adverts, by the way language is manipulated for the purpose of advertising.

Preliminary Discussion

Introduction

- We have already looked at one type of advertisement and we discussed some of the characteristics of these. The advertisements I have here are different in some ways. Can you see what the main difference is?

- Main characteristics: they try to sell the reader something. Are there other similarities? Differences?

This discussion which should be fairly brief would be a good opportunity for discussing different types of commercial advertisements — straightforward factual ads., choice of famous people ads., pictorial ads., story type ads., etc.— the final type being illustrated by the text of the advertisement that this part of the unit will be dealing with in detail. In addition, it would be possible to introduce cultural expectations and the relationship of cultural expectations to commercial advertisements. It is best to get the learners themselves to suggest these different types, by prompting them or by providing clues.

Prompts:

- What are the most popular advertisements for soap, face cream etc.?
- What do manufacturers consider the best recommendation for toothpaste?

- Would you be convinced by the recommendation of an actor, cricketer or singer when it comes to selecting a computer/calculator?

- Why do advertisers assume that claiming their products would make users attractive, successful etc. would be likely to attract customers?

Once this discussion has provided a chance to discuss the different types of adverts and their characteristics, it would be possible to introduce the text of the advertisement that is to be considered in detail in this section.

It would be best to present this text to the learners without first telling them that it is an advertisement. In fact, it would be useful to omit the last section which actually mentions the product, and ask the learners to look at the text and decide what sort of text it is and what sort of publication it comes from. This activity once more would be more interesting as group work.

Instructions (Verbal)

In your worksheets, you will find a text with the last few lines omitted. Read through the text carefully and try to work out where this text comes from, and what the missing section might be.

Once the learners have discussed the text in their groups and arrived at some conclusions, their suggestions should be discussed. The final part of the text should be given to the learners after this and the characteristics of this type of advertisement may be discussed briefly if it had not been already covered.

Points to be covered:

- glamour, excitement and adventure follow the use of the advertised product

- heroes and heroines in these adverts are young, pretty, handsome, popular etc.

- the possibility of leading a boring, humdrum existence if not for the product

- success depending on this product etc.
The missing lines of the advertisement

She took
care of her skin with Anne French
deep cleansing milk. It kept it
super-clean, super-clear. So she
always looked wonderful. And
Robert Newford wasn't the only
one who noticed.......

It is possible to use this advertisement for some further work on indirect speech acts — trying to persuade indirectly in this case. The fact that this advertisement though meant to convey the message 'buy this product', never actually says so. This fact could be brought to the learners' notice consciously.

- We decided that the text you have just examined is an advertisement for Anne French cleansing lotion. Look at this text again and see whether it asks the reader to buy this product. How do we know that this is an advertisement?

After introducing this concept of indirectness in advertisements, it is possible to get the learners to examine the selection of commercial advertisements that they looked at earlier, paying special attention to this feature. Comparison should also be made with MT advertising conventions.