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WARRILL GRINDROD
CONSULTANCY REPORT
IRI ENGLISH IN ACTION
THE PRIMARY EDUCATION DEVELOPMENT PROGRAM
PESHAWAR, NWFP
PAKISTAN

9 APRIL 1994 - 2 MAY 1994

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The Scope of Work for this consultancy set out the following tasks:

- Planning and making lists of segments week 1 - 20 for Level III.
- Producing 6 - 8 weeks of Level III English.

These targets have been reached. The progress to date is as follows:

- The outline plan for all Level III segments has been drawn up and discussed in detail, and weekly segment lists made for weeks 1 - 20.
- Scripts for weeks 1 - 7 of Level III have been written.
- Segments for weeks 1 - 6 of Level III have been recorded.
- All Level II scripting paperwork is finalised: all lesson scripts have been compiled; master segment scripts amended as recorded; and running orders and segment lists updated.

Additional tasks accomplished:

- Scripts and segment recordings for weeks 17 - 20, Level II have been checked
- Compiled lessons from weeks 13 - 20, Level II have been checked and revised where necessary
- Auditions were held to cast all extra parts needed for Level III
- Scripting and production schedule through to September 1994 has been drawn up. (Appendix 1)

SUMMARY OF RECOMMENDATIONS

Scriptwriting

- Extensions of contracts should be arranged for Nighat Lone and Fuad Akhtari.
- Scripting should proceed according to the scheduled timetable.
- Scripts should, as far as possible, follow the outline segment plan for Level III.
- The segment plan should be discussed with producers at regular intervals in case revisions are advisable.
- Ideas for segment scripts should be discussed with the producers and Waheeda Parveen.
- Scripting needs to be inventive and creative as well as pedagogically sound.
- Regular reference should be made to the Level III Scope and Sequence and national draft curriculum for English.
- Scripts should continue to make use of further adult actors and child actors.
- Scripts should balance the children's roles equally between the girls, Sana and Razia, and the boys, Asif and Khalil.
- Written scripts should continue to be read and checked at the weekly meetings.
- Running orders should be discussed with producers.
- Edited master segments and master cassettes of compiled lessons must be monitored.
- All Level III scripting paperwork must be updated on a weekly basis.

Production

- Extensions and payment arrangements should be made for the producers and engineer's contracts until the end of September 1994.
- Segment recording and lesson compilation should proceed according to the production schedule.
- Actors' availability should be confirmed as soon as possible and scripts and recording sessions planned accordingly.
- Producers need to concentrate on directing new actors to ensure good performances.
- Producers should contribute ideas to the scripting process, and discuss scripts and running orders.

- Producers should monitor lessons for content and technical quality as they compile them.
- Producers should further train M. Khaled in tape editing techniques.

Equipment

- The 'now' order for the Otari tape recorder and spare parts should be processed immediately.
- Authorisation for the 'later' order, to come from the 1995 budget, should be obtained.
- 2 more 50' LO Z mic cables should be purchased.
- The talkback monitors should be wired up for studio talkback, as discussed between M. Khaled and Dan Garrett.

Presenters and Actors

- New actors should have careful direction from producers and the experienced presenters to train them in IRI presentation techniques.
- An actors' workshop should be held if possible.

Pupil's Workbooks and Teacher's Guides

- Final drafts of Level II Teacher's Guide and Pupil's Workbook should be completed and sent for printing by the end of May.
- Draft pages of all print materials should be checked in the weekly liaison meetings.
- Compilers of the print materials should work in close collaboration with scriptwriter Nighat Lone.
- The Alphabet Workbook and Teacher's Guides and Pupil's Workbooks for Level I and Level II must be printed and distributed to schools before the August 14 USAID deadline.
- Arrangements must be made for printing and distribution of the Level III Teacher's Guide and Workbook.

Testing

- Test data should take into account the fact that schools had no Teacher's Guides or Pupil's Workbooks for the second half of Level I broadcasts.

Certificates

- Members of the IRI team should receive certificates marking their contribution to Level III.

Future IRI Unit

- Producers should attend a UK based radio production course.
- Scriptwriters and print material staff should receive UK or USA based curriculum material training.
- Fuad Akhtari should attend a desk-top publishing course.
- Scriptwriting workshops should be held to assess future scriptwriters.
- A generator should be supplied for the IRI office.

CURRICULUM

National Curriculum Workshop

In the week prior to the start of my consultancy a National Curriculum Workshop was held at IMDC, Peshawar, to formulate the complete English curriculum for primary schools in Pakistan. IRI English In Action scriptwriters, Nighat Lone and Waheeda Parveen, attended the workshop. The teaching of English by IRI, and the radio lessons produced in NWFP, were discussed in some detail. The outcome of the one week workshop was that a clear curriculum document was drafted (Appendix 2) showing the basic English vocabulary, structures and usage that need to be taught at Primary level.

Most of the requirements stated in the Draft English Curriculum are covered in the IRI broadcast lessons and associated print materials. By interacting directly with the children in the classroom, IRI is able to compensate for the lack of trained English teachers in Pakistan, and can provide a good model of spoken English for pupils. At the conclusion of the Workshop, all working groups recommended that the NWFP IRI course be adopted as a nationwide program, with national broadcasts to begin as soon as Federal Government ratification is obtained.

IRI Level III Curriculum (Pakistan)

The curriculum for Pakistan's IRI Level III was drawn up, before the above mentioned Curriculum Workshop took place, by the scriptwriters Nighat Lone and Waheeda Parveen, in discussion with Dr Mona Habib.

The Kenya/Lesotho Level II scripts were analysed up to lesson 54, and used as a basis for discussion. A few basic structures were added and many of the more complex linguistic structures were dropped. Dr Habib outlined essential vocabulary and structures that needed to be taught by the end of Primary school. These were discussed and further developed by Nighat Lone and Waheeda Parveen. Nighat Lone was responsible for developing the final IRI Level III Scope and Sequence, while Waheeda Parveen finalised the Vocabulary List. (See Appendix 3)

SCRIPTWRITING

Level II

The scriptwriters, Nighat Lone and Waheeda Parveen, completed the scripts for Level II, writing the segment scripts for weeks 17 - 20 according to the outline plan drawn up at the end of my previous consultancy. All these scripts were satisfactory, while some were very good. Nighat Lone took on the role of script editor, ensuring that each script was workable and ready for studio production, as well as checking that it fulfilled curriculum requirements.

There were some nice scripts written to suit the boy characters, Asif and Khalil. More use could have been made of the girl characters, Sana and Razia.

Some scripts could have been further improved with minor revisions, such as by avoiding the characters saying too many 'hellos' and 'goodbyes'. This is not necessarily a problem within the individual segment scripts, but it can become mildly bizarre when compiling the running orders for the radio lessons.

Another problem developed in the compilation of running orders when sequential cuts were not incorporated, as had been planned and discussed in detail. Nighat Lone noticed this when she was monitoring the master cassettes of the lessons. She amended the running orders and asked the producers to re-dub the necessary lessons. Drawing up running orders is no easy task - the compiler has to keep in mind not only that particular lesson, but also the sequence for that week and for the term as a whole. Accordingly I have made a running order checklist. (Appendix 4).

The above mentioned problems are comparatively minor. Overall, however, the scripting and planning of lessons for Level II is of a good standard. There is an interesting variety of scripting styles and teaching methods which use the medium of radio well, good use of further characters and child actors, and a logical development of the curriculum.

Level II PBC-IMDC Liaison

Nighat Lone has continued to be responsible for PBC- IMDC liaison matters: amending post-production scripts as recorded; for updating segment lists with final durations and durations of cuts; for amending and updating running orders; and for dealing with all actors' contracts.

The lack of a generator for the IMDC office has made keeping up to date with scripting needs and IRI paperwork particularly difficult. Fuad Akhtari has worked many hours overtime to ensure that all 120 Level II lesson scripts are now compiled and that all master segment scripts, weekly segment lists and running orders have been finalised and filed. (See Appendix 5 for sample segment script, segment list and weekly running order.)

Overall Segment Plan and Segment Lists for weeks 1 - 20 of Level III

Before Level III scripting could begin, an outline plan for the segmental progression needed drawing up, with careful reference to the Level III Scope and Sequence and the Draft National English Curriculum. Nighat Lone and I discussed in detail the scripting needs for Level III. Then we discussed the radio format of each segment. Next we allocated the segments over the 20 weeks, working out the best logical progression that would also provide interest and variety. This weekly segment plan is now on a chart in the IRI/IMDC office.

One of the important factors that had to be taken into account was that, since Level III broadcasts will start in September 1995, the pupils listening to IRI will leave primary school after 14 weeks of Level III. Accordingly, the segment plan ensures that the vocabulary and structures it was felt students should have mastered by the end of primary school are incorporated into the first 14 weeks of Level III. Week 15, the first broadcast week in secondary school, will include substantial revision.

Although the segment plan covers every week of Level III, it should be regarded as a draft document, and not one to be slavishly adhered to. As scripts are written and segments recorded there will be inevitable revisions to finesse the outline plan.

Level III Scriptwriting

At the start of my consultancy it was obvious that some reallocation of roles had to take place as soon as possible, as a result of Azra Yasmin's long absence from illness. Accordingly, after discussions with Waheeda Parveen, Nighat Lone and Dr Mona Habib, Waheeda was assigned to the Teacher's Guide.

This meant that Nighat Lone has become entirely responsible for writing all Level III scripts and carrying out all tasks associated with scripting. The majority of Level III scripts need to be originated, rather than adapted from the Kenya/Lesotho lessons, because of the many changes in adapting the IRI curriculum to Pakistan.

Nighat has revealed considerable flair as an IRI scriptwriter. She has a sound pedagogical approach, a good sense of curriculum development and a clear idea of what does and doesn't work on radio. She puts to good use the radio experience gained from playing the part of Bano, the main IRI presenter. In addition to writing the scripts themselves, Nighat Lone's associated Level III duties include: preparing the finalised weekly segment lists; compiling all running orders; updating all segment scripts after studio recording; implementing all actors' contracts; and monitoring all segment recordings and master cassettes of compiled lessons.

Scripting Progress Level III

Segment scripts have been written for the first 8 weeks of Level III and running orders completed for weeks 1 - 4.

In order to achieve this the scripting schedule has been very tight, and Nighat Lone has worked long hours to ensure deadlines are met. What she will need to guard against, however, is that the continued tight deadlines and heavy production schedule do not turn her scriptwriting into a formula. There were signs of this beginning to happen when she was writing the scripts for weeks 4 and 5. We discussed various alternative scripting styles and teaching methods, and I drew up basic guidelines and a checklist on IRI scripting styles. (Appendix 6).

Throughout the remainder of the scripting process Nighat Lone should regularly consult the Level III Scope and Sequence and Vocabulary List, and the national draft curriculum for English, to ensure that essential curriculum items are covered, and revised regularly in a variety of contexts.

To ensure good use of the possibilities of radio, scripting variety and good sequential development, proposed segments for each upcoming week should be discussed with the producers and Waheeda Parveen in the weekly liaison meetings, before the scripts are written. When the scripts have been written, they should continue to be read aloud and checked in the weekly meetings. Weekly running orders should also be discussed.

The weekly liaison meetings continue to provide essential contact between all members of the IRI team, enabling discussion and feedback on any matters to do with scripting, radio production, IRI print materials and administrative concerns. The minutes of the meetings continue to be a useful record of the IRI team's progress. (Appendix 7)

Level III Scripting Paperwork

Fuad Akhtari should immediately set up a filing system for Pakistan's IRI Level III. He should take note of the scripting deadlines and consult with Nighat Lone about priorities; he should update segment scripts, segment lists and running orders on a continuous basis as soon as amendments are marked; and he should consult with the producers so that he can compile the lesson scripts as soon as each week's compilations on tape are completed.

Scripting Schedule

The schedule I have drawn up (Appendix A) allows for the Level III segment scripting to be completed by early August 1994. It is a tight schedule with no leeway. Even if the main scripting can be completed, it will be impossible to complete all the associated scripting tasks and paperwork by the USAID mid-August deadline. It is therefore crucial that Nighat Lone's and Fuad Akhtari's contracts are extended to December

1994, to ensure that all IRI scripting and administrative tasks are completed.

Scriptwriting: Summary of Recommendations

- Extensions of contracts should be arranged for Nighat Lone and Fuad Akhtari.
- Scripting should proceed according to the scheduled timetable.
- Scripts should, as far as possible, follow the outline segment plan for Level III.
- The segment plan should be discussed with producers at regular intervals in case revisions are advisable.
- Ideas for segment scripts should be discussed with the producers and Waheeda Parveen.
- Scripting needs to be inventive and creative as well as pedagogically sound.
- Regular reference should be made to the Level III Scope and Sequence and national draft curriculum for English.
- Scripts should continue to make use of further adult actors and child actors.
- Scripts should balance the children's roles equally between the girls, Sana and Razia, and the boys, Asif and Khalil.
- Written scripts should continue to be read and checked at the weekly meetings.
- Running orders should be discussed with producers.
- Edited master segments and master cassettes of compiled lessons must be monitored.
- All Level III scripting paperwork must be updated on a weekly basis.

PRODUCTION

Level II

Production for Level II is complete. All master segments have been recorded, edited and checked; all 120 lessons have been compiled, edited and dubbed onto master cassettes. Back up copies of master segments and lessons have been supplied to IMDC. Production paperwork is up to date.

The production progress at the start of my consultancy was that all lessons had been compiled up to week 16, and segments for weeks 17 - 20 had been recorded.

I first checked the segment recordings. Some minor revisions were necessary, sometimes to adjust the scripting, sometimes to improve spot or background sound effects. Most segments were satisfactorily recorded and indeed some, such as the market scenes and segments with child actors, were a pleasure to listen to.

I then listened to the compiled lessons from weeks 13 - 16, and, subsequently, the compiled lessons for weeks 17 - 20. Several lessons needed revising and redubbing. Once or twice there were technical drop-out problems, but more often adjustments to the running orders were needed. Although these are the scriptwriters' responsibility, Asma Gul and Zahir Shah have often made essential amendments to them, both in Level I and Level II. However the producers frequently have to compile the lessons at such a pace that it is impossible to monitor each lesson for logical content sequence. Essential changes have now been incorporated into the running orders and the necessary lessons recompiled and redubbed.

Overall the production in Level II is of a high standard. Technically, presenters and actors mic levels are usually well balanced; sound effects are aptly chosen and faded in and out skillfully; the mixing of sound effects and speech is done well; some good use has been made of the reverb unit; the CD player and CD sound effects library are constantly used to good effect; sound quality is good. From a direction viewpoint, actors' performances are generally convincing, and English pronunciation is almost always clear and evenly paced. The child actors in particular have been directed well.

Throughout the whole of Level II the producers Asma Gul and Zahir Shah Afridi have made many valuable contributions and essential amendments to the segment scripting. Both producers have revealed not only an astute sense of what makes good radio but also what makes logical IRI teaching.

Level III

Segments for weeks 1 - 6 have been recorded.

Some of the recording sessions, particularly those held in the mornings, were very efficient indeed. Others, with new actors, were unavoidably less so. The producers, Asma Gul and Zahir Shah Afridi, engineer M. Khaled, and the two anchor presenters Nighat Lone and Shah Mansoor (Aslam and Bano), work well as a team, responding quickly to each others' instructions and directions.

The equipment is installed and working satisfactorily. Engineer M. Khaled has wired the mixer and mics to suit the demands of the IRI scripts. Khaled is a very competent engineer and a valuable member of the IRI team, but he needs much more training and practice in tape editing skills. If possible, the producers should provide further editing training and supervise Khaled's editing of several segments.

Both Asma Gul and Zahir Shah are proving to be good directors, though they need to focus on new actors and be stringent in demanding strong, effective performances, clear pronunciation

and a steady paced delivery. They should continue to take part in the scripting process, making suggestions for good drama and good radio, and commenting on the development of the scripts as a whole. They should check the running orders and, as much as possible, monitor the compiled lessons for internal logic, interest, variety and sequential development.

Production schedule

Production should proceed according to the schedule I have drawn up. (Appendix A). It is a heavy schedule and possible only because Asma Gul has consented to remain in Peshawar full time until the completion of Level III. As with the scripting, this schedule allows no contingency time for illness, actors' unavailability etc. With the summer vacation approaching it is vital that all adult and child actors' availability be checked, and recording sessions arranged accordingly.

If production proceeds at the planned rate, recording of Level III segments should be completed just before the USAID August deadline. Completing the compilation of all the lessons and dubbing master cassettes will take longer. It simply cannot be done any faster. It is crucial that salary arrangements be made to keep Asma Gul, Zahir Shah Afridi and M. Khaled on the IRI project until the end of September 1994 at the very least.

Production: Summary of Recommendations

- Extensions and payment arrangements should be made for the producers and engineer's contracts until the end of September 1994.
- Segment recording and lesson compilation should proceed according to the production schedule.
- Actors' availability should be confirmed as soon as possible and scripts and recording sessions planned accordingly.
- Producers need to concentrate on directing new actors to ensure good performances.
- Producers should contribute ideas to the scripting process, and discuss scripts and running orders.
- Producers should monitor lessons for content and technical quality as they compile them.
- Producers should further train M. Khaled in tape editing techniques.

EQUIPMENT

The equipment that arrived towards the end of my last consultancy has now been installed and is fully operable. The new mixer has enabled the microphone capacity to be increased, so now recordings regularly have 4 mics operating at once. The talkback monitors have been installed and wired up for monitoring from the tape recorders, but not yet wired for monitoring from the studio.

One of the mic cables from a previous equipment order has developed a fault. I have therefore ordered two more (one replacement, one spare).

Bradley Broadcast in the USA costed the PBC engineers' list of required Otari spare parts. The total costing was approximately \$22,000. Dr Mona Habib recommended that this be split into two orders: up to \$10,000 now, in 1994; and up to \$15,000 in 1995.

I discussed the situation with the PBC engineering manager and his staff, and suggested they consider the possibility of ordering up to three Otari tape recorders to be used as spares, (they cost \$4,150 each), and, in addition the most essential spare parts. The PBC engineers have, as instructed, divided the order into two - one order for now, one for later. The 'now' order includes one Otari tape recorder and a much reduced number of spare parts. (Appendix 8). The 'later' order consists of spare parts only. (Appendix 9).

It is essential that the 'now' order is set in motion as soon as possible, as the studio tape recorders are showing some signs of wear, and they will continue to be used at a punishing rate.

Equipment: Summary of Recommendations

- The 'now' order for the Otari tape recorder and spare parts should be processed immediately.
- Authorisation for the 'later' order, to come from the 1995 budget, should be obtained.
- 2 more 50' LO Z mic cables should be purchased.
- The talkback monitors should be wired up for studio talkback, as discussed between M/ Khaled and Dan Garrett.

PRESENTERS AND ACTORS

The main presenters, Nighat Lone (Bano) and Shah Mansoor (Aslam), have developed a professional presentation style. Their performances are confident and carry authority, yet have a friendly, conversational feel. They keep a steady, even rhythm and are careful to enunciate words clearly. They both help other actors during recording sessions. Nighat Lone in particular provides valuable modelling and direction for adult and child actors alike. She also continues to act as singing tutor for the actors.

The children, Nabil Amer (Khalil) and Farooq Lone (Asif), are confident young actors capable of very good performances. Tanya Lone (Razia) and Nida Laaeq (Sana) have gained confidence and are also capable of nice performances. They should all be used regularly in Level III.

Durre Samin (Hena) and Sherya Jabbar (Baber) are more variable in the quality of their performances. They can perform quite satisfactorily but at times need careful and repeated direction. They should continue to appear as characters in Level III, but perhaps a little less regularly, depending on how their performances develop.

Saad Paracha has proved to be a good choice for the market vendor, and will continue in that role for Level III.

Auditions were held on 17 April to cast further characters for Level III. There was a good selection of candidates and all parts have now been cast. (See Appendix 10 for the Audition summary and Level III cast list.)

In my previous report I recommended that an actors' workshop be held before recordings for Level III began. As a result of the increased pressure on scripting and production deadlines this could not be held. New actors are therefore having to learn radio skills and IRI techniques in the recording sessions. It would still be beneficial to have an actors' workshop if time ever permits.

Presenters and Actors: Summary of Recommendations

- New actors should have careful direction from producers and the experienced presenters to train them in IRI presentation techniques.
- An actors' workshop should be held if possible.

PUPIL'S WORKBOOKS AND TEACHER'S GUIDES

Class 2

The Class 2 Alphabet Workbook is being computer drafted, in preparation for printing.

Level I (Class 3)

The Pupil's Workbook and the Teacher's Guide are at the final printing stage. Dr Mona Habib and Nighat Lone have been checking the Workbook, while Waheeda Parveen has been largely responsible for checking and proof-reading the Teacher's Guide.

Unfortunately, although the drafts for the Pupil's Workbook and the Teacher's Guide were completed by the end of January, they had not been printed in time to be available for the resumption of Level I broadcasts in April.

Level II (Class 4)

Waheeda Parveen has taken on the responsibility of compiling the Level II Teacher's Guide. She had received training in writing Teacher's Guides when she was first seconded to the IRI Unit, and revealed a careful, methodical approach to the task. Waheeda's specialist background in Urdu and the knowledge of the IRI lessons she has gained as a scriptwriter are valuable assets and she has developed an efficient system for writing the Guide.

Azra Yasmin continues to contribute to the writing of the Level II Teacher's Guide, but on a part-time basis on account of her ill health.

The Pupil's Workbook is being prepared under the supervision of Dr Mona Habib and Ellen van Kalmthout. After some discussion it was decided that detailed planning meetings, attended by Dr Habib, Ellen, Nighat Lone and Gulshan Ara, should be held before each week's workbook pages are compiled.

Draft pages of both the Teacher's Guide and the Pupil's Workbook should be discussed and checked in the weekly liaison meetings.

The final drafts of both the Level II Teacher's Guide and the Pupil's Workbook must be completed by the end of May. As Level II radio lessons use the workbook a great deal, computer drafting and printing must be finalised and books distributed to schools before Level II broadcasts begin in September 1994.

Level III

Work on Level III print materials should begin as soon as the Level II drafts are completed. Waheeda Parveen could be responsible for the Teacher's Guide and Azra Yasmin, in collaboration with Ellen van Kalmthout and Nighat Lone, for the Workbook.

As with Level II, draft pages of the print materials should be read and checked in the weekly liaison meetings.

It is unlikely that the Level III Guide and Workbook can be printed before the mid August USAID deadline. IRI staff must be allocated to oversee the continuing production and distribution of these books.

Pupil's Workbooks and Teacher's Guides: Summary of Recommendations

- Final drafts of Level II Teacher's Guide and Pupil's Workbook should be completed and sent for printing by the end of May.
- Draft pages of all print materials should be checked in the weekly liaison meetings.
- Compilers of the print materials should work in close collaboration with scriptwriter Nighat Lone.
- The Alphabet Workbook and Teacher's Guides and Pupil's Workbooks for Level I and Level II must be printed and distributed to schools before the August 14 USAID deadline.
- Arrangements must be made for printing and distribution of the Level III Teacher's Guide and Workbook.

TESTING

The end of Level I test (Appendix 11) was compiled by IMDC staff in discussion with the scriptwriters. Page one tests aural comprehension from the radio lessons; page two, reading and writing comprehension from the Pupil's Workbook activities.

Any evaluation of the test should take account of the fact that neither the Teacher's Guide nor the Pupil's Workbook for lessons 60 - 120 have been available to schools. It will be interesting to see how much students and teachers gain from the radio lessons without the print material back-up.

Testing: Summary of Recommendations

- Test data should take into account the fact that schools had no Teacher's Guides or Pupil's Workbooks for the second half of Level I broadcasts.

CERTIFICATES

IRI production, scripting and print material staff have received certificates marking their contribution to IRI Level II.

Similar certificates should be awarded in August to core members of the Level III IRI team.

Certificates: Summary of Recommendations

Members of the IRI team should receive certificates marking their contribution to Level III.

FUTURE IRI UNIT

It is to be hoped that IRI courses will continue to be produced in Pakistan. The Peshawar-based IRI production and scripting team provide a good core resource for any future IRI projects which might continue to develop English instruction or branch into other subjects, such as Maths and Urdu.

The producers Asma Gul and Zahir Shah Afridi would benefit from a UK based BBC radio production course; it would be useful for scriptwriter Nighat Lone and future scripting and print material staff to have some UK or USA curriculum material training; Fuad Akhtari should receive training in desk-top publishing.

Any future IRI Unit should include the following full time local core staff:

- 1 IRI coordinator
- 2 radio producers
- 1 broadcast engineer
- 2 scriptwriters
- 2 print material staff
- 1 secretary/computer clerk

Scriptwriting workshops should be held to assess the skills of any potential scriptwriters.

In view of the constant electricity load-shedding in Pakistan, the IRI office should be supplied with a generator.

Future IRI Unit: Summary of Recommendations

- Producers should attend a UK based radio production course.
- Scriptwriters and print material staff should receive UK or USA based curriculum material training.
- Fuad Akhtari should attend a desk-top publishing course.
- Scriptwriting workshops should be held to assess future scriptwriters.
- A generator should be supplied for the IRI office.

VOTE OF THANKS

Once again I would like to thank all who have contributed to the successful development of IRI English in Action in Pakistan: Dr Wade Robinson for his continued support as Chief of Party; Dr Mona Habib for her constant, unflagging efforts to promote IRI and ensure its development in the field; the Radio Pakistan, Peshawar Station Director, Hameed Asghar and the DSD Umar Nasir for their continued cooperation and commitment to IRI; PBC Engineering Manager Abdul Raouf Durani and his staff; producers Asma Gul and Zahir Shah Afridi for their enthusiasm, dedication and constant hard work; engineer Mohamad Khaled for his considerable technical skills; scriptwriter/presenter Nighat Lone who has had to take on an increasing number of IRI responsibilities and proved very capable at all of them; Waheeda Parveen for her belief in IRI, her contribution to scripting and her hard work on the Teacher's Guide; Fuad Akhtari for efficiently coping with all the IRI paperwork and computer processing; Azra Yasmin and Gulshan Ara for their conscientious work on IRI print materials; all the IMDC staff who have played an important part in developing print materials, training teachers, and implementing IRI in the field; Office Manager Anwar ul-Amin who enables the day to day organisation to run smoothly; the peons who keep everyone going with the background support; and of course the USAID drivers who have devoted many long hours ferrying IRI staff and IRI materials throughout NWFP.

Warrill Grindrod
April 1994

APPENDICES

IRI PRODUCTION TIMETABLE APRIL - AUGUST 1994

* LISTEN TO DAILY IRI BROADCASTS *
LEVEL I LESSONS 75-118

APPENDIX
①

MONITOR
CASSETTE
MASTERS
of
EVERY LESSON

CHECK
TEACHER'S
GUIDE
&

WORKBOOK
PRINTING
LEVEL I
DRAFT
LEVEL II

DEADLINE
LEVEL II
WORK BOOK & T. GUIDE

CONSULTANCY

WARRILL
GRINDROD

BY	ABSENT	CONSULTANCY	SCRIPTS WRITTEN, TIMED & TO PRODUCERS RUNNING ORDERS DONE	RECORDED AND SEGMENTS EDITED	LESSONS COMPILED & EDITED RTX MASTER CASSETTES FOR SEGMENTS & LESSONS DONE & COPIES OF SEGMENT TAPES
14 APRIL		↑	script discussions level III Plan level III segments weeks 1-20 Scripts week 3	complete sc 17-20 editing LEVEL III	scs 17-20
21 APRIL		↑	scripts scs 4 & 5 Running orders scs 1 & 2	AUDITIONS ACTORS WORKSHOP scs 3 & 4	
28 APRIL		↓	scripts scs 6 & 7 Running orders sc 3	scs 5 & 6	sc 1
5 May		↓	Scripts sc 8 Running orders scs 4 & 5	sc 7	sc 2
12 MAY			Scripts sc 9 Running orders sc 6	sc 8	sc 3
19 MAY			Scripts sc 10 Running orders sc 7	sc 9 E 1 D	sc 4
26 MAY			Scripts sc 11 Running orders sc 8	sc 10	

w. Grindrod
April 1994

IRI PRODUCTION TIMETABLE 1994

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MONITOR
CASSETTE
MASTERS
OF
EVERY LESSON

CHECK
TEACHER'S
GUIDE
&
WORKBOOK

PRINTERS'
PROOFS
LEVEL II

DRAFTS
LEVEL III

↓

BY	ABSENT		SCRIPTS WRITTEN, TIMED & TO PRODUCERS RUNNING ORDERS DONE	RECORDED AND SEGMENTS EDITED	LESSONS COMPILED & EDITED RTX MASTER CASSETTES FOR SEGMENTS & LESSONS DONE & COPIES OF SEGMENT TAPES
2 JUNE			Scripts wk 12 Running orders wk 9	wk 11	wk 5
9 JUNE			Scripts wk 13 Running orders wk 10	wk 12	wk 6
16 JUNE			Scripts wk 14 Running orders wk 11	wk 13	wk 7
23 JUNE			Scripts wk 15 Running orders wk 12	wk 14	
30 JUNE			Scripts wk 16 Running orders wk 13	wk 15	wk 8

W. Grindrod
April 1994

IRI PRODUCTION TIMETABLE 1994



MONITOR
CASSETTE
MASTERS
OF EVERY
LESSON

BY	ABSENT	SCRIPTS WRITTEN, TIMED & TO PRODUCERS RUNNING ORDERS DONE	RECORDED AND SEGMENTS EDITED	LESSONS COMPILED & EDITED RTX MASTER CASSETTES FOR SEGMENTS & LESSONS DONE & COPIES OF SEGMENT TAPES
7 JULY		Scripts wk 17 Running orders wk 14	wk 16	wk 9
14 JULY		Scripts wk 18 Running orders wk 15	wk 17	wk 10
21 JULY		Scripts wk 19 Running orders wk 16	wk 18	
28 JULY		Running orders wks 17, 18	wk 19	wk 11
4 AUGUST		Running orders wks 19, 20 FINAL UPDATES: - all as recorded segment scripts		wks 12, 13, 14
11 AUGUST		- all segment lists - all running orders - all lesson scripts compiled front pages done, & filed.		wks 15, 16, 17
18 AUGUST		- all segment scripts, segments lists, running orders filed in cabinets & labelled		wks 18, 19, 20

CHECK
TEACHER'S
GUIDE
&
WORKBOOK

PRINTING
LEVEL II

DRAFTS
LEVEL III



* MASTER COPIES + PRINTED
COPIES TEACHER'S GUIDE +
PUPIL'S WORKBOOK FILED
IN CABINETS * LABELLED

W. Grindrod
April 1994

ENGLISH AS A SECOND LANGUAGE FOR PRIMARY CLASSES**Beginning English Language Instruction
Class I and II Consolidated****Specific Learning Objectives****Listening and Speaking Skills**

At the completion of this level, the child will be able to;

1. Identify and recite the letters of the alphabet.
2. Identify and count the numbers up to twenty.
3. Identify and name familiar objects (in singular and some in plural form); animals, fruits, body parts, common objects from the classroom and the child's surroundings.
4. Follow simple instructions.
5. Understand and use social courtesy expressions; good morning, hello, please, thank you.
6. Articulate words with short vowels.
7. Articulate beginning sounds of familiar objects.
8. Comprehend and answer simple questions using the interrogative -what- and verb -to be- in the present tense;

eg. What is this? This is a cat.
What is that? That is a cow.
What are these? These are hands.
What are those? Those are birds.

Reading

At the completion of this level, the child will be able to;

1. Recognize and associate sounds with letters.
2. Sound out and associate small and capital letters.
3. Recognize and read numbers 10 to 20.
4. Recognize the beginning letters of familiar words.
5. Read words with short vowels (a, o, i, e, u).
6. Sight read familiar words of one or two syllables.

7. Recognize and read simple sentences with familiar objects and body parts (based on pictures), with structure:

This is a ____.
 That is a ____.
 These are ____.
 Those are ____.

8. Recognize and read familiar command verbs.

eg. Sit down. Stand up.

Writing

At the completion of this level, the child will be able to;

1. Identify and trace/copy small letters.
2. Identify and trace/copy capital letters.
3. Identify and trace/copy/write numbers up to twenty (in figures).
4. Write the beginning sounds of familiar vocabulary.
5. Copy simple words using appropriate letters (small, capital).
6. Recognize and copy simple words; body parts, familiar objects, etc. (based on pictures).

Class III Specific Learning Objectives

Listening and Speaking Skills

At the completion of Class III, the child will be able to;

1. Understand and use social courtesy expressions (please, thank you).
2. Count in tens up to one hundred; 10, 20, 30, 40....100.
3. Name persons and family members in singular and plural form.
4. Identify and name familiar objects and animals in singular and plural form.
5. Identify and use the names of body parts in singular and plural form.

6. Use pronouns such as; I, you, he, she, it, they.
7. Use possessive forms; my, your, his, her.
8. Identify and name colours; red, yellow, blue, black and white.
9. Use common adjectives.
10. Use common verbs in command form.
11. Use the verb -to be- in the questions form: Is....?, Are....? Am....?
12. Use the present continuous tense in question, affirmative and negative forms.
13. Use the verb -to have- in the present tense; have, has.
14. Use simple action verbs.
15. Use -what- form of question.
16. Use -where- form of question.
17. Use prepositions; on, in and under.
18. Use adverbs; here, there.

Reading

At the completion of Class III, the child will be able to;

1. Sound out beginning letters.
2. Recognize and sound out combinations such as; sh, ch, th, wh, ph, etc.
3. Read short vowels.
4. Read simple sentences using common nouns in singular and plural form with present tense forms of common verbs (to be, to have, to read, etc.).
5. Read simple sentences using personal pronouns and possessive forms.
6. Read simple sentences using present continuous tense in question, affirmative and negative forms.
7. Read simple sentences using prepositions on, in and under.
8. Read simple questions starting with - What - and - Where - .

9. Read simple sentences using common adjectives and colours.
10. Read the numbers in tens up to one hundred (in figures).
11. Recognize question mark and full stop.

Writing

At the completion of Class III, the child will be able to;

1. Write down one's own name.
2. Copy out common nouns.
3. Copy out numbers in numerals and words 1-10.
4. Copy out numbers in tens up to one hundred (in figures).
5. Copy out simple questions and answers.
6. Match sentences with corresponding pictures.
7. Write beginning sounds; ch, sh, th, wh, ph, etc.
8. Write simple words with short vowels (a, o, i, e, u).
9. Select and write an appropriate word to complete a sentence or question.
10. Punctuate simple questions and answers (put a question mark or a full stop).

Class IV Specific Learning Objectives

Listening and Speaking Skills

At the completion of Class IV, the child will be able to;

1. Understand and use social courtesy expressions;
 good morning, good-bye
 How are you? I'm fine, thank you.
 Yes, please. No, thank you.
2. Count from 1 to 100.
3. Identify and name common fruits, vegetables and other food and drink items.

4. Identify and name the days of the week.
5. Identify and name basic shapes; circle, square, triangle, rectangle.
6. Tell the time in general, and in full hours.
7. Use personal pronouns in singular and plural form; I, you, he, she, they, we.
8. Use possessive adjective pronouns in singular and plural form; my, your, his, her, their, our.
9. Use common adjectives such as short, long, clean, dirty, happy, sad, cold, hot.
10. Identify and name colours; green, orange, purple, brown.
11. Use common verbs in command form.
12. Use the verb -to be- in question form with adjectives in singular and plural.
eg. Is this goat brown?
Are your hands clean?
13. Use the -who- form of question.
eg. Who is he? He is a teacher/a boy, etc.
14. Answer the -what- form of question with verb -to be- in singular and plural form.
eg. What is this?
What are those?
15. Answer the -what- form of question in the present continuous tense.
eg. What are you doing?
16. Use and answer the -what- question to tell time.
eg. What's the time? It's one o'clock.
17. Use the question form of verb -to have- using; do, does, what.
eg. What do you have?
Do you have a book? Does he have a pen?

nb

18. Use of common verbs (want and like) in question, affirmative and negative form.
eg. Do you want a banana? Yes, I do/No, I don't.
Do you like oranges? Yes, I do/No, I don't.
19. Use common action verbs in the present and present continuous tense; run - running, eat - eating, etc.
20. Use the -how- form of question.
eg. How old are you?
How many....?
21. Use the -where- form of question.
eg. Where are you going? or
Where is the book?
22. Use the -whose- form of question.
eg. Whose book is that?
23. Use prepositions; at, near, to.
24. Use adverbs; eg. slowly, early.
25. Use conjunctives -and- and -or-.
eg. Is this a cow or a goat?
Asif and Aslam are walking.

Reading

At the completion of Class IV, the child will be able to;

1. Recognize and sound out blends such as; bl, cl, st, sn, etc.
2. Articulate long vowels; oo, ee.
3. Read the numbers up to twenty, and in tens up to one hundred in words.
4. Read numbers 1-100 (in figures).
5. Read the days of the week.
6. Read simple questions telling the time in hours.
7. Read simple sentences using personal pronouns and possessive adjective pronouns in singular and plural forms.

8. Read simple sentences using common nouns in singular and plural form with present and present continuous tense forms of common verbs (to be, to have, to read, etc.).
9. Read simple sentences using common adjectives, colours, and shapes.
10. Read simple sentences using verbs in command form and simple action verbs in the present tense in affirmative and negative form.
11. Read simple sentences using present continuous tense form (questions with -what-, -where-, -who-, and statements in the affirmative and negative forms).
12. Read simple sentences using verb -to be- with adjective in the present tense in singular and plural in the question, affirmative and negative form.
13. Read questions and answers with -Do-, -Does- and -What-, with the verb -to have-.
14. Read questions and answers with -Do-, -Does- and -What-, with the verbs -to want- and -to like-.
15. Read questions and answers with question words -how many-, -where- and -who-.
16. Read questions and answers with -whose- with possessive adjective pronouns; my, your, his, her, their, our.
17. Read simple sentences using prepositions; at, near, to.
18. Read simple sentences using adverbs.
19. Read simple sentences using conjunctives -and- and -or-.

Writing

At the completion of Class IV, the child will be able to;

1. Identify and write capital letters for proper nouns.
2. Add -ing to verbs.
3. Write beginning letters of blends, such as bl, cl, st, sn, etc. (based on pictures).
4. Write short vowels and long vowels; ee, oo (based on pictures).
eg. feet, spoon.

5. Copy out new vocabulary for this level, days of the week, in simple sentences.
6. Copy out numbers 10 to 20 and tens up to one hundred in words.
7. Write numbers 1 to 100 in figures.
8. Write correctly simple vocabulary and numbers 1 to 10 in words.
9. Select and write appropriate nouns, verbs, adjectives and prepositions in sentences.
10. Write appropriate words to complete a sentence (based on pictures).
11. Write simple questions and statements.
eg. Is he a man?
He is a boy.
My name is ____.
12. Punctuate questions and sentences with question mark or a full stop.

Class V
Specific Learning Objectives

Listening and Speaking Skills

At the completion of Class V, the child will be able to;

1. Understand and use social courtesy expressions; good evening, goodnight, sorry, excuse me.
2. Articulate ordinal numbers; first, second, third,, tenth.
3. Identify and count in hundreds up to one thousand.
4. Identify and name simple uncountable nouns; grass, milk, sugar, salt, rice, etc.
5. Identify and name times and meals; morning - breakfast, noon - lunch, and evening - dinner.
6. Identify and use some irregular plurals; men, women, children, feet, teeth.
7. Identify and name common clothing articles.

8. Identify and name some occupations; driver, farmer, teacher, etc.
9. Identify and recite the months of the year.
10. Identify and tell time in half hours.
11. Identify and name seasons; spring, summer, autumn and winter.
12. Identify and name directions; left, right, sunrise - East, sunset - West.
13. Use the objective form of the pronoun in singular and plural form; me, you, him, her, us, them.
14. Use possessive pronouns in singular form with -whose- form of question; mine, yours, hers, his.
15. Use common verbs in the present and present continuous tense.
16. Use common verbs in the past continuous tense; was, were.
17. Use a few simple verbs in the past tense.
18. Use of verbs in the future tense with -will-.
19. Identify and use adverbs of time; today, yesterday and tomorrow.
20. Use the -when- form of question.
21. Use -did- and -did not- with a few common verbs.
22. Use -will- in the question form and -will not- in the negative form.
23. Use the -how much- form of question.
24. Use -some- and -any-.
25. Use preposition -on- for days.

Reading

At the completion of Class V, the child will be able to;

1. Read some social courtesy expressions.
2. Read questions and simple sentences (affirmative and negative) in the present tense.

3. Read questions and simple sentences (affirmative and negative) in the present continuous tense.
4. Read questions and simple sentences (affirmative and negative) in the past continuous tense.
5. Read questions and simple sentences (affirmative and negative) in the past tense.
6. Read questions and simple sentences (affirmative and negative) in the future tense with -will-.
7. Read questions and simple sentences telling time.
8. Read simple sentences with adjectives.
9. Read simple sentences with preposition -on- for days and dates.
10. Read simple sentences with adverbs ending with -ly.
11. Read questions beginning with -what-, -where-, -when-, -who- and -how many-, and read the answers.
12. Read questions with -how much- and read answers with -some-.
13. Read a short paragraph of not more than five sentences.

Writing

At the completion of Class V, the child will be able to;

1. Copy out words with long vowels (silent -e- at the end).
2. Copy out months of the year, seasons, directions (East and West), time (morning, yesterday, etc.), clothing articles, occupations, numbers in hundreds up to one thousand, ordinal numbers first to tenth, and other new vocabulary for this level.
3. Write numbers 10-20 and tens up to one hundred in words.
4. Write simple sentences in the present tense, past tense and future tense with -will-.
5. Select and write appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions in simple sentences.
6. Copy out questions and write answers from a given reading passage not to exceed five sentences.

7. Select and write appropriate question words such as -What-, -When-, -Who-, -Where-, -Whose-, -How-, -How many-, and -How much- to complete a given question.
8. Punctuate questions and sentences with capital letters, question mark and full stop.

Beginning English Language Instruction (Class I)
Specific Learning Objectives

Listening and Speaking Skills

At the completion of Class I, the child will be able to;

1. Identify and recite the letters of the alphabet.
2. Identify and count the numbers up to ten.
3. Identify and name familiar objects (in singular and some in plural form; animals, fruits, body parts, common objects from the classroom and the child's surroundings.
4. Follow simple instructions; sit down, stand up.
5. Understand and use social courtesy expressions; good morning, hello.
6. Articulate words with short vowels.
7. Articulate beginning sounds of familiar objects.

Reading

At the completion of Class I, the child will be able to;

1. Recognize and associate sounds with letters.
2. Sound out and associate small and capital letters.
3. Recognize numbers 1-10.
4. Recognize the beginning letters of familiar words.
5. Sight read familiar words of one or two syllables.

Writing

At the completion of Class I, the child will be able to;

1. Identify and trace/copy out small letters.
2. Identify and trace/copy out capital letters.
3. Identify and trace/copy out numbers up to ten.
4. Write the beginning sounds of familiar vocabulary.

Beginning English Language Instruction (Class II)
Specific Learning Objectives

Listening and Speaking Skills

At the completion of Class II, the child will be able to;

1. Understand and use social courtesy expressions; please, thank you, good morning.
2. Identify and count numbers ten to twenty.
3. Identify and name familiar objects (in singular and some in plural form); animals, fruits, body parts, common objects from the classroom and the child's surroundings.
4. Follow simple instructions.
5. Comprehend and answer simple questions using the interrogative -what- and verb -to be- in present tense;

eg. What is this? This is a cat.
 What is that? That is a cow.
 What are these? These are hands.
 What are those? Those are birds.

Reading

At the completion of Class II, the child will be able to;

1. Read words with short vowels (a, o, i, e, u).
2. Recognize and read numbers 10-20.
3. Recognize and read simple sentences with familiar objects and body parts (based on pictures), with structure:

This is a ____.
 That is a ____.
 These are ____.
 These are ____.

4. Recognize and read familiar command verbs.

eg. Sit down. Stand up.

Writing

At the completion of class II, the child will be able to;

1. Write the beginning sounds of familiar vocabulary.

2. Copy out simple words using appropriate letters (small, capital).
3. Recognize and copy simple words; body parts, familiar objects, etc. (based on pictures).
4. Copy out and write numbers one to twenty (in figures).

SCOPE AND SEQUENCE
LEVEL III ENGLISH BY IRI

1. To use the present progressive tense.
2. To use questions in the present progressive tense.
 - a) What is she writing?
 - b) Where are you going?
3. To practice short answers in the present progressive tense.
 - a) She's writing a story.
 - b) I'm going to Mr. Akram's shop.
4. To use prepositions of place to describe where objects are.
 - a) My bag is by the door.
 - b) The apples are in the plate.
5. To use present progressive tense followed by prepositional phrases.
 - a) The boy is standing behind the table.
 - b) The cat is sleeping under the table.
6. To express possessions through the use of the verbs has/have and to answer short questions.
 - a) What does Bano have?
 - b) Bano has a piece of chalk.
7. To use the verbs want/Wants like/likes to express the desire for certain foods and objects.
 - a) I want two bottles of milk.
 - b) Aslam likes to eat potatoes.

8. To use interrogative pronoun, "what".
To ask questions about what others have or want or like.
- a) What do you want?
 - b) What does Bano like?
9. To use negative sentences, using don't and doesn't to express what one doesn't want, have or like.
- a) Asif doesn't want to go to school.
 - b) I don't have a bag.
 - c) Aslam doesn't like grapes.
10. To use infinitives.
- a) She likes to draw.
 - b) He likes to read.
11. To use infinitives followed by direct objects.
- a) She likes to draw pictures.
 - b) He likes to read stories.
12. To learn the use of but and also.
- a) He likes sweets but he doesn't like oranges.
 - b) She likes apples and she also likes bananas.
13. To learn the use of direct commands.
- a) Wake up/get up.
 - b) Brush your teeth.
 - c) Comb your hair.
 - d) Put on your clothes.
 - e) Eat your breakfast.
 - f) Go to school.

14. To use question and answer patterns with 'some and 'any' to identify what one has or want.
- a) Do you need some milk for the baby?
 - b) I don't have any sugar in my shop.
15. To use regular and irregular plurals of nouns.
- a) Those are bees.
 - b) These are knives.
 - c) Bano and Hena are women.
16. To learn descriptive adjectives to describe people, emotions and objects.
- a) The tall man is happy.
 - b) This box is heavy.
17. To use adjectives of opposite meaning.
- a) My tea is hot.
 - b) Your tea is cold.
18. To use singular and plural subject pronouns; he, she, you, we and they.
19. To use object pronouns; it, us, her, him, them.
20. To use possessive adjective pronouns; my/your his/her our/their.

21. To use emphatic possessive pronouns; mine/yours his/hers, ours/theirs with the question of "whose" and "which"

- a) Whose house is this?
This house is theirs.
- b) Which bag is Bano's?
The red bag is hers.

22. To use possessive nouns and pronouns to describe family relationships.

- a) This is my father.
- b) Is that Asif's mother?

23. To use adverbs of manner.

- a) They are walking quickly
- b) Carry that box carefully.

24. To use adverbs of place

- a) The boy is standing there
- b) Put the box here.

25. To use adverbs of time, with the question 'when'.

- a) When are you going to the market?
I'm going to the market now.

26. To learn to tell the time.

- a) It's eight o'clock.
- b) It's quarter past eight.
- c) It's half past eight.
- d) It's quarter to nine.

27. To answer questions of time.
- a) What time do you get up?
I get up at six O'clock.
 - b) What time does he go to school?
He goes to school at 8 O' clock.
28. To use the preposition 'on' + the days of the week.
- a) Do you go to school on Monday?
 - b) I don't go to school on Friday.
29. To learn to tell the age of various people.
- a) I am ten years old.
 - b) Grand father is seventy years old.
30. To use expressions of quantity through questions with 'how much' and 'how many'.
- a) How much sugar do you want?
 - b) How many bottles of milk do you need?
31. To learn ordinal numbers first to twentieth.
32. To use the simple past tense of common regular verbs with 'yesterday.'
- a) I washed my hands yesterday.
 - b) Khalil walked to school yesterday.
 - c) Sara brushed her teeth yesterday.
33. To use the simple past tense of common irregular verbs.
- a) Asif went to school yesterday.
 - b) Mr. Akram came to his shop yesterday.
 - c) She drank a glass of milk yesterday.
34. To use future tense 'with will/won't' and 'tomorrow'.
- a) She will go to school tomorrow.
 - b) Razia won't study English tomorrow.
 - c) She will brush her teeth tomorrow.

RUNNING ORDERS IRI LEVEL III

- Refer to the scripts all the time
- aim for a good balance of different types of segments
- aim for a good variety of voices
- aim for a good variety of durations - don't have two longish segments straight after each other
- watch the overall logic of the lesson (eg don't have the same character saying hello/goodbye several times in the same lesson; Going to School segments should come before segments with Asif etc learning to read)
- check that teacher/children instructions are appropriate (eg if one workbook segment follows another, the instruction just needs the page number - it doesn't need to say 'take out your workbooks'; watch Group 1 & 2 sections - it's probably best if 'Group' segments don't follow each other. It can be silly asking the children to get into groups when they've just been in groups.)
- make sure the cuts make sense and are balanced over the whole week
- revise segments from previous weeks and previous levels (if appropriate)
- when revising a segment and using maximum cuts, check against the script for logic, and that it isn't too short
- revise counting if possible (from 20 upwards; 10s; 100s)
- look at the whole week's lessons and check that there's a good mix of N, N/R, and O/R; good sequential logic; and a good variety of styles.
- lesson duration to be between 18'30 - 19'30
- Discuss running orders with producers in the weekly meeting
- Update the 'Used in' column in the Segment Lists
- Check against the Scope and Sequence/Curriculum to make sure items are covered

**LEVEL II
LIST OF SEGMENTS
WEEK 12**

	NAME	CUTS	ACT. DUR.	COMPUTER FILE NAME	USED IN LESSON
186	Counting 81-90	1	1'39 0'54	COUNT-90	
187	Reading word-4	1,2	2'36 2'13	R-WORD-4	
188	Before	2 1	3'11 2'27 1'56	BEFORE	
189	Looking goat-3		3'18	LKGOAT-3	
190	Market vegetable-2		2'49	MARKVEG2	
191	Multisegment - 2	1,2	3'53 2'32	MULTI-2	
192	Turn around activity	1	1'35 1'16	TURNACT	

**RUNNING ORDER
LEVEL II
WEEK 12**

SEG. NO.	WEEK NO.	SEGMENT NAME	CUT NO.	DUR.	NEW/RPT	TYPE
LESSON 67						
114	1-II	Opening - 2	1,2	1'04	O/R	Direct
175	10-II	Whose mine yours	A	1'43	O/R	Direct
191	12-II	Multisegment - 2		3'53	N	Activity
186	12-II	Counting 81-90		1'39	O/R	Direct
163	9-II	Looking for goat - 2		3'40	N	Recital
192	12-II	Turn around Activity		1'35	N	Activity
190	12-II	Market vegetable - 2		2'55	N	Direct
183	11-II	Big little - 2	A-C	2'42	O/R	Recital
115	1-II	Ending-3		0'26	O/R	Direct
				19'38		
LESSON 68						
114	1-II	Opening - 2	1,2	1'04	O/R	Direct
169	9-II	Yesterday Sunday	1,2,3	1'46	O/R	Recital
190	12-II	Market vegetables 2		2'55	N/R	Direct
188	12-II	Before	2	2'27	N	Direct
184	11-II	On under - 2	1,2,3	2'04	O/R	Direct
189	12-II	Looking for goat - 3		3'18	O/R	Recital
191	12-II	Multisegment - 2	A	2'04	N/R	Activity
187	12-II	Reading words - 4		2'36	N	Work book
115	1-II	Ending-3		0'26	O/R	Direct
				18'18		
LESSON 69						
114	1-II	Opening - 2	1,2	1'04	O/R	Direct
188	12-II	Before	2	2'27	N/R	Direct
134	5-II	Coming going		2'46	O/R	Direct
190	12-II	Market vegetable - 2		2'55	N/R	Direct
186	12-II	Counting 81-90- 2		1'39	N/R	Direct
187	12-II	Reading words - 4		2'36	N/R	Work book
192	12-II	Turn around activity		1'35	N/R	Activity
182	11-II	Washing my hands - 2	B	2'37	O/R	Recital
160	8-II	How many - 1	1,2	1'06	O/R	Direct
115	1-II	Ending - 3		0'26	O/R	Direct
				19'07		

SEG. NO.	WEEK NO.	SEGMENT NAME	CUT NO.	DUR.	NEW/RPT	TYPE
LESSON 70						
114	1-II	Opening-2	1,2	1'04	O/R	Direct
189	12-II	Looking for goat - 3		3'18	N/R	Recital
187	12-II	Reading words - 4		2'36	N/R	Work book
186	12-II	Counting 81-90	1	0'54	N/R	Direct
121	3-II	Come go		0'55	O/R	Story
129	4 -II	Left right activity	1	1'23	O/R	Activity
188	12-II	Before		3'11	N/R	Direct
150	6 -II	Work book - 32	1 - 4	2'29	O/R	Work book
191	12-II	Multisegment - 2		1'51	N/R	Activity
115	1-II	Ending-3		0'26	O/R	Direct
				19'00		
LESSON 71						
114	1-II	Opening-2	1,2	1'04	O/R	Direct
188	12-II	Before		3'11	N/R	Direct
186	12-II	Counting 81-90	1	0'54	N/R	Direct
135	5-II	Cow frog story		2'58	O/R	Story
123	3 -II	Jumping frog	cut 3,4	1'00	O/R	Recital
147	6-II	Hold / holding	1,2	3'21	O/R	Direct
192	12-II	Turn around activity		1'35	N/R	Activity
190	12-II	Market vegetable - 2		2'49	N/R	Direct
149	6 -II	Here there - 2	1	1'43	O/R	Direct
115	1-II	Ending-3		0'26	O/R	Direct
				19'29		
LESSON 72						
114	1-II	Opening	1,2	1'04	O/R	Direct
187	12-II	Reading words - 4	1,2	2'13	N/R	Work book
189	12-II	Looking for goat - 3		3'18	N/R	Recital
191	12-II	Multisegment - 2	1,2	2'29	N/R	Activity
158	8 -II	Frog scene - 1		3'43	O/R	Story
145	6-II	He she we they like	A & 1	2'02	O/R	Recital
186	12-II	Counting 81-90	1	0'54	N/R	Direct
192	12-II	Turn around activity		1'35	N/R	Activity
188	12-II	Before	1	1'56	N/R	Direct
115	1-II	Ending-3		0'26	O/R	Direct
				19'32		

Directorate of Primary Education NWFP Pakistan

Segment Number: 190

ENGLISH IN ACTION

LEVEL II

Segment Name : Market vegetables - 2

File Name: MARKVEG2

Duration : 2'49 AS RECORDED

New Segment For Week 12

Segment page : 1 of 2

Script Page of

CHARACTERS: Khalil, Mr. Akram, Aslam.

SEGMENT IDENT, NOT FOR BROADCAST

ASLAM: Market vegetables - 2.

1. SEGMENT STING

2. FX : MARKET SCENE (FADE UNDER)

3. FX : VEGETABLE VENDOR (CLOSE UP)

4. KHALIL: Hello Mr. Akram.

5. ASLAM: Hello Mr. Akram.

6. MR.AKRAM: Oh hello Khalil, Hello Aslam. What do you want?

7. ASLAM: Khalil, what do you want today?

8. KHALIL: Today, I want some tomatoes.

9. ASLAM: Children ask, "Khalil, what do you want today?"

10. PAUSE - 6"

11. KHALIL: Today, I want some tomatoes.

12. ASLAM: Mr. Akram do you have any tomatoes?

13. MR.AKRAM: Yes I do.
Look Khalil, I have some tomatoes.
(Shuffling) Do you want these tomatoes?

14. KHALIL: Oh no I don't. These are little. I want some big tomatoes.

15. MR.AKRAM: Aslam, which tomatoes does Khalil want?

16. ASLAM: He wants some big tomatoes.

17. ASLAM: Children, which tomatoes does Khalil want?

18. PAUSE - 4"

Directorate of Primary Education NWFP Pakistan

Segment Number: 190

ENGLISH IN ACTION

LEVEL II

Segment Name : Market vegetables - 2

File Name: MARKVEG2

Duration : 2'49 AS RECORDED

New Segment For Week 12

Segment page : 2 of 2

Script Page of

1. ASLAM: He wants some big tomatoes. Again.
2. PAUSE - 4"
3. ASLAM: He wants some big tomatoes.
Mr. Akram do you have any big tomatoes?
4. MR.AKRAM: Yes I do.
5. KHALIL: Mr. Akram, please give me some big tomatoes.
6. MR.AKRAM: Look Khalil, these are big tomatoes.
Do you want them?
7. KHALIL: Oh yes please.
8. MR.AKRAM: Khalil, how many tomatoes do you want?
9. KHALIL: I want 2 kilos of tomatoes.
10. MR.AKRAM: Aslam, how many tomatoes does he want?
11. ASLAM: He wants 2 kilos of tomatoes.
12. MR.AKRAM: Children, how many tomatoes does he want?
13. PAUSE - 6"
14. ASLAM: He wants 2 kilos of tomatoes. Again.
15. PAUSE - 6"
16. ASLAM: Yes, he wants 2 kilos of tomatoes.
17. MR.AKRAM: (Weighing tomatoes) Here Khalil, 2 kilos of tomatoes. Please give me ten rupees.
18. KHALIL: Here Mr. Akram. Here's ten rupees
(Vegetable Bag Changing Hands) Thank you Mr. Akram.
19. ASLAM: Thank you Mr. Akram (Moving Off Mic)
Good bye!
20. MR.AKRAM: Good bye!

SCRIPTING IRI LEVEL III

- Each script must teach clearly.
- You need to write many different sorts of scripts: to give variety of voices, pace, styles and activities.
- Remember to create good radio.
- Think of the scripts as dramas, using dialogue in context. Even the straightest segments should feel conversational.
- Keep the main aim of the segment in mind. Sometimes it's better to be simple, rather than try to cram in too much. On the other hand, you have to keep using the vocab. and structures that have been taught, in lots of contexts.
- Segments shouldn't be too long: aim for between 1'00 - 3'00, in general. (Obviously the recorded version can be longer if the segments will always be played with various cuts.)

SCRIPTING STYLES

Unbroken drama scene: no internal teaching. Teaching may come before or after, or in a linked segment, or not at all if the scene is consolidating words and structures that have already been taught.

When writing a drama scene remember its shape - let it build to a climax and then resolve. (eg the rain/thunder scene) Sometimes you might start with a climax (eg bus crash and ambulance for hospital scene). Use your judgement as to whether essential words/structures should be taught in separate segments some time before the drama scene. [either in week before, day before, or in same lesson.]

Drama scene with internal teaching: (eg market scenes)

Direct patterning but still use conversational style, sense of fun.

Classroom based eg Child No. 1,2,3,4 etc. Groups 1&2.

Physical activities, commands

Verbal, rhythmic activities

Games eg 'what is it?'

Counting

Recitals

FX based eg Naming Sounds; Doing Sounds; also mechanical sounds

.../2 USE OF FX

USE OF FX

You're writing for radio; you're writing what the children will hear. Keep thinking how sound fx can help the segment.

- spot fx: live, in studio. eg drinking, eating, handing over things, writing, knocking on door, opening & closing doors...etc
- fx for actions, commands: hands up/down, on/under, open/close ...etc
- fx background for scenes: eg market, hospital, cicadas for a scene in the evening
- Stings/bridges: eg segment sting; going into scene bridge

W. Grindrod
April 1994

LIAISON MEETING

25 APRIL 1994

APPENDIX

⑦

Present: Dr Mona Habib; PBC Station Director, Hameed Asghar; Dan Garrett; Warrill Grindrod; Asma Gul; Zahir Shah Afridi; Waheeda Parveen; Nighat Lone; Azra Yasmin

cc: Ms Bhatti; Ellen van Kalmthout

- 1 Certificates for Level II were presented to members of the IRI team.
- 2 Producers have completed compiling the lessons for Level II. Producers handed over remaining copies of all master cassettes and tapes for both IRI lessons and master segments for all of Level II. Congratulations!
- 3 Fuad has compiled lesson scripts up to week 18 of Level II.
- 4 Level III segments for weeks 3, 4 and some of week 5 have been recorded. Week 3 has been edited.
- 5 Scripts up to week 6, Level III have been written, and typed up to week 5.
- 6 Scripts up to week 5 were read out and checked in the meeting, and given to producers, to prepare for studio production.
- 7 Next recording sessions: Tuesday 26 April 1430; Thursday 28 April 0830; Saturday 30 April 1430.
- 8 Level III segment lists for weeks 1 - 5 were handed over to producers.
- 9 Running Orders for weeks 1 and 2 of Level III have been done.
- 10 The Level III cast list was revised slightly, and audition report updated, as a result of further auditioning of people who were unable to attend on 17 April. (See attached revised lists)
- 11 Pupil's Workbook Level II: Gulshan Ara is up to page 45. The new system for planning the workbook is working well. Before workbook pages are done in detail, planning meetings to discuss the content are held, with Dr Mona Habib, Ellen van Kalmthout, Nighat Lone and Gulshan Ara attending.
- 12 Ellen van Kalmthout will oversee the planning and production of the Level II Pupil's Workbook.
- 13 Teacher's Guide Level II: Waheeda Parveen and Azra Yasmin have completed up to page 78 (week 13). Waheeda Parveen has made notes for week 14. Azra Yasmin is now working on week 20, the revision week.
- 14 Pages 30 - 60 of the Teacher's Guide were discussed and proof-read in the meeting.

- 15 The first 60 pages of the Level II Teacher's Guide and Pupil's Workbook (for Class 4) will be sent for the computer drafting before 11 May.
- 16 The second 60 pages of Level II Teacher's Guide and the Workbook must be sent in early June.
- 17 Other print materials: Alphabet Workbook (for Class 2) has been submitted for computer drafting; Level I Teacher's Guide and Pupil's Workbook (for Class 3) are at the final printing stage.
- 18 Dr Habib gave an update on the proposal that IRI be broadcast nationwide. It's being pushed at ministerial level, and is awaiting the approval of the Assembly. At present the Government has agreed to pay for broadcast airtime, but not for any further development of IRI.
- 19 Dr Habib has given presentations on IRI to the USIS offices in Islamabad, Lahore and Peshawar. Each of these offices has a set of IRI Level I cassettes. Level II will be sent to them also, and arrangements need to be made for USIS offices to obtain Level III's cassettes when they are eventually completed, as well as all the Teacher's Guides and Pupil's Workbooks. If private schools or individuals are interested in IRI, they can borrow these cassettes from USIS and make copies.
- 20 Dr Habib will contact the British Council to set up similar arrangements for IRI cassettes and print materials.
- 21 Next liaison meeting Monday 2 May at 0900.

IRI LIAISON MEETING 18 APRIL 1994

Present: Zahir Shah Afridi; Asma Gul; Nighat Lone;
Warrill Grindrod
cc: Dr Mona Habib; Ms Bhatti; Waheeda Parveen;
Ellen van Kalmthout

- 1 The week by week outline plan for all of Level III segments has been drawn up, incorporating the Scope and Sequence and Curriculum requirements.
- 2 Script ideas are to be discussed in detail at the weekly meeting, before scripts are written. Everyone's input is needed to ensure the scripts make good radio listening as well as good teaching, and that each week's segments have a good variety of styles and activities.
- 3 Level III scripts for weeks 3, 4 and part of week 5 have been written by Nighat Lone.
- 4 Scripts for weeks 3 and 4 were read and checked in the meeting, and handed over to producers.
- 5 Producers have compiled Level II lessons up to the end of week 18, and redubbed lessons which needed revisions because of problems with the running orders.
- 6 Recording for Level III begins on Wednesday 20 April, at 1430. Further recording sessions are:

Thursday 21 April	0830
Sunday 24 April	1430
Tuesday 26 April	1430
Thursday 28 April	0830
Saturday 30 April	1430
Thursday 5 May	0830
- 7 Auditions for Level III were held on Sunday 17 April. Actors have been selected for the necessary roles. See attached notes on auditions for details.
- 8 Producers and scriptwriter must check all actors' availability. Segments with children and extra actors may need to be recorded before school holidays begin.
- 9 Fuad has made essential revisions to existing scripts and running orders; Level II lesson scripts have been compiled up to week 15; all Level II segment lists are done; Level II running orders up to week 18 have been updated; all Level II segment scripts have been updated as recorded.

- 10 Level II Teacher's Guide pages 1-16 have been checked and pages 31-60 written by Waheeda Parveen. The draft pages of the Teacher's Guide should be checked and discussed in the Liaison Meeting each week.
- 11 Gulshan Ara is revising Level II Pupil's Workbook and is up to page 20. The draft pages of the Workbook should be checked and discussed in the weekly Liaison Meeting.
- 12 Deadline for writing Level II Teacher's Guide and Pupil's Workbook is end of May. It is vital that these books be printed and distributed to schools by the August 14 USAID deadline. Level II broadcasts use the workbook a great deal.
- 13 The Alphabet Workbook, Level I Teacher's Guide and Level I Pupil's Workbook must also be in schools before the IRI broadcasts resume in September.
- 14 Radio Pakistan has had enquiries about when Workbooks for the current broadcasts will be available.
- 15 The IRI test for May 1994 was recorded on 17 April. Producers will make the master cassette today. (18 April)
- 16 It is important that segment master cassettes and the master cassettes of the compiled lessons are monitored as soon as they are available. This is to check the technical quality, standard of the scripts and the logic and variety in the running orders. Nighat Lone will try to keep up to date with the monitoring.
- 17 Next liaison meetings will be on Monday 25 April and Monday 2 May at 9.00 am.

MINUTES OF MEETING
DATE 10/4/94

Participants: Mrs. Warrill, Mrs. Waheeda, Mrs. Nighat Lone,
Mr. Zahir Shah, Mrs. Asma Gul

cc: Dr. Mona Habib, Ms. Bhatti.

1. Producer handed over all the timings for weeks 17,18,19 including cuts.
2. Congratulations to the team for completing scripting and recording of level two!
3. Producers handed over master cassettes up to lesson 96.
4. Because of Miss Azra's illness Mrs. Waheeda will write the Teacher's Guide for level II.
5. Mrs. Waheeda will start immediately on the teacher's guide because the dead line is in May.
6. This means that Mrs. Nighat is largely responsible for scripting of level III.
7. Mr. Fuad has compiled the scripts up to lesson 76 for level II.
8. Second session for school broad cast is starting from 11/4/94 at 11:05 a.m the promotional publicity for 9th and 10th April was arranged by the producers.
9. Broad casts will start from lesson 75. Lessons from 109 to 111 will probably be dropped because of Eid. Then the broadcasts will continue until Tuesday 31 of May 1994. School holidays will start on Wednesday the 1st of June 1994.
10. Master cassettes for week thirteen onwards will be checked by Mrs. Warrill and Mrs. Nighat.
11. Running orders, segment lists as recorded scripts are up to date to week 16.
12. Two lessons in week 6 of level II will be recompiled because of the change in Running Orders.
13. Segment lists from week 17 to 19 and updated segment lists up to week 16 were given to the producers.
14. 17th April is the date for auditions at 2:30 p.m. For father, G, father and G.Mother as actors.

15. If it can be scheduled a short actors workshop should be held for training as this saves a lot of time in later studios.
16. The next training day for producers by Dr. Dan Garrett will be probably on Saturday 16 April.
17. The remaining actors contracts for level II recordings were given to the producers.
18. Scripts writers and producers in discussion with Warrill will draw up a time table through to August 1994.
19. Most of the planning for Level III segments should be done this week.
20. Gulshan Ara has written level II work book pages up to page 36. All pages need to be checked by the script writers.
21. The next liaison meeting will be on 18th April at 9:00 a.m.

MINUTES OF MEETING
DATE 6/3/94

Participants: Dr.Mona Habib, Ms Bhatti, Mrs.Waheeda Parveen,
Mrs. Nighat Lone, Mrs.Asma Gul, Mr. Zahir
Shah, Fuad Akhtari

1. Producers handed over the master cassettes up to lesson 42.
2. Producers brought timing for week 14 and 15. Timing for segment cuts for week 14 and 15.
3. 24th March is the recording date.
4. The schedule is here attached with to be followed for all concern persons.
5. Script writers handed over programme running orders up to week 13.
6. Script writers will prepare programme running orders for week 14 and 15.
7. Script writers have completed scripts up to week 19.

MINUTES OF MEETING
DATE 29/3/94

Participants: Mr. Zahir Shah, Mrs. Asma Gul, Mrs. Nighat Lone,

1. Master cassettes upto lesson 90 for Fuad and Gulshan Ara Handed over to Fuad.
2. Master segments upto week - 16 level II cassette handed over to Fuad.
3. Editing completed upto week 17.
4. Segment corrections and list of segments updated upto week 16.
5. Lesson compilation upto week 12 by Fuad.
6. Running order for level II upto week 13 have been typed.
7. Producers demanded Broad Cast schedule for the month of April to make proper microphone publicity in advance.
8. An intimation letter from Primary Education to the Station Director for the second session of Level I.
9. Kenyan Level II scripts upto lesson 50 have been studied and scope and sequence has been prepared by the script writers.
10. Scripts for week 17-18 and 19 handed over to the producers.
11. Running Order upto week - 16 sent to the producers.
12. Recordings for Level II will be conducted on 31 March, 3, 4 and 6 April.
13. Master cassettes upto week 12 have been checked by the Nighat and Waheeda.
14. Next Meeting will be held on 10 April in the presence of Warrille to discuss Level III at a great length.

MINUTES OF MEETING
DATE 22/3/94

Participants: Mrs. Waheeda Parveen, Mrs. Nighat Lone,
Mr. Zahir Shah.

cc: Dr. Mona Habib, Ms. Bhatti.

1. Producers brought lesson up to 66.
2. Master cassettes of segments upto week 9-A handed over to Fuad by Zahir Shah.
3. Compilation up to week 14 of level II has been completed and editing up to week 16 has also been completed by the producers.
4. Running orders along with front page information up to week 12 was handed over to Fuad by the producers.
5. Programme Running Orders up to week 15 was handed over to the producers by the script writers.
6. Analysis of Kenyan level II lesson has been completed by the script writers up to lesson 50.
7. Script writers proof read the teacher guide of level I and handed it over to Dr. Mona Habib.
8. Script writers are working on Programme Running Orders onward.
9. Script writers are also working onwards on analysis of Kenyan lessons.
10. Script writers checked the type written programme running orders for level II.
11. Script writers listened to the lessons of level II up to week 4. Some minor changes were pointed to the producers.
12. Fuad has compiled the lesson up to 60.
13. Fuad has type written the programme running orders up to week 11.
14. Fuad retyped the scripts after corrections and timing.
15. FX for week 17,18,19 were discussed in the meeting with the producers.
16. Next recording will be on 31 March at 9:30.
17. Next liaison meeting will be on 29 March at 9:00 am.

APPENDIX
Now
 page 1



Where Service and Engineering Make the Difference

* TAPE RECORDER:
 1 OTARI MX5050 MARK IV 2 TRK \$4,150 *

OTARI MX-5050 MK IV-2 PARTS REQUEST

ITEM	QTY	PART NO.	DESCRIPTION	BBB PRICE	EXTENDED TOTAL
CASE ASSEMBLY K1170					
X 1	3	1G1-44KA	HEAD ASSEMBLY	\$405.04	\$1,215.12
X 2	3	A1177	AUDIO AMP ASSEMBLY	\$0.00	\$0.00
CHASSIS ASSEMBLY CU000					
X 1	3	GB-230	CONTROL ASSEMBLY	\$370.00	\$1,110.00
X 2	0	TF11090	XFORMER ASSEMBLY	\$401.72	\$0.00
X 3	3	PB-7VCA	FUSE PCB ASSEMBLY	\$20.95	\$62.85
X 4	3	PB-4RMA	CONTROL PCB ASSEMBLY	\$1,332.70	\$3,998.10

WHOLE ASSEM.
 NOT SOLD. SEE DIX

SEE LISTING FOR
 BREAK DOWN IF
 ORDERED AND NOT
 NEEDED, SAVE COST.

HEAD ASSEMBLY KH-44K

X 1	1	GS-2010	SPRING HEAD ADJ	\$1.02	\$0.21
✓ 2	ONE	GH-4E082B	ERASE HEAD ASSEMBLY	\$142.50	\$142.50
✓ 3	TWO	GH-4R005B	RECORD HEAD ASSEMBLY	\$102.35	\$204.70
✓ 4	THREE	GH-4P027B	REPRODUCE HEAD	\$97.80	\$293.40
X 5	0	GN314002	CONNECTOR	\$0.01	\$0.01
X 6	3	PB-781AB	HEAD RELAY	\$11.75	\$35.25

PLEASE
 REVISE
 TOTALS

REEL ASSEMBLY KW41J

X 1	3	MR16005	METER REEL	\$193.50	\$580.50
X 2	3	1QW-4JA	BRAKE BAND ASSEMBLY	\$7.54	\$22.62
X 3	10	GG1175	SPRING	\$0.52	\$5.20
X 4	0	PZ1B040	DAMPER	\$0.43	\$0.00
X 5	0	GP1F03	SOLENOID	\$24.47	\$0.00
X 6	3	PB-4RMA	REEL MOTOR DRIVE	\$280.32	\$840.96

PINCH ROLLER ASSEMBLY KF-4X CAPSTAN ASSEMBLY KC-41H,

SHIFER ASSEMBLY KR-4W					
✓ 1	3	KP-49-B	PINCH ROLLER ASSEMBLY	\$46.72	\$140.16
X 2	3	GP-1B12	SOLENOID	\$33.90	\$101.70
X 3	3	KZ0A113	SCREW ADJ	\$5.53	\$16.59
X 4	3	PZ1B021	DAMPER	\$0.43	\$1.29
X 5	0	GG2183	SPRING	\$1.11	\$0.00
X 6	3	PZ1C130	RING	\$0.43	\$1.29
✓ 7	ONE	MR-1L	MOTOR, CAPSTAN	\$200.00	\$200.00
X 8	3	GP1A00	SOLENOID	\$20.00	\$60.00
X 9	0	PZ1G174	PIPE, RUBBER	\$0.02	\$0.00
X 10	0	GG1185	SPRING	\$0.44	\$0.00
X 11	0	GG1020-A	SPRING	\$0.00	\$0.00
X 12	0	GG1140	SPRING	\$0.00	\$0.00
X 13	12	F524060	WASHER, POLY-GLIDER	\$0.21	\$2.52

TENSION ARM ASSEMBLY KA-4Y/KA-4Y, IMPEDANCE ROLLER/K1-4T

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Where Service and Engineering Make the Difference

X	4	3	?	STRING-2M BRAKETORQUE	\$0.00	\$0.00	WHAT 2?
X	5	3	?	SPRING SCALE 500 G FOR 4	\$131.20	\$303.70	

AMP. CONNECTOR ASSEMBLY A1117

X	1	0	0	EN103195 CONNECTOR XL MALE	\$0.00	\$0.00	PG2 - LAST ITEM
X	2	0	0	EN103040 CONNECTOR XL FEMALE	\$0.07	\$52.00	
X	3	10	?	SPARK-KILLER	\$0.00	\$0.00	NOT ON MY DRAWING
X	4	0	?	WH11131Y SWITCHES	\$0.00	\$0.00	
X	5	3	?	SWITCH-TX-D112	\$0.00	\$0.00	

CONTROL PCB ASSEMBLY (PB4RMOA)(3-10594)

✓	1	12	6	IQ04 INTEGRATED CIR 8N74ACB4N	\$0.00	\$7.00	
✓	2	3	3	IQ540 INTERGRATED CIR SN74HCS4BN	\$3.50	\$21.34	
✓	3	3	3	I-OD002 INTERGRATED CIR M523BL	\$2.50	\$15.54	
✓	4	3	3	I-QN030 INTERGRATED CIR MPC317H	\$4.00	\$20.00	
✓	5	12	4	IQ00 INT. CIR 8N74HL00N	\$0.00	\$7.00	
✓	6	3	2	I-Q147 INT. CIR TMP02C79P-2	\$10.07	\$32.00	
✓	7	3	2	1M51057B INT. CIR M51057BL	\$1.54	\$0.24	
✓	8	3		IQ245 INT. CIR 8N74HC245N	\$2.23	\$0.00	
✓	9	3		I-0110 INT. CIR M8M8EC85-A-R8	\$18.02	\$54.05	
✓	10	3		IQ374 INT. CIR 8N74MC374N	\$2.45	\$7.35	
✓	11	3		IP584BP INT. CIR MD14584BP	\$1.32	\$3.95	
✓	12	3	3	IQ74 INT. CIR 8N74HC74N	\$0.80	\$5.20	
✓	13	3	3	I-Q201 INT. CIR NJM7089FA	\$1.70	\$10.87	
✓	14	3		IF70189 INT. CIR TH70185	\$1.70	\$5.33	
✓	15	3		IQ393 INT. CIR 8N74HC703N	\$2.45	\$7.35	
✓	16	3		IQ00 INT. CIR 8N74H00N	\$0.80	\$1.97	
✓	17	3		IQ32 INT. CIR TC74HC32P	\$0.80	\$1.97	
✓	18	3	3	IQ541 INT. CIR 8N74HCS41N	\$3.50	\$21.34	
✓	19	3		I-0100 INT. CIR D27512-2	\$30.83	\$110.50	
✓	20	3		I-0H111 INT. CIR HM8204D-15	\$14.00	\$44.00	
✓	21	3		IQ139 INT. CIR 8N34HC139N	\$1.11	\$3.32	
✓	22	3		IQ130 INT. CIR 8N74HC130N	\$0.80	\$2.05	
✓	23	3		IQ390 INT. CIR 8N74HC390N	\$2.45	\$7.35	
✓	24	3		IP081BP INT. CIR HD14B81BD	\$0.00	\$1.97	
✓	25	3		IMC14000 INT. CIR MC14B00B	\$0.00	\$1.97	
✓	26	3		IMC14530 INT. CIR MC14530BP	\$2.23	\$0.00	
✓	27	3	3	I-0154 INT. CIR IMP02C55AP-2	\$9.11	\$54.00	
✓	28	3		IMC14104 INT. CIR MC14104BCP	\$2.00	\$7.00	
✓	29	3		IMC14070 INT. CIR HD14B70BCP	\$0.00	\$1.97	
✓	30	3	3	I-OD007 INT. CIR M523BL	\$1.70	\$5.33	
✓	31	3		IMC14555 INT. CIR MC14555BCP	\$1.11	\$0.04	
✓	32	3	3	IQ4050 INT. CIR IC74HC4B5BP	\$10.44	\$31.33	
✓	33	3		I-OT145 INT. CIR TMP02C54AP-2	\$0.23	\$24.70	
✓	34	3		IQ4040A INT. CIR PC74HC4B40AP	\$1.11	\$3.32	
✓	35	3		IHC70L10 INT. CIR 7BL10	\$1.54	\$4.02	
✓	36	3		IHC70L05 INT. CIR 7BL05			

PLEASE REVISE TOTALS

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Bradley

BROADCAST

Where Service and Engineering Make the Difference

PLEASE REVISE TOTALS

✓37	0	IM6223P	INT.CIR M5223P	\$1.11	\$9.95
✓38	3	IHC311C	INT.CIR UPC311C	\$1.78	\$5.33
✓39	3	I-0112	INT.CIR 1B112	\$53.38	\$180.15
✓40	3	IQ14	INT.CIR 6N74HC14N	\$1.11	\$3.32
✓41	30-4	Q-0011	TRANSISTOR RN1285	\$0.21	\$2.10
✓42	28-4	Q-OD009	TRANSISTOR R11N2415	\$0.24	\$7.14
✓43	2-3	Q-0005	TRANSISTOR RN1220	\$0.43	\$3.91
✓44	18-4	Q-0023	TRANSISTOR 2SA182BY	\$0.88	\$6.66
✓45	2-3	QC1818GR	TRANSISTOR 28C1815GR	\$0.21	\$1.26
✓46	2-3	QB1032K	TRANSISTOR 28B1832K	\$0.89	\$41.33
✓47	2-3	QD1436K	TRANSISTOR 28D1436K	\$0.88	\$39.98
✓48	3	QB8830	TRANSISTOR 2SB8830	\$5.42	\$16.25
✓49	3	QD11480	TRANSISTOR 2SD11480	\$5.78	\$17.35
✓50	2-4	PNTLR124	DIODE TLR124	\$0.43	\$2.80
✓51	28-6	PN-T83ST	DIODE 155178	\$0.21	\$7.98
✓52	10-4	PN-Z285	DIODE CRA15-B2	\$0.21	\$2.10
✓53	10-3	PN4D4B41	DIODE 4D4B41	\$3.11	\$31.08
✓54	10-2	RV414298	VM-38G-ABB-B14	\$1.11	\$6.64
✓55	2-2	RY1DC051	Q2Q-187P-V	\$5.78	\$17.35
✓56	2-2	WH98012	B58-81	\$3.11	\$18.85
✓57	3	PZ4C053	HC-18U	\$3.54	\$10.83
✓58	2-3	PNTLG-208	TLG208	\$0.43	\$2.80
✓59	2-2	PNTLR208	TLR208	\$0.43	\$1.30
✓60	2-2	PNTL0124	PNTLR124	\$0.43	\$1.30
✓61	2-2	PNTLG124	TLG124	\$0.43	\$1.30
✓62	2-2	PNTLY124	TLY124	\$0.43	\$22.86
✓63	2-4	WH111824	TM2-01-1B	\$2.45	\$2.85
✓64	3	WH11181	TM1-01	\$0.88	\$2.85
✓65	2-4	PN-T199	DIODE MA171	\$0.21	\$1.88
✓66	0	NF590N	INT.CIR-NF590N	\$0.00	\$0.00
✓67	0	0-0004	INT.CIR-UN1111	\$0.00	\$0.00
✓68	0	0-0005	INT.CIR-UN1211	\$0.00	\$0.00
✓69	2	PN-R212	PC-EE-SX401	\$10.91	\$85.44
✓70	2-3	PN-P214	LD2-LD7	\$4.88	\$59.11
✓71	0	PNTLR124	LD9-LD10	\$0.00	\$0.00
✓72	1	?	INDUCTOR-L1 (125-UH)	\$0.00	\$0.00
✓73	1	?	?		

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PCU NOT ON MY SCHEMATIC

PCB
 REC. & REPRO. AMP. P.C.B. ASSEMBLY P/N A117508

✓1	20-6	I-OJ017	INT. CIR NJM20430	\$1.11	\$33.18
✓2	2-6	I-OJ031	INT.CIR NJM45580	\$2.88	\$23.94
✓3	3	J-0009	NJM45580	\$2.00	\$6.01
✓4	2-2	QA798C	TRANSISTOR 2SA798G	\$1.11	\$8.84
✓5	20-6	QC1815BL	TRANSISTOR 28C1815BL	\$0.00	\$0.00
✓6	2-3	QC1583G	TRANSISTOR 28C1583G	\$0.88	\$5.29
✓7	25-6	Q.....	TRANSISTOR 28K105J	\$0.88	\$22.05

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Where Service and Engineering Make the Difference

PLEASE REVISE TOTALS

✓ 8	8 3	QC2344B	TRANSISTOR 2SC2344B	\$2.23	\$17.81
✓ 9	8 3	QA1011E	TRANSISTOR 29A1011E	\$2.51	\$20.05
✓ 10	8 4	Q28J104V	TRANSISTOR 26J104V	\$1.32	\$10.53
✓ 11	8 4	QC3581D	TRANSISTOR 2SC3581D	\$0.88	\$5.29
✓ 12	8 3	QA1015GR	TRANSISTOR 29A1015GR	\$0.21	\$1.28
✓ 13	28 6	PN-T189	DIODE FDM0615	\$8.89	\$177.00
✓ 14	8 3	PNKB-285	DIODE KB-285	\$0.43	\$2.60
✓ 15	3	PN-0016	DIODE RD812EB2	\$0.21	\$0.83
✓ 16	3	PN-Z285	DIODE 6MIR-02 - REPLACED BY	\$0.21	\$0.63

GRAND TOTAL

\$21,898.67

P. 02
APPENDIX
9



LATER

Where Service and Engineering Make the Difference

OTARI MX-5050 MK IV-2 PARTS REQUEST

ITEM	QTY	PART NO.	DESCRIPTION	BBB PRICE	EXTENDED TOTAL
CASE ASSEMBLY K1170					
1	X 3	KH-44KA	HEAD ASSEMBLY	\$495.64	\$1,486.93
2	X 3	A1177	AUDIO AMP ASSEMBLY	\$0.00	\$0.00

WHOLE ASSEM. NOT SOLD. SEE DIR

CHASSIS ASSEMBLY CU00V

1	X 3	CB-23C	CONTROL ASSEMBLY	\$370.83	\$1,112.50
2	X 0	TF11030	XFORMER ASSEMBLY	\$491.72	\$2,950.33
3	X 3	PB-7VCA	FUSE PCB ASSEMBLY	\$29.95	\$89.84
4	X 3	PB-4RMA	CONTROL PCB ASSEMBLY	\$1,332.79	\$3,998.38

SEE LISTING FOR WORK DOWN. IF ORDERED AND NOT NEEDED, 50% REF.

HEAD ASSEMBLY KH-44K

1	✓ X 3	GS-2010	SPRING HEAD ADJ	\$1.32	\$9.21
2	✓ 3 1	GH-4E082B	ERASE HEAD ASSEMBLY <i>only</i>	\$142.58	\$427.69
3	✓ 0 2	GH-4R005B	RECORD HEAD ASSEMBLY <i>only</i>	\$102.35	\$614.12
4	✓ 0 3	GH-4P027B	REPRODUCE HEAD	\$97.89	\$587.33
5	✓ 0	CN314002	CONNECTOR	\$6.01	\$36.04
6	✓ X 2	PB-781AB	HEAD RELAY	\$11.75	\$35.24

REEL ASSEMBLY KW41J

1	3	MRIC005	METER REEL	\$193.50	\$580.69
2	✓ 3 2	KW-4J-A	BRAKE BAND ASSEMBLY	\$7.34	\$22.01
3	✓ 10 6	G81175	SPRING	\$0.52	\$5.18
4	✓ 8 2	PZ1B049	DAMPER	\$0.43	\$2.60
5	✓ 8 2	GP1F03	SOLENOID	\$24.47	\$148.63
6	✓ X 1	PB-4RNA	REEL MOTOR DRIVE	\$280.32	\$780.95

PINCH ROLLER ASSEMBLY KF-4X CAPSTAN ASSEMBLY KC-41H, SHIFER ASSEMBLY KR-4W

1	✓ X 2	KP-4S-B	PINCH ROLLER ASSEMBLY	\$46.72	\$140.16
2	✓ 3 2	GP-1B12	SOLENOID	\$33.38	\$100.13
3	✓ 3 2	KZ0A113	SCREW ADJ	\$5.53	\$16.59
4	✓ 3	PZ1C021	DAMPER	\$0.43	\$1.30
5	✓ 0	G82183	SPRING	\$1.11	\$6.64
6	X 3	PZ1C130	RING	\$0.43	\$1.30
7	X 3	MR-1L	MOTOR, CAPSTAN	\$669.68	\$2,009.03
8	✓ X 2	GP1A09	SOLENOID	\$20.89	\$62.08
9	X 0	PZ1C174	PIPE, RUBBER	\$0.92	\$5.54
10	✓ 0 2	G81185	SPRING	\$6.44	\$38.64
11	✓ 0 2	G81028-A	SPRING	\$3.33	\$19.99
12	✓ 0 2	G81148	SPRING	\$0.88	\$5.20
13	X 12	F524060	WASHER, POLY SLIDER	\$0.21	\$2.52

ENSION ARM ASSEMBLY KA-4X/KA-4Y, IMPEDEANCE ROLLER/K1-4T

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BROADCAST

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4	X 3	?	STRING 2M BRAKETORQUE	\$0.00	\$0.00 - WHAT ?
5	X 3	?	SPRING SCALE 500 G FOR 4	\$131.28	\$393.79
AMP. CONNECTOR ASSEMBLY A1117					
1	✓ 0 2	?	CN103195 CONNECTOR XL MALE	\$0.00	\$0.00 PG 2 - LAST ITEM
2	✓ 0 2	?	CN103048 CONNECTOR XL FEMALE	\$8.67	\$52.00
3	X 10	?	6SPARK KILLER	\$0.00	\$0.00
4	X 9	?	WH11131Y SWITCHES	\$0.00	\$0.00
5	X 3	?	SWITCH TX-D112	\$0.00	\$0.00 } NOT ON MY DRAWING
CONTROL PCB ASSEMBLY (PB4RMOA)(3-16594)					
1	✓ 12 2	?	IQ04 INTEGRATED CIR SN74ACB4N	\$0.68	\$7.90
2	✓ 8 2	?	IQ540 INTERGRATED CIR SN74HC54BN	\$3.58	\$21.34
3	✓ 6 2	?	I-OD082 INTERGRATED CIR M523BL	\$2.50	\$15.54
4	✓ 6 2	?	I-ON038 INTERGRATED CIR MPC317H	\$4.08	\$28.08
5	✓ 12 2	?	IQ00 INT. CIR SN74HL00N	\$0.88	\$7.90
6	✓ 3 2	?	I-0147 INT. CIR TMP62C79P-2	\$10.87	\$32.00
7	✓ 6 2	?	1M51957B INT. CIR M51957BL	\$1.54	\$9.24
8	✓ 3 2	?	IQ245 INT. CIR SN74HC245N	\$2.23	\$6.88
9	✓ 3 2	?	I-0110 INT. CIR M8M8EC85-A-R8	\$18.02	\$54.05
10	✓ 3 2	?	IQ374 INT. CIR SN74MC374N	\$2.45	\$7.35
11	✓ 3 2	?	IP584BP INT. CIR MD14584BP	\$1.32	\$3.95
12	✓ 3 2	?	IQ74 INT. CIR SN74HC74N	\$0.88	\$5.29
13	✓ 6 2	?	I-0201 INT. CIR NJM788SFA	\$1.78	\$10.87
14	✓ 1 2	?	IF7818S INT. CIR TH78185	\$1.78	\$5.33
15	✓ 1 2	?	IQ393 INT. CIR SN74HC793N	\$2.45	\$7.35
16	✓ 1 2	?	IQ08 INT. CIR SN74H08N	\$0.88	\$1.97
17	✓ 1 2	?	IQ32 INT. CIR TC74HC32P	\$0.88	\$1.97
18	✓ 1 2	?	IQ541 INT. CIR SN74HC541N	\$3.58	\$21.34
19	✓ 1 2	?	I-0189 INT. CIR D27512-2	\$38.83	\$110.50
20	✓ 1 2	?	I-0H111 INT. CIR HM8284D-15	\$14.89	\$44.08
21	✓ 1 2	?	IQ139 INT. CIR SN34HC139N	\$1.11	\$3.32
22	✓ 1 2	?	IQ138 INT. CIR SNT4HC138N	\$0.88	\$2.65
23	✓ 1 2	?	IQ390 INT. CIR SN74HC398N	\$2.45	\$7.35
24	✓ 1 2	?	IP081BP INT. CIR HD14B81BD	\$0.68	\$1.97
25	✓ 1 2	?	IMC14089 INT. CIR MC14B89B	\$0.68	\$1.97
26	✓ 1 2	?	IMC14538 INT. CIR MC14538BP	\$2.23	\$6.88
27	✓ 1 2	?	I-0154 INT. CIR IMP82C55AP-2	\$9.11	\$54.68
28	✓ 1 2	?	IMC14194 INT. CIR MC14194BCP	\$2.68	\$7.98
29	✓ 1 2	?	IMC14070 INT. CIR HD14878BCP	\$0.68	\$1.97
30	✓ 1 2	?	I-OD087 INT. CIR M523BL	\$1.78	\$5.33
31	✓ 1 2	?	IMC14555 INT. CIR MC14555BCP	\$1.11	\$3.32
32	✓ 1 2	?	IQ4050 INT. CIR IC74HC485BP	\$10.44	\$31.33
33	✓ 1 2	?	I-OT145 INT. CIR TMP62C54AP-2	\$9.23	\$24.70
34	✓ 1 2	?	IQ4048A INT. CIR PC74HC484AP	\$1.11	\$3.32
35	✓ 1 2	?	IHC78L18 INT. CIR 78L18	\$1.11	\$3.32
36	✓ 1 2	?	IHC78L05 INT. CIR 78L05	\$1.54	\$4.62

b2

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BROADCAST

Where Service and Engineering Make the Difference

37	✓ 8.2	IM8223P	INT.CIR M5223P	\$1.11	\$9.95
38	✓ 3.2	IHC311C	INT.CIR UPC311C	\$1.78	\$5.33
39	✓ 3.2	I-0112	INT.CIR 1B112	53.38	\$160.15
40	✓ 3.2	IQ14	INT.CIR 6N74HC14N	\$1.11	\$3.32
41	✓ 10.3	Q-0011	TRANSISTOR RN1285	\$0.21	\$2.10
42	✓ 30.4	Q-0009	TRANSISTOR R11N2415	\$0.24	\$7.14
43	✓ 10.3	Q-0005	TRANSISTOR RN1226	\$0.43	\$3.91
44	✓ 10.3	Q-0023	TRANSISTOR 28A182BY	\$0.68	\$6.68
45	✓ 10.2	QC1818GR	TRANSISTOR 28C1818GR	\$0.21	\$1.26
46	✓ 10.2	QB1032K	TRANSISTOR 28B1832K	\$8.89	\$41.33
47	✓ 10.2	QD1436K	TRANSISTOR 28D1436K	\$8.66	\$39.98
48	✓ 3.2	QB8830	TRANSISTOR 28B8830	\$5.42	\$16.25
49	✓ 3.2	QD11480	TRANSISTOR 28D11480	\$5.78	\$17.35
50	✓ 3.2	PNTLR124	DIODE TLR124	\$0.43	\$2.60
51	✓ 30.4	PN-T335T	DIODE 155178	\$0.21	\$7.98
52	✓ 10.3	PN-Z285	DIODE CRA16-B2	\$0.21	\$2.10
53	✓ 10.3	PN4D4B41	DIODE 4D4B41	\$3.11	\$31.08
54	✓ 3.2	RV414296	VM-38G-ABB-B14	\$1.11	\$6.64
55	✓ 3.2	RY1DC051	Q2Q-167P-V	\$6.78	\$17.35
56	✓ 10.2	WH98012	B58-81	\$3.11	\$18.65
57	✓ 3.2	PZ4C053	HC-18U	\$3.54	\$10.63
58	✓ 3.2	PNTLG-208	TLG208	\$0.43	\$2.60
59	✓ 3.2	PNTLR208	TLR208	\$0.43	\$1.30
60	✓ 3.2	PNTL0124	PNTLR124	\$0.43	\$1.30
61	✓ 3.2	PNTLG124	TLG124	\$0.43	\$1.30
62	✓ 3.2	PNTLY124	TLY124	\$0.43	\$1.30
63	✓ 3.2	WH111824	TM2-01-1B	\$2.45	\$22.05
64	✓ 3.2	WH11181	TM1-01	\$0.88	\$2.65
65	✓ 3.2	PN-T199	DIODE MA171	\$0.21	\$1.68
66	✓ 3.2	NF590N	INT.CIR NF590N	\$0.00	\$0.00
67	✓ 3.2	0-0004	INT.CIR UN1111	\$0.00	\$0.00
68	✓ 3.2	0-0008	INT.CIR UN1211	\$0.00	\$0.00
69	✓ 3.1	PN-R212	PC-EE-SX401	\$10.91	\$65.44
70	✓ 3.2	PN-P214	LD2-LD7	\$4.68	\$56.11
71	✓ 12.2	PNTLR124	LD9,LD10	\$0.00	\$0.00
72	✓ 3.2	?	INDUCTOR L1 (125 UH)	\$0.00	\$0.00
73	XX				

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PS4
- NOT ON MY SCHEMATIC

REC. & REPRO. AMP. P.B.C ASSEMBLY P/N A11750B

1	✓ 30.3	I-OJ017	INT. CIR NJM20430	\$1.11	\$33.18
2	✓ 10.3	I-OJ031	INT. CIR NJM45580	\$2.68	\$23.94
3	✓ 3.2	J-0009	NJM45580	\$2.00	\$6.01
4	✓ 10.2	QA798C	TRANSISTOR 2SA798G	\$1.11	\$6.64
5	✓ 30.3	QC1815BL	TRANSISTOR 28C1815BL	\$0.00	\$0.00
6	✓ 10.2	QC1583G	TRANSISTOR 28C1583G	\$0.88	\$5.29
7	✓ 25.4	Q2K117GR	TRANSISTOR 28K105J	\$0.88	\$22.05

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BROADCAST

Where Service and Engineering Make the Difference

8	✓ 2	QC2344B	TRANSISTOR 2SC2344E	\$2.23	\$17.81
9	✓ 2	QA1011E	TRANSISTOR 2SA1011E	\$2.51	\$20.05
10	✓ 2	Q2SJ104V	TRANSISTOR 2SJ1044	\$1.32	\$10.53
11	✓ 2	QC3581D	TRANSISTOR 2SC3581D	\$0.88	\$5.20
12	✓ 2	QA1015GR	TRANSISTOR 2SA1015GR	\$0.21	\$1.26
13	✓20	PN-T189	DIODE FDM9615	\$8.89	\$177.80
14	✓ 3	PNKB-265	DIODE KB-265	\$0.43	\$2.60
15	✓0	PN-0016	DIODE RD612EB2	\$0.21	\$0.63
16	✓3	PN-Z265	DIODE 6MIR-02 - REPLACED BY	\$0.21	\$0.63
GRAND TOTAL					\$21,598.57

AUDITIONS 17 APRIL 1994

REVISED REPORT

These auditions were held to cast members of the family who will appear in Level III, as well as some extra minor characters, such as Doctor, Nurse, Carpenter, Tailor.

WOMEN

Mrs Ehsan clear, older voice. Very good English; confident, strong delivery. Will play the part of Grandmother.

Ghazala Roohi younger voice age, about 30s, late 20s. Fairly distinctive voice; rapidly gained confidence as audition progressed; needs to 'loosen up' and act more, but should improve with direction. Will play the part of the Nurse.

Mrs Rubina Iftikhar mid-range voice. Expressive delivery, but fairly heavily accented. Possibly a useful minor character.

Kalsum Laeeq 12 year old girl. Pleasant voice, competent English. Should respond well to direction. Useful if another child character is needed. (Sister of Nida Laeeq who plays the part of Sana.)

MEN

Iftikhar Ghouri deep, strong, older voice. Very good English; confident delivery and pronunciation quite clear. Needs direction to slow down his delivery and to sound more friendly. He will play the part of Grandfather.

Hassan Ahmed Khan Deep, younger voice. Conveys authority. Clear delivery. Will play the part of Father.

Hussein Jaffrey medium deep younger voice. Slight accent but clear, confident delivery. A candidate for the parts of Doctor, Carpenter or Tailor.

Abdurab lighter, younger voice. Voice age about late 20s, 30s. Fairly confident, should respond well to direction. Slight accent. Has had radio experience presenting youth programmes. Could play Doctor, Carpenter or Tailor.

Javed Iqbal medium deep younger voice. Quite a confident, expressive delivery. Could play Doctor, Carpenter or Tailor.

Ali Abdul Ahadi deep, mellow, older voice. Needs coaching on English pronunciation but good expression when sure of lines. Very experienced actor. (Was initially considered for the part of Grandfather, with Iftikhar Ghouri as Father; but their voices are similar enough to cause confusion when they're in the same scene. So Iftikhar Ghouri was cast as Grandfather.) Ali Abdul Ahadi could play the part of the Carpenter or the Tailor.

Sohaib Anwar younger voice. Voice age about late 20s, 30s. Good English, confident, expressive delivery but has a noticeable lisp which means he is probably not suitable for IRI.

WOMEN - from October 1993 Auditions

It's worth keeping in mind two more of the women from the October 1993 Auditions. They have not yet been used in recordings, but could be useful if young women's voices are needed, for spoken parts:

Sobia Hameed light, soft voice. Good English pronunciation and interpretation.

Shazia Gul nice, childlike voice. Slight accent but should respond to direction.

For singing only:

Shazia Moeen very pleasant singing voice. Speech tended to lack confidence and become fairly heavily accented.

W Grindrod
April 1994

IRI LEVEL III

CAST

ADULTS

Bano	Nighat Lone
Aslam	Shah Mansoor
Hena	Durre Samin
Baber	Sherya Jabbar
Mr Akram (market vendor)	Saad Paracha
Mother	Nasra Iftikhar
Father	Hassan Ahmed Khan
Grandmother	Mrs Ehsan
Grandfather	Iftikhar Ghouri
Nurse	Ghazala Roohi
Doctor/Carpenter/Tailor	Hussein Jafrey/Abdurab Javed Iqbal/Ali Abdul Ahadi

CHILDREN

Khalil	Nabil Amer
Asif	Farooq Lone
Sana	Nida Laeeq
Razia	Tanya Lone

ENGLISH IN ACTION
TEST 328

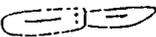
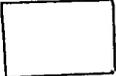
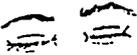
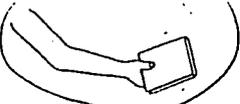
APPENDIX
11

SERIAL NO. _____ TEACHER'S CODE _____

SCHOOL'S NAME _____

TEACHER'S NAME _____ MARKS OBTAINED _____

Circle the picture that matches what the radio says.

1)				
2)	11	16	19	20
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				

Read and match with the pictures

11)

It's her cat.

It's his cat.



12)

The boy is walking.

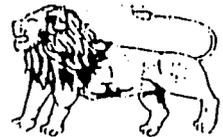
The man is laughing.



13)

The lion is roaring.

The horse is neighing.



14)

Touch your elbow

Touch your foot.



15)

She is eating.

He is drinking.



Fill in the blanks.

16) We are _____.

(clap, walking)

17) _____ your nose.

(Touch, Bounce)

18) The cow _____ milk.

(gives, eats)

19) Grass is _____.

(white, green)

20) The wind is _____.

(ringing, blowing)