



ENGLISH
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P.D. 112K 897

- inglés audiovisual
- traducción de documentos
- interpretación simultánea de conferencias
- inglés en su empresa
- inglés técnico.

FINAL REPORT

ENGLISH LANGUAGE TRAINING TO GOVERNMENT OF EL SALVADOR
PERSONNEL FROM INSTITUTIONS ENGAGED IN THE IMPLEMENTATION
OF INFRASTRUCTURE ACTIVITIES UNDER USAID PROJECT 519-0320,
PUBLIC SERVICES IMPROVEMENT

PREPARED BY

THE ENGLISH LANGUAGE INSTITUTE OF SAN SALVADOR

FOR

THE OFFICE OF INFRASTRUCTURE AND
REGIONAL DEVELOPMENT, USAID EL SALVADOR
UNDER CONTRACT 519-0320-C-00-3070-00

OCTOBER 25 1994

english language institute

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INTRODUCTION

This report covers the development of Contract No. 519-0320-C-00-3070-00 regarding the provision of English language instruction to GOES personnel involved in the implementation of USAID Project 519-0320, Public Services Improvement, by the English Language Institute.

The period covered by this contract was from March 22, 1993, to September 30, 1994.

ELI provided 20 class hours of English per month per student to a group of approximately 80 USAID sponsored students from the National Water and Sewer Authority (ANDA), the Ministry of Public Health and Social Assistance (MSPAS), the Directorate General of Highways of the Ministry of Public Works (MOP/DGC), the National Electric Power Authority (CEL), the Administration for Machinery and Equipment of the Ministry of Public Works (MOP/AME), and the National Ports Authority (CEPA).

A monthly progress and attendance report was submitted starting April 1993.

This Final Report presents the services performed during said periods, methodology and materials used, achievements, and some of the problems encountered. Our recommendations are based on the objectives met. Also, we believe that our experience might help in formulating future projects of this same nature.

CONTRACT REQUIREMENTS

The ELI was contracted to provide to GOES personnel a four-term English course with emphasis on speaking and listening skills by means of a totally audiovisual, structurally-global method, and through the careful buildup and recycling of language content and the use of manageable tasks.

a) Scope of Services

The contract called for the provision of services necessary for upgrading the English language proficiency of 80 GOES employees, selected by each one of the target institutions involved in USAID Project 519-0320, in four levels in a period of 18 months starting in March 1993 and ending in September 1994.

b) Contract Objectives

- Provide English Language training to personnel from ANDA, DGC, CEL, AME, CEPA, and the MSPAS.
- Group students by level of proficiency based on the English Placement Test (EUA), prior to

commencement of the training.

- Upgrade students four levels from the point of departure, in a term of 18 months.
- Prepare students for the CELT, ALIGU, and ACTFL Oral Interview test. Have them take a mock exam before contract termination.
- Prepare students to perform speaking tasks in English without preliminary controlled practice activities according to level of proficiency, by the end of the program.
- Prepare students to converse in English about a broad range of subject matters with confidence and authority.

BACKGROUND

Candidates were given the EUA placement test prior class commencement in order to have homogeneous groups. Results showed that we had two levels to start with, BASIC I and BASIC II, and also that within these two levels we had different levels of oral proficiency. Candidates filled in an "availability form" indicating the schedule of preference either from 5 pm to 8 pm during week days or Saturday afternoons. Groups were formed taking these factors into consideration. Instead of four groups, as per contract, we had eight. The majority of students said they preferred Saturday mornings, and although it had not been originally programmed, we made the school in Santa Tecla available to them every Saturday morning.

Aware that commuting to Santa Tecla was a problem for some students we rented 4 classrooms at the Harvard Center School, located only three blocks from our headquarters. Beginning in June 1993, one of the instructors, Mr. Killis Jetter, continued supervising classes there and making sure all equipment and materials were available on a timely basis.

We established 80 to 100 hours per level (four to four and a half months) to cover every book of the "In Contact" series. The same pace was maintained throughout the program. As a result, we advanced true beginner students four complete levels from Basic I, through Basic II, Intermediate I, and Intermediate II by the end of the 18 month program.

At the end of every level, students who met course standards were awarded a diploma.

In February 1994, we started using the Family Album U.S.A.

Series, after obtaining prior approval of USAID. This new audiovisual method, a Course of Macmillan, Inc. U.S.A., helped the students to function independently, since it covered all language skills plus songs, games, pair and group work, as well as individual study.

We chose USAID students to monitor and assess student progress for a period of two months, and the results were dramatic. Students were much more motivated since it is a "people based" program. Its characters are multifaceted, are taken from real life, and are those with whom the students share many things in common. At the same time, they learn about American values and are provided with a rich source for student interaction.

In July 1994, students who began the course in March 1993 took the CELT and ACTFL Oral Interview tests, and substitute students were given the ALIGU and the ACTFL. These grades were compared to the results of the EUA test, and a copy of these results were given to each student. The more advanced groups began taking the TOEFL preparation course in August 1994.

METHODOLOGY

The emphasis of this training was on student participation.

Since emphasis of the content was on participating in conversations, development of survival skills, and practical applications, the corresponding methodology was completely practical, audiovisual, structurally-global, and communicative. We provided opportunity for simulations, dramatizations, and small group participation.

Native speakers were invited to come to the classroom as volunteers or to have a snack and coffee with participants to expose students to native speakers other than their teachers.

Students were grouped according to skill level so those who were not true beginners were allowed to progress at a faster pace. Cooperative learning was also encouraged so as to take advantage of those students with a slightly higher knowledge of English.

Teachers set up a rapport and atmosphere in the classroom that allowed students to feel more at ease with each classroom session and to take risks in the target language. Students were encouraged to speak English both inside and outside the classroom. Contrary to normal procedure we did not change the teachers upon level completion but kept the same teacher throughout the complete course to facilitate the teaching - learning process.

Homework was assigned and students were evaluated at the end of

each unit.

A coordinator was appointed responsible for the execution, supervision, and logistics of the program.

Every four months, students were requested to evaluate the course and the teacher. A copy of these evaluations was sent to the USAID office in charge of the program (see Annex 5).

All teachers have a university teaching degree or a minimum of three years experience teaching English to adults.

Teaching Materials used consisted of film strips, tapes, flash cards, posters, textbooks, transparencies, videos, and slides. These materials were complemented with the following equipment: Film strip projectors, overhead projectors, tape recorders, slide projectors, VHS, and T.V's.

ACHIEVEMENTS

1. The goals set were fully achieved.
2. Substitute students also advanced one level every four months from the date of enrollment.
3. We started with 80 students and ended the program with 68. Five (5) students dropped out in July due to termination of their contracts by their respective agencies and these slots were not filled. A total of 54 of the 80 students who started completed the course, that is 67.5% of the total.
4. ACTFL, CELT, and ALIGU results showed the progress expected.
5. Student interest and desire to learn were maintained throughout the project.
6. Although the TOEFL preparation course was not offered, we started preparing the most advanced students for this test in August 1994.
7. Students showed great interest in completing the program offered by ELI (Advanced II level) and are lobbying their institutions for the opportunity to continue English language training after the termination of USAID assistance.
8. High level of rapport among students and teachers was evident.
9. Groups were integrated not only by level of proficiency but

also by our efforts to maintain a balanced mix of institutions in each one. This allowed students to get acquainted and promoted better inter-institutional relationships.

10. The continued support from USAID as well as their monitoring of the project was a determinant factor in our success. Requests to carry out certain changes were promptly accepted and students whose grades or attendance showed lack of interest were rapidly advised to improve.

PROBLEMS

1. Students did not have a clear idea of what was expected of them in terms of withdrawal procedures, minimum number of absences allowed, term of project, minimum grade permitted, etc.
2. Meeting individual schedules.
3. Great flexibility was needed to accept and accommodate substitutes whose level of proficiency differed from that of the student being substituted. In the majority of cases, substitutes were true beginner students.
4. Lack of commitment of some students who withdrew from the program giving vague excuses such as "personal reasons" or "lack of time".
5. Reallocation of students who for one reason or another, could not continue classes because of schedule difficulties.
6. Updating students who were selected by their agencies to travel abroad for a period of one to three months (MSPAS), who had been sick (CEPA) and (ANDA), or had maternity leave (MSPAS).
7. Keeping track of substitute students in different schedules, levels, and weekdays.

RECOMMENDATIONS

1. USAID and the contractor should jointly establish the "Rules of the Game" for both students and target institutions prior to the start of any similar training programs.
2. Students and substitutes should not be staff members whose contracts at the GOES institution expire prior to the PACU of the sponsoring USAID project.

3. All candidates should be clearly informed about the commitment to be undertaken prior to selection.
4. Withdrawal procedures should be more strict.
5. Better coordination between the GOES institutions and the contractor is advisable. For instance, CEL, ANDA, and MOP changed coordinators and the contractor was not advised; consequently progress reports were not addressed to the correct official on a timely basis. Furthermore, the new official in charge quite often claimed no knowledge about the program.
6. Students reached the level expected and in some cases surpassed it, but to graduate from the Advanced II level at ELI requires 24 months of regular classes when starting from Basic I. Students have shown considerable interest in having an opportunity to continue until they meet the full requirements for graduation. Annex No. 7 shows the current level of each student and the number of months needed to graduate.
7. We strongly believe that the task started should be finished.

CONCLUSIONS

We believe the program has been successful. Problems encountered were solved as rapidly as possible, without affecting the project's development.

We have to commend the support and follow up provided by USAID.

Most people do not realize the hard work it takes to learn another language well, consequently, several students gave up, some right at the beginning and others half way through. We had more control on the selection of substitutes since the GOES institutions sent two and sometimes three candidates to be evaluated for placement and we were able to indirectly help in the selection of the most "committed". The fact is that very few substitutes withdrew.

In general terms, those who stayed until September demonstrated the will to speak the language well, showed great responsibility and dedication, and took full advantage of the opportunity offered by USAID.

It is our opinion that USAID's effort would be more sustainable if students showing commitment were given the opportunity to graduate. Reaching the Advanced II level would allow students to apply for scholarships offered either by USAID or other friendly

countries; pass the TOEFL, which is a requirement for the majority of scholarships; perform in the target language with the same ease as they do in their native language; and finally, reach their goal.

LIETA DE ALUMNOS INSCRITOS Y RETIRADOS DE CADA EMPRESA

HORARIOS AME

1.	VILMA DE LOPEZ	3.0	B.I	SAB.8-1
2.	EUNICE RUANO	2.7	B.I	SAB.8-1
3.	EDUARDO FIGUEROA	1.5	B.I	SAB.1-6
4.	MILANIS DE CABRERA	1.5	B.I	SAB.8-1
5.	FERMIN LOPEZ	6.3	B.II	SAB.1-6
6.	GRACIA MONTEFLORES	4.9	B.II	SAB.8-1
7.	LEONEL SALAZAR	6.1	B.II	SAB.8-1
8.	HERIBERTO ROMERO	4.7	B.I	SAB.1-6
9.	FRANCISCO RIVERA	2.0	B.I	SAB.8-1
10.	DAVID BATRES	1.0	B.I	SAB.1-6
11.	YANETH APARICIO	5.1	B.II	SAB.8-1
12.	PEDRO ORELLANA	4.9	B.I	SAB.8-1
13.	MARINA RIVERA	1.5	B.I	SAB.8-1

ANA MARQUEZ SUSTITUYE A PEDRO ORELLANA
RENE MARTINEZ SUSTITUYE A HERIBERTO ROMERO
DAVID MENA SUSTITUYE A HERIBERTO ROMERO
MAURICIO ESTRADA SUSTITUYE A MARINA RIVERA

TEACHER: ROLANDO GUZMAN

SCHEDULE: 8 TO 1

DAYS: SATURDAYS

LEVEL: INTERMEDIATE I

TEXTBOOK: FAMILY ALBUM II

NAME	INST.CELT/ALIGU	ACTFL	LEVEL
MILANDIS APARICIO DE CABRERA	AME	L.INT.	INT.I
MARTA LIDIA RIVERA	ANDA	H.BEG.	INT.I
CARLOS AVILA ZAVALA	ANDA		
SATIEL FERNANDO LOPEZ	CEL		
JULIO NAVARRETE	CEL		
FRANCISCO RIVERA	AME	L.INT.	INT.I
CARLOS ARTURO ROSALES	CEL		
EUNICE RUANO	AME	L.INT.	INT.I
GICELA CENTE DE GUERRERO	MSPAS		
SERENA DE RIVAS	MSPAS	H.BEG.	INT.I
MARTA ECHEVERRIA	MSPAS		
JOSE ROBERTO LARA	MSPAS		
MARGARITA MARQUEZ	MOP	L.INT.	INT.I
RINA ALFARO	CEPA		

SUMMARY OF GRADES OBTAINED BY AME STUDENTS DURING 1994

AME

		ene.	feb.	mar.	abr.	may.	jun.	jul.	agos
1.	ANA DE LOPEZ	B	A	A	A	A+	A	A	A
2.	EUNICE RUANO	B	B	B-	B	B	B	C+	C+
3.	EDUARDO FIGUEROA	B	B	B	B	B	B	B+	B
4.	ILANIS DE CABRERA	B+	B-	B	B-	B-	B	C+	C+
5.	FERMIN LOPEZ	A	A	A	C	A	B	A	B
6.	GRACIA MONTEFLORES	B	B	B	B	C	B	C+	B
7.	LEONEL SALAZAR	A	B+	C	A	B	B	B	B+
8.	DAVID MENA			C	C	B	B	B	B
9.	FRANCISCO RIVERA	C	B	C+	B	B	B	C+	C+
10.	DAVID BATRES	B	C	D	B	B	B	B	C+
11.	YANETH APARICIO	C	B	C+	B-	C	B-	C	C
12.	ANA MARQUEZ	B+	C	C	C	C	B-	C	C
13.	MAURICIO ESTRADA					A	A	B	A
14.	MARINA RIVERA	B-	B	B	C				

COMPARATIVE CHART OF TEST RESULTS

AME		EUN	CELT/ALIGU	ACTFL
1.	VILMA DE LOPEZ	3.0	59%	LOW INT.
2.	EUNICE RUANO	2.7	41%	LOW INT.
3.	EDUARDO FIGUEROA	1.5	37%	LOW INT.
4.	MILANIS DE CABRERA	1.5	55%	LOW INT.
5.	FERMIN LOPEZ	6.3	49%	MID INT.
6.	GRACIA MONTEFLORES	4.9	44%	LOW INT.
7.	LEONEL SALAZAR	6.1	37%	MID INT.
8.	DAVID MENA	3.7	57%	MID INT.
9.	FRANCISCO RIVERA	2.0	40%	LOW INT.
10.	DAVID BATRES	1.0	38%	LOW INT.
11.	YANETH APARICIO	5.1	38%	LOW INT.
12.	ANA MARQUEZ	4.9	47%	LOW INT.
13.	MAURICIO ESRTADA	3.9	47%	LOW INT.

PARA: ING. CARLOS FRANCISCO CUELLAR
DE : ENGLISH LANGUAGE INSTITUTE
ASUNTO: REMISION DE NOTAS Y ASISTENCIA PARA EL MES DE
SEPTIEMBRE DE 1994

Adjunto sÍrvase encontrar los reportes que cubren el periodo de evaluaci3n antes mencionado.

Agradecemos su preferencia por nuestros servicios y les saludamos atentamente.

LIC. FRIEDA DE GARCIA
DIRECTORA

LISTA DE ASISTENCIA Y DE PROGRESO PARA PERSONAL DE A.M.E.

PERIODO: SEPTIEMBRE, 1994

NOMBRE	NOTA	ASISTENCIA
1. VILMA DE LOPEZ		6/21 She was very sick
2. EUNICE RUANO	B	20/20
3. EDUARDO FIGUEROA	B	20/209
4. MILANIS DE CABRERA	B	20/20
5. FERMIN LOPEZ	B	15/20
6. GRACIA MONTEFLORES	B	15/20
7. LEONEL SALAZAR	B	16/20
8. DAVID MENA	B	21/21
9. FRANCISCO RIVERA	B	20/20
10. DAVID BATRES	B	20/20
11. YANETH APARICIO	B-	15/20
12. ANA MARQUEZ	B-	15/20
13. MAURICIO ESTRADA	A	20/20

CON COPIA PARA MR. JAMES HABRON DEL AID

%
A: EXCELLENT 91-100
B: VERY GOOD 81-90
C: GOOD 71-80
D: FAIR 61-70

EMPRESA: _____

MAESTRO: _____

FECHA: _____ NIVEL: _____

CUESTIONARIO DE EVALUACION: Le agradeceremos nos proporcione su evaluación con respecto a los aspectos que se listan a continuación relacionados con la clase de inglés. Marque el espacio correspondiente. Sus comentarios son de gran valor para nosotros; muchas gracias.

	<u>Excelente</u>	<u>Muy Bueno</u>	<u>Bueno</u>	<u>Necesita Mejorar</u>
1. Preparación de la clase	_____	_____	_____	_____
2. Conocimiento sobre la materia demostrado por el maestro	_____	_____	_____	_____
3. Uso de ayudas y técnicas audiovisuales	_____	_____	_____	_____
4. Claridad de exposición	_____	_____	_____	_____
5. Disposición del maestro para aclarar dudas y contestar preguntas	_____	_____	_____	_____
6. Conocimiento sobre técnicas de enseñanza demostrado por el maestro	_____	_____	_____	_____
7. Puntualidad del maestro	_____	_____	_____	_____
8. Relación maestro/alumno	_____	_____	_____	_____
9. Habilidad demostrada por el maestro para motivar al estudiante	_____	_____	_____	_____
10. Ritmo de la clase	_____	_____	_____	_____
11. Presentación personal del maestro	_____	_____	_____	_____
12. Grado de participación de los estudiantes	_____	_____	_____	_____
13. Manera en que se han organizado las actividades del curso	_____	_____	_____	_____
14. El maestro ha logrado cumplir con los objetivos de esta área de manera	_____	_____	_____	_____

Comentarios: _____

A Comprehensive English Language Test for Learners of English

Form B
Test Book:
Includes Listening,
Structure, and
Vocabulary Sections

by David P. Harris and Leslie A. Palmer

McGraw-Hill Book Company

New York St. Louis San Francisco Atlanta Auckland Bogotá Dallas Guatemala
Hamburg Johannesburg Lisbon London Madrid Mexico Montreal New Delhi
Panama Paris San Juan São Paulo Singapore Sydney Tokyo Toronto

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

CELT

General Directions

1. This is a test of your ability to use the English language. It is in three sections, and there are special directions for each section.
2. Each section of the test has a time limit, and you will be told when to go on to the next section. If you complete a section before time is called, you may go back and check your answers.
3. Try to answer every problem. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be based on the number of correct answers that you give.
4. Do not put any marks in this test book. You must put *all* your answers on the separate answer sheet you have been given. To mark an answer, find the number of the problem on the answer sheet and put an x in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.
5. Mark only *one answer* for each problem. If you change your mind about an answer after you have marked it on the answer sheet, completely erase your first answer and then mark your new answer.
6. Be sure that you have printed your name and the other information that is asked for at the top of the answer sheet.

Form B

LISTENING STRUCTURE VOCABULARY

Section One

LISTENING

Part I: Answering Questions

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

Listen to the following example.

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

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

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

() () (\times) ()
 A B C D

This is the way to mark all the problems in Part I.

Now let us begin the test with question number 1.

- | | |
|---------------------------------|------------------------------|
| 1. (A) No, we aren't. — | 3. (A) Yes, he has. |
| \times (B) Only three blocks. | (B) I believe it's very new. |
| (C) Yes, it does. | (C) Yes, it's his. |
| (D) I'd like to try it. | (D) On the fourth, I think. |
| 2. (A) It was Paul's. | 4. (A) Yes, I do. |
| (B) Yes, he was. | (B) Mathematics. |
| (C) About noon today. | (C) Joan Smith, probably. |
| (D) Yes, he did. | (D) Yes, it's the best. |

5. (A) Yes, I really did.
(B) Yes, there were four altogether.
(C) I preferred the last one.
(D) Yes, most of us did.
6. (A) Yes, it was.
(B) In about an hour.
(C) Yes, I did.
(D) Not very well.
7. (A) At seven o'clock.
(B) In the big lecture hall.
(C) Yes, it's this evening.
(D) Yes, we are.
8. (A) Yes, it does.
(B) Every day.
(C) Yes, at night.
(D) Until midnight.
9. (A) Yes, he really likes it.
(B) Early next June.
(C) Work in the bank.
(D) Yes, he would.
10. (A) Only once, so far.
(B) No, she hasn't.
(C) I called her once.
(D) Three people.
11. (A) Yes, he is.
(B) Yes, she ought to.
(C) Yes, he ought to.
(D) Yes, she is.
12. (A) She's a doctor.
(B) On First Avenue.
(C) Yes, he does.
(D) He's a lawyer.
13. (A) Yes, he probably will.
(B) By 7:30 at the latest.
(C) Yes, he really has to.
(D) By taxi, I suppose.
14. (A) Yes, she does.
(B) It's big but rather ugly.
(C) Yes, I do.
(D) She's quite beautiful.
15. (A) Just last week.
(B) Yes, I did.
(C) By air mail.
(D) Yes, it was.
16. (A) The Smiths are coming over.
(B) At about 8:00.
(C) In the hotel restaurant.
(D) Fried chicken.
17. (A) She's much better now.
(B) To the post office.
(C) I've already told her.
(D) Yes, I know she is.
18. (A) No, it's quite different.
(B) Yes, he likes her a lot.
(C) No, he's quite different.
(D) Yes, he likes it very much.
19. (A) He'll be back at 7:00.
(B) Yes, please.
(C) I'll be very happy to.
(D) Yes, he should have.
20. (A) Yes, he goes all the time.
(B) No, it leaves there at 4:00.
(C) No, only on Saturdays and Sundays.
(D) Yes, everyone is going.

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

Part II: Understanding Statements

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

Listen to the following example.

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

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

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

() (×) () ()
A B C D

This is the way to mark all the problems in Part II.

Now let us begin Part II with problem number 21.

- | | |
|---|--|
| <p>21. (A) We had trouble finding Jack's letter.
(B) Jack has great trouble reading.
(C) Jack finds it hard to write letters.
(D) We had trouble reading Jack's letter.</p> | <p>24. (A) The plane left at 12:30.
(B) The plane left at 1:00.
(C) The plane left at 1:30.
(D) The plane left at 2:00.</p> |
| <p>22. (A) We'll go to the movie after lunch.
(B) We won't have any lunch today.
(C) We'll eat lunch after the movie.
(D) We won't go to the movie today.</p> | <p>25. (A) Mr. Smith expects to be late tonight.
(B) Mr. Smith expects to be on time tonight.
(C) Mr. Smith asked his wife to be on time tonight.
(D) Mrs. Smith expects to be late tonight.</p> |
| <p>23. (A) Bill finally went to the Smiths' dinner.
(B) Bill isn't going to the Smiths' dinner.
(C) Bill finally invited the Smiths to dinner.
(D) Bill will be late to the Smiths' dinner.</p> | <p>26. (A) Betty asked Bill to help her.
(B) Betty wouldn't agree to help Bill.
(C) Betty agreed to help Bill.
(D) Betty wouldn't let Bill help her.</p> |

27. (A) My wife thinks we need more money.
(B) I don't believe we need so much money.
(C) My wife believes we earn enough money.
(D) I think we need more money.
28. (A) The Smiths left at 12:00.
(B) The Smiths left at 12:30.
(C) The Smiths left at 1:00.
(D) The Smiths left at 1:30.
29. (A) The girl didn't want any candy.
(B) The girl wanted her brother's candy.
(C) The girl ate all the candy herself.
(D) The girl gave her brother some candy.
30. (A) It was a long meeting.
(B) It was the last meeting.
(C) It was a short meeting.
(D) No meeting was held.
31. (A) Frank walks to school in 10 minutes.
(B) Frank walks to school in 20 minutes.
(C) Frank walks to school in 30 minutes.
(D) Frank walks to school in 40 minutes.
32. (A) I was surprised by Robert's question.
(B) Robert was surprised by my answer.
(C) I was surprised by Robert's answer.
(D) Robert was surprised by my question.
33. (A) John fell asleep during the meeting.
(B) John stayed home during the meeting.
(C) John left right before the meeting.
(D) John got up to go to the meeting.
34. (A) Charles doesn't drive to work anymore.
(B) Charles is driving his brother to work now.
(C) Charles no longer takes his brother to work.
(D) Charles doesn't work in the morning anymore.
35. (A) I thought that John would arrive late.
(B) I didn't think that John would be there.
(C) I thought that John would attend the last concert.
(D) I didn't think that John would be so late.
36. (A) Everyone tried to help Bill.
(B) Only Bill wouldn't help.
(C) Everyone needed Bill's help.
(D) Only Bill wanted help.
37. (A) Jack took Helen's brother to the train.
(B) Jack's brother took Helen to the train.
(C) Jack took his brother to the train.
(D) Jack took Helen to the train.
38. (A) Robert has many friends.
(B) I don't know Robert's friends.
(C) Robert has very few friends.
(D) I don't like Robert's friends.
39. (A) Paul went by himself.
(B) Paul's sister went by herself.
(C) Paul and his sister went together—
(D) Paul and his sister decided not to go.
40. (A) We don't know why Betty saw George.
(B) We don't know if Betty has met George.
(C) We don't know why Betty likes George.
(D) We don't know when Betty will visit George.

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

21

Part III: Comprehending Dialogues

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

Listen to the following example.

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

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

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

Now let us begin Part III with problem number 41.

41. (A) At five-thirty (5:30).
(B) At six o'clock (6:00).
(C) At six-thirty (6:30).
(D) At seven o'clock (7:00).
42. (A) In a bus station.
(B) At a football stadium.
(C) In a department store.
(D) At a theater.
43. (A) 8:00
(B) 10:00
(C) 11:00
(D) 1:00
44. (A) At a movie theater.
(B) In a museum.
(C) On a bus.
(D) In a post office.
45. (A) That he isn't wearing his own coat.
(B) That the man's coat looked better than his.
(C) That she never really liked his coat.
(D) That his coat looks better than the man's.
46. (A) 10 minutes
(B) 20 minutes
(C) 30 minutes
(D) 50 minutes
47. (A) That he is often in debt.
(B) That he works at the University.
(C) That he is careful with his money.
(D) That he has no job.
48. (A) \$2.00
(B) \$3.00
(C) \$5.00
(D) \$8.00
49. (A) John
(B) Mary
(C) Richard
(D) Richard's wife
50. (A) That she would rather go to George's.
(B) That she doesn't like to make decisions.
(C) That she would rather entertain George at home.
(D) That she doesn't care for either choice.

*This is the end of the Listening Section.
Do not turn the page until you are told to
do so.*

CELT

General Directions

1. This is a test of your ability to use the English language. It is in three sections, and there are special directions for each section.
2. Each section of the test has a time limit, and you will be told when to go on to the next section. If you complete a section before time is called, you may go back and check your answers.
3. Try to answer every problem. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be based on the number of correct answers that you give.
4. Do not put any marks in this test book. You must put *all* your answers on the separate answer sheet you have been given. To mark an answer, find the number of the problem on the answer sheet and put an x in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.
5. Mark only *one answer* for each problem. If you change your mind about an answer after you have marked it on the answer sheet, completely erase your first answer and then mark your new answer.
6. Be sure that you have printed your name and the other information that is asked for at the top of the answer sheet.

Form B

LISTENING

STRUCTURE

VOCABULARY

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

24

Section Two STRUCTURE

Directions: This section of the test is designed to measure how well you know the grammar of English. There are 75 problems, and you will be given 45 minutes to do them. Each problem represents a brief conversation between two persons. In each of the conversations, one or more words have been omitted. Four words or phrases, marked (A), (B), (C), and (D), appear beneath each problem. You are to choose the *one* word or phrase that a native English speaker would use to complete the conversation.

Look at Example I.

Example I: "How old is George?"

"He's two years younger _____ his brother Paul."

- (A) that
- (B) of
- (C) as
- (D) than

In English, we would say: "He's two years younger *than* his brother Paul." Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (D) as shown below.

Example I: () () () (X)
A B C D

Now look at Example II.

Example II: "Have you finished the report for Mr. Jones?"

"Yes, I _____ this morning."

- (A) it to him gave
- (B) gave it to him
- (C) to him gave it
- (D) gave to him it

The native speaker would choose choice (B), "Yes, I *gave it to him* this morning," as the best way to complete this conversation. If this problem were in the test, you would mark choice (B) on your answer sheet as shown below.

Example II: () (X) () ()
A B C D

Now turn the page and begin work on the test problems.

1. "Did you get to see Professor Green today?"
"No, she was busy, _____ I'll try to see her next week."
(A) so
(B) although
(C) because
(D) that
2. "Didn't I see Charles in a new car yesterday?"
"Probably. _____."
(A) Every year buys he a new one
(B) He buys every year a new one
(C) He every year buys a new one
(D) He buys a new one every year
3. "Do John and Mary still live in New York?"
"Yes. They've been there for a year now, _____?"
(A) haven't they
(B) aren't they
(C) weren't they
(D) don't they
4. "What are the Smith boys doing now?"
"They're both _____."
(A) bus drivers
(B) buses driver
(C) buses drivers
(D) driver of buses
5. "Have you seen Peter Brown lately?"
"No. He _____."
(A) seldom visits anymore us
(B) visits us seldom anymore
(C) visits seldom us anymore
(D) seldom visits us anymore
6. "I should sell this old car while it still runs."
"How long _____ it?"
(A) you've had
(B) have you
(C) have you had
(D) had you
7. "Do you know who owns this car?"
"Yes, it's _____."
(A) ours
(B) of us
(C) our
(D) of ours
8. "Have you been to the theater lately?"
"Yes. We went _____."
(A) yesterday night
(B) the night before
(C) last night
(D) the last night
9. "Shall I call you at three o'clock?"
"No, call me at five. I don't know where _____ at three o'clock."
(A) I've been
(B) I'll be
(C) I be
(D) shall I be
10. "Did you finish your homework?"
"Finally, but it took me _____ hours."
(A) quite a little
(B) quite a number
(C) quite a few of
(D) quite a few
11. "Didn't Howard enjoy the play?"
"Apparently not. He fell asleep during _____."
(A) Second Act
(B) the Act Two
(C) the Second Act
(D) the Act Second

12. "I should remind Ann of tomorrow's meeting."
 "I'm sure we'll get _____ for you to call her tonight."
 (A) home soon enough
 (B) enough soon home
 (C) home enough soon
 (D) soon enough home
13. "I must see Charles this afternoon."
 "I'll call you just as soon as _____."
 (A) he'll arrive
 (B) he arrives
 (C) he's arriving
 (D) he'd arrive
14. "Why did you go back to the shop?"
 "I left my friend _____ there."
 (A) waiting
 (B) to waiting
 (C) wait
 (D) waits
15. "Did you go to the movies yesterday?"
 "Yes, but I _____ some shopping first."
 (A) must do
 (B) must to do
 (C) have done
 (D) had to do
16. "Doesn't that radio work?"
 "No. It seems _____ broken."
 (A) to been
 (B) to being
 (C) to had been
 (D) to be
17. "Did you find an answer to the last problem?"
 "Yes, and it was the same _____ Marge's."
 (A) of
 (B) as
 (C) to
 (D) like
18. "I'll help you paint your room."
 "Don't do it unless _____."
 (A) you'll really want to
 (B) you'd really want to
 (C) you really want to
 (D) you really wanted to
19. "Jack's in the hospital for some tests."
 "How long _____ to stay there?"
 (A) is he needing
 (B) he'll need
 (C) he's needing
 (D) will he need
20. "What does Judy do after class?"
 "She usually goes _____."
 (A) right to home
 (B) right home
 (C) right at her home
 (D) right at home

21. "John's very sorry about his mistake."
 "He _____."
 (A) should to be
 (B) ought to
 (C) needs to
 (D) should be
22. "Have you been waiting very long for me?"
 "No, just _____."
 (A) since a few minutes
 (B) a few minutes ago
 (C) during a few minutes
 (D) for a few minutes
23. "Did you like the Grants' new house?"
 "Yes, but I hadn't expected it _____ so small."
 (A) to being
 (B) to been
 (C) of being
 (D) to be
24. "Is George still in Boston?"
 "No, he's been in New York _____ nine months now."
 (A) for
 (B) since
 (C) during
 (D) after
25. "Why is Peter so quiet today?"
 "He's worried _____ his chemistry examination."
 (A) of taking
 (B) to take
 (C) about taking
 (D) taking
26. "Professor Smith is in her office now."
 "I hope she's not _____ to see me."
 (A) so busy
 (B) too busy
 (C) very busy
 (D) busier than
27. "I wish we'd eaten at the new restaurant tonight."
 "You should _____ it sooner."
 (A) had suggested
 (B) suggested
 (C) have suggested
 (D) suggesting
28. "What do your guests plan to do tomorrow?"
 "They say _____ to visit the museum."
 (A) they like
 (B) they're liking
 (C) they'd like
 (D) they'll like
29. "It's already six o'clock."
 "Yes, but we're _____ to get good seats."
 (A) still early enough
 (B) enough still early
 (C) enough early still
 (D) still enough early
30. "The boys want to go to the concert tonight."
 "They'd better _____ their homework instead."
 (A) to do
 (B) doing
 (C) did
 (D) do
31. "I wish I knew where Fred lived."
 "Well, why don't you _____ an effort to find out?"
 (A) put
 (B) make
 (C) do
 (D) take

32. "Is Robin a good painter?"
 "She was _____ to win a prize last year."
 (A) so good
 (B) good enough
 (C) as good
 (D) enough good
33. "When do you do your studying?"
 "I do most of it _____ weekends."
 (A) on
 (B) in
 (C) of
 (D) to
34. "How is David doing with his new job?"
 "He really doesn't seem very _____."
 (A) interesting in it
 (B) interested of it
 (C) interest in it
 (D) interested in it
35. "I'm on my way to the post office."
 "Would you mind _____ a letter for me?"
 (A) to mail
 (B) of mailing
 (C) mailing
 (D) to mailing
36. "What happened to the milk?"
 "It was _____ that I threw it out."
 (A) very old
 (B) very long
 (C) so old
 (D) too long
37. "Where should I put the eggs?"
 "Just leave them on the _____."
 (A) kitchen table
 (B) table kitchen
 (C) kitchen's table
 (D) table of the kitchen
38. "I don't like the Becks' new furniture."
 "Really? What's the matter _____?"
 (A) of it
 (B) with them
 (C) of them
 (D) with it
39. "Will Paul and Jane come to the meeting?"
 "No, and _____."
 (A) so won't I
 (B) I won't too
 (C) neither will I
 (D) either won't I
40. "What was wrong with your watch?"
 "It just needed _____."
 (A) to clean
 (B) to been cleaned
 (C) cleaning
 (D) to being cleaned
41. "I thought you were going to a movie."
 "Well, I wanted to, but _____ seemed interested."
 (A) no one other
 (B) no ones
 (C) none else
 (D) no one else
42. "I haven't seen Helen on the bus lately."
 "That's because _____."
 (A) recently she's been driving her car to work
 (B) she's been driving recently her car to work
 (C) she's been driving recently to work her car
 (D) recently she's been driving to work her car

43. "Was your homework wrong?"
 "Yes, and the teacher made me _____."
 (A) to correct it
 (B) correct it
 (C) for to correct
 (D) corrected it
44. "Why haven't you worn your blue suit lately?"
 "I got _____ tired of it that I gave it away."
 (A) very
 (B) too
 (C) so
 (D) enough
45. "I want to finish this letter before going to class."
 "All right, but you'd better not _____ late."
 (A) to be
 (B) been
 (C) being
 (D) be
46. "What did the doctor tell Ann?"
 "She mustn't go back to work _____."
 (A) until two weeks
 (B) during two weeks
 (C) two weeks
 (D) for two weeks
47. "Do you still take the bus to work?"
 "Yes, unfortunately. If I _____ afford it, I'd buy a car."
 (A) can
 (B) will
 (C) could
 (D) would
48. "Why are you staying so late at the office?"
 "There's a lot of work that _____ by tomorrow's meeting."
 (A) must being finished
 (B) needs to be finished
 (C) must to be finished
 (D) needs to finish
49. "It looks like rain."
 "Yes, and I left _____."
 (A) open my car windows
 (B) my windows of car open
 (C) open my car's windows
 (D) my car windows open
50. "What happened to your bicycle?"
 "It's _____ for nearly a month."
 (A) being broken
 (B) broken
 (C) been broken
 (D) broke
51. "Have you studied English very long?"
 "Yes, but I still don't speak it as well as _____."
 (A) I'll like to
 (B) I'd like to
 (C) I've liked to
 (D) I like to
52. "Has Martha studied French very long?"
 "Yes. _____ private lessons since 1975."
 (A) She's taking
 (B) She'd taken
 (C) She takes
 (D) She's taken

53. "Mary's having her apartment painted next week."
"So _____."
(A) Bill has
(B) is Bill
(C) Bill is
(D) has Bill
54. "Why was Ted late getting here?"
"He got lost in Chicago trying to change _____."
(A) railroads stations
(B) railroads station
(C) railroad stations
(D) railroad station
55. "May I borrow your dictionary?"
"I'm sorry, but Dick _____."
(A) still hasn't brought it back
(B) hasn't still brought it back
(C) still hasn't brought back it
(D) hasn't brought it still back
56. "The Jacksons are on their way to Florida."
"Really? I'd heard that they _____ for another month."
(A) won't be leaving
(B) don't leave
(C) wouldn't be leaving
(D) aren't leaving
57. "I understand you're taking the children to Europe with you."
"Yes, and they're very excited _____ going."
(A) about
(B) of
(C) with
(D) to
58. "Donald shouldn't wear such old clothes to the office."
"I agree. I certainly wish _____ some new ones."
(A) he'll buy
(B) he'd buy
(C) he should buy
(D) he's bought
59. "Will you be going out to eat tonight?"
"I imagine _____."
(A) it
(B) so
(C) to
(D) that
60. "Have you seen the new show at the Ritz Theatre?"
"Not yet, but I expect _____."
(A) to
(B) it
(C) so
(D) that
61. "Were you able to meet Bill's plane?"
"No, but I wish I _____."
(A) did
(B) may have
(C) could have
(D) might

62. "Did your brother really lose the new pen you gave him?"
 "Yes, he did, and I do wish _____ to take better care of his things."
 (A) he'll learn
 (B) he'd learn
 (C) he's learned
 (D) he may learn
63. "Did the Bakers really give Billy a cat?"
 "Yes, but his mother made him _____ it back."
 (A) to take
 (B) taking
 (C) taken
 (D) take
64. "John's leaving the University."
 "I know. What do you think _____?"
 (A) happens
 (B) happen
 (C) happened
 (D) is happened
65. "Isn't Ruth coming with us?"
 "No, she's expecting a letter and wants to stay home until the mail _____."
 (A) is delivered
 (B) was delivered
 (C) be delivered
 (D) will have delivered
66. "I hear you're going to London."
 "Yes, and if I had enough time _____ to Paris, too."
 (A) I'll go
 (B) I'd go
 (C) I went
 (D) I'm going
67. "Will you get to Rome next summer?"
 "I'm still hoping _____."
 (A) it
 (B) to
 (C) that
 (D) of going
68. "Did you buy anything at the sale?"
 "Just a _____."
 (A) ten-dollar desk lamp
 (B) ten-dollars desk's lamp
 (C) ten-dollars desk lamp
 (D) ten-dollar desk's lamp
69. "How are you coming with your homework?"
 "I've done _____ of the problems."
 (A) all but one
 (B) except one
 (C) but for one
 (D) all less one

70. "Have you seen the table Martha got from her grandmother?"
"Yes, and it's one of the most unusual _____ I've ever seen."
(A) piece of furniture
(B) pieces of furnitures
(C) pieces of furniture
(D) piece of furnitures
71. "I thought you were going to the mountains last week."
"I'd wanted to, but I was _____ busy to leave."
(A) much too
(B) too much
(C) so much
(D) very much
72. "Wasn't George in class today?"
"No. Professor Brown excused him _____."
(A) of attending
(B) to attend
(C) from attending
(D) attending
73. "Peter Johnson asked about you tonight."
"I don't remember _____ him."
(A) ever meeting
(B) of ever meeting
(C) that I ever meet
(D) ever to meet
74. "Doesn't this climate bother you?"
"A little, but after a while one gets used _____ hot."
(A) to be
(B) of being
(C) to been
(D) to being
75. "What did Professor Jones say about your composition?"
"He suggested _____ it over."
(A) I'll write
(B) I write
(C) me to write
(D) I'm writing

*This is the end of the Structure Section.
Do not turn the page until you are told to
do so.*

CELT

General Directions

1. This is a test of your ability to use the English language. It is in three sections, and there are special directions for each section.
2. Each section of the test has a time limit, and you will be told when to go on to the next section. If you complete a section before time is called, you may go back and check your answers.
3. Try to answer every problem. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be based on the number of correct answers that you give.
4. Do not put any marks in this test book. You must put *all* your answers on the separate answer sheet you have been given. To mark an answer, find the number of the problem on the answer sheet and put an x in the space over the letter A, B, C, or D—whichever goes with the answer you have chosen.
5. Mark only *one answer* for each problem. If you change your mind about an answer after you have marked it on the answer sheet, completely erase your first answer and then mark your new answer.
6. Be sure that you have printed your name and the other information that is asked for at the top of the answer sheet.

Form B

LISTENING STRUCTURE VOCABULARY

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO

Section Three VOCABULARY

Directions: This section of the test is designed to measure your knowledge of the meanings of some English words. It is in two parts, and there are special directions for each part. Altogether, there are 75 problems in this section, and you will be given 35 minutes to do them. *Do not stop at the end of Part I but go right on to Part II.*

Part I

Directions: Each problem in Part I consists of a sentence in which one word is omitted. Four words, marked (A), (B), (C), and (D), are given beneath the sentence. You are to choose the *one* word which best completes the sentence.

Look at Example I.

Example I: A _____ is used to cut with.

- (A) knife
- (B) lamp
- (C) horn
- (D) pen

Since a *knife* is used to cut with (but not a lamp, horn, or pen), you should choose the answer marked (A). If this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (A) as shown below.

Example I: (X) () () ()
A B C D

Now look at Example II.

Example II: It must be getting warmer, for the snow is beginning to _____.

- (A) strain
- (B) melt
- (C) burst
- (D) shine

The correct answer is (B). When snow begins to *melt*, we know the weather is getting warmer. If this problem were in the test, you would mark choice (B) on your answer sheet as shown below.

Example II: () (X) () ()
A B C D

Now go on to the next page and begin work on the problems for Part I.

1. Though the flowers looked very real, they were actually _____.
 (A) artificial
 (B) prosperous
 (C) abundant
 (D) fundamental
2. There will be a heavy _____ if you don't pay this bill on time.
 (A) precaution
 (B) penalty
 (C) petition
 (D) preference
3. The man carried a _____ to see his way through the darkness.
 (A) token
 (B) bucket
 (C) trumpet
 (D) lantern
4. We'll need some strong _____ to repair the broken dish.
 (A) fringe
 (B) rust
 (C) glue
 (D) sap
5. The large gold _____ of the church can be seen from a great distance.
 (A) dome
 (B) beak
 (C) flank
 (D) tub
6. The milk was so old that it had become quite _____.
 (A) sour
 (B) void
 (C) stale
 (D) crude
7. Mrs. Smith _____ the dirty clothes in hot water.
 (A) grazed
 (B) consumed
 (C) soaked
 (D) absorbed
8. On his back the old man carried a heavy _____ of old clothes.
 (A) thicket
 (B) bundle
 (C) mob
 (D) tract
9. Jack's shirt was burned by _____ from the fire.
 (A) stains
 (B) links
 (C) sparks
 (D) hints
10. Charles used our _____ to climb to the top of the tree.
 (A) trench
 (B) paddle
 (C) chart
 (D) ladder
11. Because of the storm Mr. Smith was _____ in Chicago for a day.
 (A) detained
 (B) affirmed
 (C) excelled
 (D) refrained
12. The meeting begins exactly at 8:00, so please try to be _____.
 (A) grim
 (B) apt
 (C) crisp
 (D) prompt
13. Jack wrote the message on a _____ of paper.
 (A) stitch
 (B) sprig
 (C) scrap
 (D) streak
14. The water _____ slowly from the pipe onto the floor.
 (A) dripped
 (B) jerked
 (C) skipped
 (D) dodged

15. The heavy snow caused the bridge to _____ .
 (A) suffice
 (B) collapse
 (C) expire
 (D) persist
16. Whenever there is a serious _____ , many people have no jobs.
 (A) nomination
 (B) proposition
 (C) conviction
 (D) depression
17. The cake was so dry that it _____ .
 (A) kindled
 (B) stifled
 (C) meddled
 (D) crumbled
18. Elizabeth _____ the plants with water.
 (A) rustled
 (B) wrinkled
 (C) sprinkled
 (D) twinkled
19. We couldn't understand what Frank was saying because he _____ so.
 (A) mumbled
 (B) tottered
 (C) jostled
 (D) loitered
20. The hungry dog quickly _____ the food.
 (A) provoked
 (B) indulged
 (C) suppressed
 (D) devoured
21. At 11:00 the meeting was _____ until the next morning.
 (A) regained
 (B) adjourned
 (C) subdued
 (D) redeemed
22. Mary was given the first prize by the _____ of judges.
 (A) panel
 (B) shelf
 (C) tablet
 (D) ledge
23. When Alice makes up her mind, nothing will _____ her to change it.
 (A) dismiss—
 (B) fulfill
 (C) confirm
 (D) induce
24. The woman was _____ the steps with a large brush.
 (A) stressing
 (B) skimming
 (C) scrubbing
 (D) shrinking
25. The child tried to _____ out of the room without being noticed.
 (A) scowl
 (B) sneak
 (C) soar
 (D) surge
26. Charles _____ all his strength trying to open the heavy window.
 (A) inserted
 (B) excluded
 (C) inflicted
 (D) exerted
27. Without water, the flowers soon _____ .
 (A) shattered
 (B) withered
 (C) staggered
 (D) hovered
28. Because he had been travelling all night, Bill arrived looking quite _____ .
 (A) haggard
 (B) sleek
 (C) prudent
 (D) scant

29. The flame _____ in the wind and then went out.
- (A) flickered
 - (B) prospered
 - (C) stammered
 - (D) blundered
30. After he hurt his foot, Charles had to use a _____ when he walked.
- (A) notch
 - (B) wrench
 - (C) crutch
 - (D) switch
31. When he fell, the child _____ his knee quite badly.
- (A) shrugged
 - (B) bruised
 - (C) tugged
 - (D) vexed
32. A strong _____ of wind blew out the candle.
- (A) gulp
 - (B) glint
 - (C) gust
 - (D) graft
33. The worker put a new _____ of glass in the window.
- (A) rim
 - (B) pane
 - (C) spine
 - (D) wedge
34. The houses along the beach were _____ by the great waves.
- (A) battered
 - (B) dazzled
 - (C) sifted
 - (D) trampled
35. In the darkness, Henry carefully _____ his way to the door.
- (A) coaxed
 - (B) posed
 - (C) groped
 - (D) lurked

Now read the directions for Part II.

Part II

Directions: Each problem in Part II consists of a short phrase beneath which are four words marked (A), (B), (C), and (D). You are to choose the *one* word whose meaning is most nearly the same as the meaning of the phrase.

Look at Example III.

Example III: far away

- (A) worthy
- (B) pale
- (C) distant
- (D) huge

The word whose meaning is nearest the meaning of *far away* is *distant*. Therefore, if this problem were in the test, you would find the number of the problem on your answer sheet and mark choice (C) as shown below.

Example III: () () (x) ()
 A B C D

Now look at Example IV.

Example IV: to show the way

- (A) greet
- (B) guide
- (C) guard
- (D) gaze

To show someone the way is to *guide* him. Therefore, you should choose the answer marked (B). If this problem were in the test, you would mark choice (B) on your answer sheet as shown below.

Example IV: () (x) () ()
 A B C D

Now go on to the next page and begin work on the problems for Part II.

36. empty
(A) vivid
(B) gross
(C) slim
(D) vacant
37. a place of safety
(A) tribute
(B) refuge
(C) orchard
(D) terrace
38. to gather or collect
(A) accumulate
(B) penetrate
(C) advocate
(D) elaborate
39. easy to see
(A) primary
(B) liberal
(C) obvious
(D) sensitive
40. certain to happen
(A) inevitable
(B) substantial
(C) notable
(D) critical
41. to become smaller
(A) attribute
(B) suspend
(C) diminish
(D) linger
42. to strike with the closed hand
(A) jam
(B) brace
(C) fling
(D) punch
43. slightly wet
(A) limp
(B) frail
(C) moist
(D) harsh
44. to determine the truth about something
(A) query
(B) verify
(C) avert
(D) concede
45. to think deeply about something
(A) contemplate
(B) regulate
(C) stimulate
(D) nominate
46. very unpleasant
(A) meager
(B) futile
(C) nasty
(D) lavish
47. convenient and easily used
(A) handy
(B) acute
(C) fruitful
(D) compact
48. to dislike very strongly
(A) detest
(B) denote
(C) defer
(D) detach
49. far away
(A) profound
(B) solemn
(C) remote
(D) rural
50. very unimportant
(A) vicious
(B) trivial
(C) obstinate
(D) durable
51. a simple, rough drawing
(A) shaft
(B) splash
(C) scent
(D) sketch

52. to offer praise to someone
 (A) compliment
 (B) demonstrate
 (C) compromise
 (D) calculate
53. to strike with the open hand
 (A) flap
 (B) clip
 (C) slap
 (D) dump
54. a round handle of a door
 (A) spool
 (B) tack
 (C) knob
 (D) peg
55. full of good humor
 (A) ample
 (B) jolly
 (C) gallant
 (D) vital
56. to hold tightly
 (A) hurl
 (B) pierce
 (C) rouse
 (D) clutch
57. a place to stay in
 (A) threshold
 (B) quarry
 (C) shutter
 (D) lodging
58. an occupation requiring special skill
 (A) craft
 (B) quest
 (C) code
 (D) fee
59. something of little importance
 (A) motive
 (B) trifle
 (C) parcel
 (D) errand
60. to laugh softly
 (A) chuckle
 (B) bellow
 (C) shudder
 (D) cherish
61. a small branch of a tree
 (A) wreath
 (B) perch
 (C) twig
 (D) cane
62. about to happen
 (A) strenuous
 (B) rational
 (C) imminent
 (D) tedious
63. to smile broadly
 (A) hum
 (B) grin
 (C) muse
 (D) wink
64. a small remaining part
 (A) remnant
 (B) relish
 (C) reproach
 (D) retort
65. a small seat with no back
 (A) stall
 (B) steed
 (C) stool
 (D) strait
66. to sleep lightly
 (A) doze
 (B) wince
 (C) feign
 (D) lag
67. a very small spot
 (A) spice
 (B) speck
 (C) sphere
 (D) spire

68. very high

- (A) hardy
- (B) lofty
- (C) dreary
- (D) sturdy

69. to wander away

- (A) strive
- (B) slay
- (C) scold
- (D) stray

70. to keep away from

- (A) snare
- (B) cite
- (C) shun
- (D) tease

71. a pile or heap

- (A) booth
- (B) mat
- (C) tank
- (D) mound

72. to desire very strongly

- (A) lure
- (B) crave
- (C) reap
- (D) bribe

73. to seize suddenly

- (A) chip
- (B) scrape
- (C) bump
- (D) grab

74. to pay attention

- (A) convey
- (B) bet
- (C) adapt
- (D) heed

75. a small, very poorly built house

- (A) shack
- (B) horde
- (C) raft
- (D) clump

Stop! This is the end of the test.



- 1. ✓ (She) (He) (It) married my sister.
A B C
- 2. ✓ He has a horse but wants (other) (one) (another one).
A B C
- 3. ✓ The book belongs to Mary; it is (his) (hers) (its).
A B C
- 4. ✓ The (Book of grammar) (grammar book) (book grammar) is small.
A B C
- 5. ✓ The coat is (my son's) (to my son) (of my son).
A B C
- 6. ✓ Mary is (gooder) (better) (more good) than Jane.
A B C
- 7. ✓ The (youngs boys) (youngs boy) (young boys) like simple food.
A B C
- 8. ✓ Washington is warm. (no) (not true) (isn't it)?
A B C
- 9. They meet (at) (to) (on) eight o'clock
A B C
- 10. ✓ The book is (in) (into) (on) the room.
A B C
- 11. ✓ (In his coffee sugar he uses.) (He uses in his coffee sugar.)
A B
(He uses sugar in his coffee.)
C
- 12. ✓ (How are you today?) (How are today you?) (How today are you?)
A B C
- 13. ✓ He (will) (wills) (wants) to go with you.
A B C
- 14. ✓ I hope he (will) (should) (would) go.
A B C
- 15. ✓ (Does) (Is) (Has) he have the ball?
A B C
- 16. ✓ John and I (am) (are) (be) students.
A B C
- 17. ✓ How (liked you) (you liked) (did you like) the trip?
A B C

18. After (to eat) (eating) (the eat) I sleep.
A B C
19. Won't you (going) (go) (to go) with me?
A B C
20. He works (for) (for to) (to) get money.
A B C
21. The time is (half eight) (^hhalf past seven) (seven and a half).
A B C
22. Today (it makes) (it is) (it does) cold.
A B C
23. (Good evening) (Good night) (Goodbye) Mr. Jones, how is your family?
A B C
24. His car was (broken) (burst) (wrecked) in the accident.
A B C
25. A mouse is (resemble to) (alike) (similar to) a rat.
A B C
26. The boy bathed (herself) (himself) (itself).
A B C
27. He doesn't have (something) (nothing) (anything) for you.
A B C
28. She buys (her own clothes) (his own clothes) (its own clothes).
A B C
29. He lighted the (lamp table) (lamp of table) (table lamp).
A B C
30. They have two (children) (child) (childs).
A B C
31. Jane is (the beautifullest) (the most beautiful) (most beautiful) girl
in the class.
A B C
32. Every (girl have) (girls have) (girl has) new books.
A B C
33. She comes tomorrow. (won't she) (doesn't she) (won't she)?
A B C *(isn't she)*
34. He comes to work (on) (in) (by) a taxi.
A B C
35. We live (on) (in) (at) 724 Main Street.
A B C

52. ✓ No thank you. I have (some) (any) (other).
A B C
53. ✓ The hat is (his) (of him) (that of him).
A B C
54. ✓ He went to the (horse races) (horses race) (horses races).
A B C
55. ✓ I have a new (pair of shoe) (pairs of shoes) (pair of shoes).
A B C
56. ✓ My hat is as big (what) (that) (as) yours.
A B C
57. ✓ He wants (severals bigs ones) (several big one) (several big ones).
A B C
58. ✓ Mrs. Jones isn't home, (does she) (is she) (isn't she)?
A B C
59. ✓ She put the money (on) (into) (within) my hand.
A B C
60. ✓ (At) (In) (On) Christmas Day they go to church.
A B C
61. ✓ (I very well learned English.) (I learned very well English.)
A B
(I learned English very well.)
C
62. ✓ (Is eating your father?) (Is your father eating?) (Eating is your father?)
A B C
63. ✓ You (can) (could) (could be) wrong.
A B C
64. ✓ (When I were) (If I were) (I were) you, I would go.
A B C
65. ✓ (Do you study hard?) (Are you study hard?) (Study you hard?)
A B C
66. ✓ We (don't have) (not have) (no have) the time.
A B C
67. ✓ I (am) (have been) (am being) here a long time
A B C
68. ✓ Horses sleep (standing) (to stand) (stood) up.
A B C
69. ✓ I hope to (can to write) (be able to write) (can write) more tomorrow.
A B C

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70. I want you (go) (to go) (going) Tuesday.
A B C
71. We (had a good time) (made a good time) (did a good time).
A B C
72. The pens are (like) (same) (alike).
A B C
73. Our guest did not (seem) (appear) (evident).
A B C
74. Their trip was full of (hardship) (hardiness) (hardening).
A B C
75. He (waited) (waited for) (awaited for) the train.
A B C
76. They have (milk) (of the milk) (some of milk).
A B C
77. The man (I saw) (what I saw) (which I saw) was happy.
A B C
78. The boy (of whom the) (whose) (of who the) mother you saw plays the piano.
A B C
79. There is not (much) (many) (much of) news in the paper.
A B C
80. The baby has five (tooth) (teeth) (tooths).
A B C
81. He speaks that language (worst) (baddest) (most bad) of all.
A B C
82. Is this (a useful) (an useful) (useful) tool?
A B C
83. She hasn't been singing, (did she) (was she) (has she)?
A B C
84. Thank you; you are kind (for) (to) (with) me.
A B C
85. He wears his hat (in) (over) (on) his head.
A B C
86. He went (there late yesterday) (late yesterday there) (yesterday late there).
A B C

104. People (thinks) (think) (is thinking) it is true.
A B C
105. This cat catches (mouses) (mouse) (mice).
A B C
106. He studied (more well) (better) (more goodly) Tuesday.
A B C
107. Mr. Dupont is (a French) (the French) (French).
A B C
108. He wasn't going to dance, (wasn't he) (was he) (wouldn't he)?
A B C
109. He requested (to me) (with me) (me) to come.
A B C
110. I live (on) (to) (in) the corner of 15th and M streets.
A B C
111. (The three old pictures) (The old three pictures) (The three pictures
A B C
old) are valuable.
112. He asks (to the people for money) (the people for money) (for money
A B C
to the people).
113. John (might) (mights) (might to) come soon.
A B C
114. I wish I (were) (will be) (am) pretty.
A B C
115. How much (the books cost) (cost the books) (do the books cost)?
A B C
116. John (throw) (have thrown) (threw) his cap in the air.
A B C
117. The play (performs itself) (is performed) (performs) daily.
A B C
118. He saw the work (doing) (did) (being done).
A B C
119. She promised (to try to learn to swim) (to try learn to swim)
A B
(to try to learn swim).
C
120. He wants (something to eat) (something for to eat) (something for eat).
A B C

121. The man is (making) (getting) (doing) his hair cut.
A B C
122. Soap (absolves) (solves) (dissolves) in water.
A B C
123. I (want) (wish) (like) that I had a letter.
A B C
124. What (kind of) (class) (kind) pencil is that?
A B C
125. (Look) (Look at) (Look for) me swim!
A B C
126. He owns (of the books) (some of the books) (ones of the books).
A B C
127. (He) (She) (They) talked to each other.
A B C
128. (How) (What) (When) should he say?
A B C
129. What is (the price of coffee) (of coffee the price)
(the price coffee?)
A B C
130. We saw two (ox) (oxen) (oxes).
A B C
131. She talks (more fast) (more fastly) (faster).
A B C
132. (Hundred thousand) (A hundred thousand) (An hundred thousand) people
came to the game.
B C
133. Alice likes the flowers and Jane (does) (likes) (is) too.
A B C
134. Mary has a (cup milk) (cup from milk) (cup of milk).
A B C
135. I went to school (during) (for) (while) a week.
A B C
136. The (first two big) (two first big) (big first two) cars are new.
A B C
137. I gave (it him) (to him it) (it to him).
A B C

135. / Does he can't) (Doesn't he can't) (Can't he) write?
A B C
139. / Please (you do) (do) (to do) it.
A B C
140. / We (shall going) (will going) (are going) to a party.
A B C
141. / In 1492 Columbus (has discovered) (discovered) (has been discovering)
America.
A B C
142. / The work (completed) (was completed) (was completing).
A B C
143. / He needs (to be told) (telling) (told) the truth.
A B C
144. / (I would like) (I had liked) (I like) to have seen it.
A B C
145. / (The chalk is to writing.) (The chalk is to write.) (The chalk is to
write with.)
A B C
146. / We (take) (give) (do) a walk every day.
A B C
147. / A (few) (little) (small) boys walk to school.
A B C
148. / It is (hardly) (very) (much) difficult to write on a grain of rice.
A B C
149. / Mary has (a lot of) (much of) (many) ice cream.
A B C
- ✓ 150. / He turned (on) (down) (up) the radio to make it louder.
A B C

"E L I"
CENTRO DE
ENSEÑANZA
AUDIOVISUAL

ENGLISH PROGRAM

Name of the Course: English Training to GOES Employees
Pre-requisite: Placement Test
No. of Students: 80 divided into 4 groups of twenty each
Recommended text: In Contact Series- Scott Foresman
Time: After 5 pm during week days or on Saturdays
from 1 to 6 pm.
No. of hours /week: Five minimum.
Duration of Course: Four semesters ending in September 30, 1994.
Methodology: Audio-visual, structuro global,
participatory, communicative.
Location: ELI facilities, either at Col. Escalón, or
Santa Tecla or both.
Teaching Materials: Film strips, tapes, flash cards, posters,
textbooks, realia transparencies videos and
slides.
Equipment: Film strip projectors, overhead projector,
tape recorders, slide projectors, VHS, T.V.
Evaluations: Placement test, mid-book test, and final test
per level covered.

Description: This is a three level, four skills course
that emphasizes speaking and listening
skills, through careful buildup and recycling
of language content and the use of manageable
tasks. Pair and small group work and
information gap activities are used
extensively. Students are encouraged to
become responsible for their own learning.
Every unit starts with a warm up, followed by
a conversation aimed at developing accuracy
and fluency, followed by pronunciation
exercises, grammar structures, listening,
speaking, reading, writing a review and a
test your knowledge exercise to see whether
students have achieved the goals set in said
unit.

Objectives: At the end of the Basic Level (In Contact II)
students will be able to:

1. Apply basic English pronunciation rules to the vocabulary learned.
2. Use a minimum working vocabulary of 3000 words.
3. Participate in simple conversations including but not limited to:
 - a) Greetings and farewells.
 - b) Introductions (formal and informal)
 - c) Describing one's family and asking about other people's family.
 - d) Describe and talk about their country and the places where they live.

- e) Asking and understanding directions.
 - f) making long distance and local phone calls.
 - g) The Post Office
 - h) Ordering food in a restaurant.
 - i) Buying something in a store and paying.
 - j) Banking Transactions .
 - k) Emergencies.
 - l) Buying at the market and supermarket.
 - m) Time and weather
 - n) Meals and food.
 - o) Clothing
 - q) Parts of the house
 - r) Professions and occupations
 - s) Talk about themselves, their background, likes and dislikes.
4. Recognize and use simple vocabulary in their technical fields.
 - a) participate in simple conversations regarding their jobs
 5. Understand and recognize some of the cultural differences, both in oral communication and body language to feel more comfortable in social situations.
 6. Experience America by participating in simulations with teachers and interacting with guests from the U.S.
 7. Demonstrate greater self-confidence when communicating in the target language.

At the end of the Intermediate level (On Target II) students will be able to:

1. Explore a topic idea from different points of view and involve listening, speaking, reading and writing skills.
2. Predict, listen for main ideas and for details.
3. Retrieve information, infer and deduce.
4. Formulate rules.
5. Develop a theme further through writing.
6. Evaluate their own progress.
7. Participate and give their personal opinions in open-class discussions, pair work, role play, debates etc.
8. Write reports, formal and informal letters, general correspondence.
9. Use the technical vocabulary needed to perform their jobs.
10. Interact with native and non native English speakers.

At the end of the Advanced Level (In Charge II), students will be able to:

1. Perform speaking tasks in English without preliminary controlled practice activities.
2. Talk about a broad range of subject matters with the same confidence and authority to which they have been accustomed in their native language.

3. Write tasks that range from simple note taking to more extensive expression of ideas and personal history, job related issues, memos, reports, letters, etc.
4. Read and understand USAID manuals and regulations in English.
5. Communicate effectively in English.
6. Pass the CELT Proficiency English Test with a minimum of 70% achievement.

METHODOLOGY

The emphasis of this training will be placed on student participation.

Since emphasis of the content is on participating in conversations, development of survival skills, and practical applications, the corresponding methodology will be completely practical, audiovisual, structural global and communicative. We will provide opportunity for simulations, dramatizations, and small group participation.

Native speakers will be invited to come to the classroom as volunteers or to have a snack and coffee with participants to expose students to native speakers other than their teachers.

Students will be grouped according to skill level so those who are not true beginners may progress at a faster pace. Cooperative learning is also encouraged to take advantage of those students with a slightly higher knowledge of English.

Teachers will set up a rapport and atmosphere in the classroom that will allow students to feel more at ease with each classroom session and to take risks in the target language. Students will be encouraged to speak English both inside and outside the classroom.

Students will be evaluated at the end of each unit. Homework will also be assigned.

COORDINATOR

We will appoint a coordinator who will be responsible for the execution, supervision, and logistics of the program.

TEACHERS

There will be one master teacher per group and two teacher aids for the four groups. Master teachers will coordinate with teacher aids so as to divide the groups for more personalized learning.

Master teacher will have a teaching degree from a university or a minimum three year experience teaching English to adults
Teacher aids will have a minimum of one year experience teaching

English.

EVALUATIONS

1. Placement test. It will be passed prior to course commencement in order to organize groups.
2. Unit test, at the end of each unit.
3. Mid-book test at the end of unit six and the final test at the end of lesson twelve of each book.
4. Progress and attendance reports will be submitted on a monthly basis.