

ENGLISH TEACHERS



NEWSLETTER



Association of English Teachers of Armenia

Issue 1, April 1996

A Message From AETA President Karineh Mouradian



As President of the Association of English Teachers of Armenia (AETA) I am happy to be honored with the privilege of being the first to congratulate you on two landmark events: first - the establishment of our Association, and second - this Newsletter. As you might already know, the Association has become a legal entity quite recently. But we have been striving for it nearly three years. I must admit these were hard and yet fruitful years. Now we have come to a point when we are trying to accomplish the mission of the Association which we believe is to strengthen the effective teaching and learning of English as a second (or foreign) language in Armenia. To this end the Association, as a national organization, supports and seeks to inspire those involved in English language teaching, teacher education, administration and management, curriculum and material design or development, and research; provides leadership and direction through the dissemination and exchange of information and resources; encourages access to and standards for English language instruction, professional preparation and employment.

Since you might be interested in the actual accomplishments of the Association, I would like to briefly outline them.

Based on the suggestions of our members, we have developed a program which we have started implementing. Probably you have attended or heard about workshops organized by the Association both on its own and in cooperation with Peace Corps. Or could it be that you work in one of those schools (namely NN 114, 67,172,78) which were lucky to get free of charge those textbooks for supplementary reading sent to the Association

by British publishers as a token of their goodwill and support? Or were you happy to have bought for a symbolic price, or get free of charge, excellent teaching materials which were offered to you by the USIS at one of our regular meetings? (By the way, if you are interested in getting these or other similar teaching materials, feel free to address us for help). Or maybe, you have heard that we are establishing and maintaining contacts with schools and other educational institutions all over Armenia, e. g. in Gyumri, Vanadzor, Sissian, Abovian, Hrazdan, Yerevan? And what about TESOL, this international organization of Teachers of English to Speakers of Other Languages? Do you know that we have been granted a complementary membership for this year which means that we will have TESOL materials available for us this year?

We have many other items on our agenda, the main one being the Third Annual Conference of English Teachers of Armenia. So as you see, we have done a lot. The most tangible of our accomplishments you are holding now in your hands. How do you like it? However, we believe we have still more to do. What I would like to underscore is that the present board will do everything in order to make it (to paraphrase Lincoln's statement) "an Association of English teachers of Armenia, by English teachers of Armenia, for English teachers of Armenia".

Well, we hope this is just a beginning and a good beginning should ensure a good future.

Finally, I would like to thank all those involved in transforming the idea of the Newsletter into a reality.

*Karineh Mouradian
is presently teaching English at AUA*

An Introduction to the AETA Board Members



It is a great pleasure for me to have the opportunity to congratulate you on the occasion of the first issue of our Newsletter. The Association of English Teachers of Armenia has long been striving for it. I hope that it will become "my Newsletter" for each of you, thus somehow filling the vacuum we have been experiencing in terms of periodicals on English language instruction.

Being the only publication of this kind in the Republic, our quarterly Newsletter will contain sections devoted to professional development in terms of language instruction methodology and sharing teaching experiences. The other sections will be devoted to book reviews, information about current research in the field, as well as questions, answers and announcements.

We are planning to have publications about particular areas of interest. These sections will publish information about activities or issues of interest to teachers who work in elementary or secondary schools,

colleges or university level English programs, adult education programs, or research.

The Newsletter will also provide a lens through which readers can view the Association's activities and will function as the voice of the organization. Discussions of professional issues and membership activities will be aired via the platform of the publication. Articles will also contain information about TESOL International and about the field of teaching English to speakers of other languages, in general.

We are open to suggestions concerning the structure and the content of the Newsletter and will greatly appreciate your help and constructive criticism. This will enable us to meet the professional needs of our readers to the fullest.

Dear Readers, you are welcome to submit articles to the editorial board to share your experiences and concerns, to raise issues for discussion and to inform us about matters of specific interest to you.

Nelly Harutunian
AETA Vice-President
English Teacher, AUA



The recently Organized Association of English Teachers of Armenia has already registered members both from Yerevan and regions of Armenia. With a whole army of supporters we bring together teachers of all levels who are interested in the latest methods and theories of EFL/ESL teaching and meeting their colleagues from different regions.

The army of supporters includes many experienced teachers who are very active and inspirational. When registered as members of the Association, teachers may prioritize their fields of interest for the future work.

Association membership involves not only local teachers but also native speakers of English. By now the Association has already established close cooperation with the Peace Corps and we hope that this cooperation will be mutually beneficial.

The presence of native speakers in the Association creates a natural language environment for the local members, a very necessary component in foreign language teaching.

As far as official contacts are concerned, the Association has made its first step to establish, maintain

and develop contacts with the Ministry of Education of Armenia. We believe we have common goals and our cooperation can only enhance and facilitate the achievement of these goals.

The Association is already registered by the NGO Center and has been given the opportunity to use their HI FM radio and copying services. (Actually we have already made use of that opportunity when announcing one of our meetings by HI FM, for which we are very thankful to them.) In the near future we are planning to participate in the NGO seminars.

Today I become quite inspired seeing our teachers, especially senior members, visiting regions. I am also inspired to see people from regions who are eager to become Association members and my conclusion is that the birth of the Association came at a perfect time. People of the same profession need this opportunity to contact, to share and to benefit from each other.

So come to us, as we know that we need you and hope that you may need us.

Rousan Topchian
AETA Vice-President
English Teacher,
Yerevan State Conservatoire



The role of the Professional Development Sector is to promote teachers of English professional development by providing access to the latest literature and various forms of lively professional communication. For quite a number of Armenian teachers who found themselves with outdated

textbooks on hands and unable to easily reach the capital, the exchange of information and survival experience has become a real challenge. Trying to meet the challenges, members of the Sector conducted a poll on topics of interest, came up with the idea of arranging regular workshops devoted to various methodological and pedagogical matters. February 1996 was the time to welcome the first speaker and a number of other exciting

presentations by experienced teachers of English followed and seem to be gaining more popularity among experts in the field.

The workshop program is the result of both local and foreign communities' efforts. Thus, for instance, Peace Corps Volunteers in Armenia have willingly supported the idea and initiated two bigger sessions in the cities of Abovian and Hrazdan. The city of Gyumry will be the place for the third workshop. This way more people outside Yerevan have the opportunity to get together and discuss their problems.

One of the major events of the year will be the third

annual conference of teachers of English coordinated by the Association. This truly democratic forum will unite teachers from all types of schools and institutions where English is taught as a foreign language.

This is just the beginning but we are full of energy and enthusiasm. Your interest and ideas on how to make our professional life more perfect and exciting will be highly appreciated.

Maria Bobrova
AETA Vice-President
Associate Professor, AUA

An Impression From a Friend and Supporter of AETA



Dr. Patricia Boyle, presently AUA Extension English Program Director, was one of the first to inspire and support the idea of creating AETA.

To me, being involved in movements for positive change and growth, whether as an inner individual experience or part of a global movement, is one of the most satisfying of human experiences. The formation of the Association of English Teachers of Armenia with this tangible result of its existence - this Newsletter - exemplifies such a movement for change. I have been delighted to witness the vision, the determination, and now the success of you, my colleagues here in Armenia, who brought this Association into being.

I am proud to be a participant myself as a member of the Association.

I did not join the international English teachers association, TESOL until 1992 when I attended the

international convention held in Vancouver, Canada. The effect on me of spending a week with six thousand other people involved in the same profession was profound. I recognized the need I had for that kind of support. This first edition of the Newsletter signifies the realization of what was once just a dream of creating such an organization here in Armenia. This is the beginning of a solid, practical program of professionals taking responsibility for themselves through group effort. This Association grew very much out of both minds and hearts: recognition of the need for intellectual stimulation and the deep need for simple emotional encouragement in the midst of overwhelmingly discouraging times. On the occasion of the publishing of the Newsletter, I congratulate the Executive Board of the Association, the editorial board and all the contributing writers for this landmark step and thank you on behalf of all of us who will benefit, in mind and heart, from this publication.

Trying to find out attitudes towards the establishment of the Association of English Teachers of Armenia, as well as potential trends of cooperation, we approached representatives of various organizations with the following questions.

1. *What do you think about the newly created Association of English Teachers of Armenia?*
2. *Do you envision any prospects for cooperation between the Association and your organization?*

From the US Ambassador to Armenia -- PETER TOMSEN



1. I am enthusiastic about the organization for several reasons. First and most obviously, this association concentrates on an area of great interest, both to me as an American and to a large and rapidly growing number of Armenians: the acquisition of English.

Second, I think this organization will make the task of English language teachers in Armenia a little easier. We are all aware of the difficult conditions teachers face here; an association may not be able to solve the problems of low pay or an overburdened infrastructure, but it may help in other ways. An organization that offers teachers an opportunity to exchange information about their work, to be trained in new techniques through workshops and small group meetings, and to offer others the benefit of their experience through a newsletter cannot help but be beneficial. And as a link with the U. S. Information

Service, which provides a wide variety of English language teaching material at very low prices, the organization offers part of a solution to the question of materials.

Third, this organization, and scores of others like it are the training ground and foundation of democracy. You establish your own rules, elect your own leaders and together decide how best to serve the needs of your members. A better example of democratic government would be difficult to find.

2. We already cooperate quite closely; together with the Peace Corps, the US Information Service has made a number of teacher training workshops possible. Also, USIS provides materials - as I mentioned previously - and consults with the Teachers' Organization on workshop development and special projects. We do this gladly because we regard your organization, its members, and especially its goals, as very important for the growth and development of Armenia.

From US Peace Corps Country Director for Armenia -- Sylva Etian



As the Peace Corps Country Director for Armenia, I am very excited about the prospects of collaboration with the Association of English Teachers of Armenia! As you well know, the majority of our Peace Corps Volunteers are English teachers, teaching at the secondary school level as well as in institutes and universities throughout Armenia. It is in our interest to work closely with the Association of English Teachers of Armenia so that we can share ideas, experiences, challenges, educational resources, and teaching methods.

I'm happy to say that we have already begun collaborating with our Armenian colleagues. Only a few weeks ago, on March 10th, Peace Corps English teachers conducted a number of sessions at the ABOVIAN TEACHING METHODOLOGIES WORKSHOP. With Armenian and American teachers in attendance, they effectively demonstrated how the learner can acquire English speaking,

listening and writing skills through participative and, at the same time, entertaining methods. Having the illustrious audience enthusiastically participate (as pupils!) in grammar games, role plays, puzzles, and journal writing exercises reinforced the educational value that creative strategies can have in classrooms today.

We, at Peace Corps, certainly don't have all the answers to how English language skills can be readily transferred to young minds. But we have some tools, and methods, and strategies, and ways of teaching that we'd like to share with Armenian English teachers. And, we know that our Armenian colleagues, too, have tools, and methods, and strategies, and ways of teaching that are tried and tested here in Armenia already, and are very successful indeed! We are convinced that through continued collaboration with the Association of English Teachers of Armenia, we can all work closely together to further improve English language acquisition in Armenian classrooms!

From the Head of the AUA English Department --Dr. Atken Armenian



1. It is a sign of the times that new organizations are created in Armenia to reflect the new needs and wishes of the people. It is a credit to the profession that individuals with vision and perseverance will make the time and expend the efforts necessary to improve themselves. I think that this Association will provide the forum for such self-actualization. Striving for excellence in education can best be carried out through group efforts. We must learn from each other's mistakes and successes. This pre-supposes working in a large group with an identity and flavor all its own. It is up to us - all of us - to want to make it happen and be successful.

2. The American University of Armenia and, specifically, the English Language Department, would have failed in justifying its existence if it did not whole-heartedly support and cooperate with the Association. Quite frankly, and from a selfish point of view, what better way to make our job easier in the University than to support a desire for higher professional standards amongst those who teach English in Armenian educational institutions? By taking the initiative as it should under democratic conditions the Association has shown that it has leaders with vision. We can but applaud and help in any way. There is so much to be done!

From the Yerevan School 114 English Department

1. We have been looking forward to any attempt at organizing a particular body for cooperating with teachers from different regions. That's why we greet eagerly the newly created Association of English teachers of Armenia and hope that in the future it will give us a chance to get acquainted with progressive methods of teaching English.

2. First of all, we will try to attend the meetings of the Association as regularly as possible. We would be grateful to be informed about the latest approaches in the sphere of methods of teaching and to be supplied with various materials for school children

ACTIVITIES THAT WORK.



**It worked with me,
why don't you try it?**

Tips from the classroom



Some teachers feel uncomfortable because of a lack of classroom materials which should be used. I am not so pessimistic. It is great, of course, to have everything, but if you have nothing, it is not so bad. I think every teacher can attract the students by acting, miming, comparing or just drawing on the blackboard.

Not long ago I watched a movie with multitalented Robin Williams, who portrayed a passionate English professor. This extraordinary professor inspires his students to love life to the fullest, exclaiming, "Carpe Diem, Lads! Seize the day. Make your lives extraordinary! And what I learned from this movie is that the Inspiration is the God of Creativity. So, let's not lose time. Let's do what we can.

I think every teacher can use his/her own drawings or caricatures and encourage the students to describe them. It is not difficult and very interesting. I prefer asking my students to tell one another some funny stories about Mr. X, or Mrs. Y, or His Majesty the Cat, but of course, only after having given them some personality characteristics vocabulary and the examples of idiomatic and sentence structures in advance. Then the students will guess the identity of the depicted 5 caricatures created by me. This activity can be used successfully when we teach the students how to write personality descriptions.

Using these caricatures you can also organize the following game. Imagine you are a volunteer helping the police to find the criminal. Suppose these caricatures are witness sketches made on computer, so you are taking

information from the people in the street trying to match their descriptions to a conjectured criminal.

So the development of communication activities is the most important thing for language acquisition, but you cannot do that without motivation. That's why in David Anghat University, I often organize imitative TV-Communication Bridges " between the teams of two different countries ". It gives a brilliant opportunity to each of the opposing teams of participants to interview each other and to come to a decision through a polemic discourse. I would like to mention that even the arrangement of desks imitating a round-table is also very important in discussions.

These " TV - Bridges" imitating discussions always create the atmosphere of scientific-cultural conferences on the problems of education, science, politics and even diet and entertainment.

The students have to be very active and innovative during the discussions

**So " Carpe Diem. Seize the day"
And you will find the only way,
The quickest way, the shortest way
And stop complaining,
Start the Day
With Love and Patience,
Smile and Pray.**



*Rouzan Danielian
AETA Board Advisory Member
English Teacher,
David Anghat University*

Arbor Day (April 22)

In the 1840s, the midwestern state of Nebraska was a territory within a wide prairie. When pioneers moved out to settle there, they found few trees to build houses or to burn for fuel. There was no shade from the sun or wind, and crops did not grow well in the dry earth.



J. Sterling Morton was one of those pioneers who moved to the treeless Nebraska territory. He and his wife planted trees immediately after moving from their home town of Detroit, Michigan. Morton was a journalist, and later the editor, for Nebraska's first newspaper. In his writings, he advocated planting trees to help life on this vast barren plain.

He became the secretary of the Nebraska Territory. At a meeting of the State Board of Agriculture in January 1872, Morton proposed that citizens of the new state of Nebraska set aside April 10 as a day to plant trees. He

suggested offering prizes as incentives for communities and organizations that planted the most trees properly. Everyone welcomed the idea enthusiastically. Nebraskans planted about one million trees on that first Arbor Day. Today a visitor to Nebraska would never guess that it was once a dusty prairie.

In 1882, Nebraska declared its own Arbor Day as a legal holiday, and the date was changed to Morton's birthday, April 22. Because the best tree-planting season changes from region to region, other states observe the day on different dates. Hawaiians, for example, plant Arbor Day trees on the first Friday in November!

"Arbor Day which has already transplanted itself to every state in the American Union and has even been adopted in foreign lands... is not like other holidays. Each of those reposes on the past, while Arbor Day proposes for the future." (J. Sterling Morton)

*Malkoc A. M. Smolinski and T. Kral 1994.
Celebrate! Holidays in the U. S. A.
English Language Programs Division USIA*

AETA ACTIVITIES AND FEEDBACK

The Peace Corps TEFL volunteers of Armenia organized an English Teachers' Workshop in Tsaghkatzor at the Armenian Writers' Creative House. Peace Corps members come from different parts of Armenia, some of them with their counterparts; Leisel Boundy from Yerevan Y. Charents school, Cathy Solbach and her counterpart, E. Hambartzumian, from Sissian, Andrew Morgan from Talin Academy, Heather Cole from Agarak, Jan and his counterpart, A. Vardanian from Hrazdan, Rose Winter and Matt Jensen from Vanatsor and many others.

The Peace Corps Country Director for Armenia Sylva Etian greeted the participants, warming the Assembly Hall with her cordial welcome and bountiful smile.

The young teachers made interesting reports which held the participants' attention all the time despite schedule being packed. L. Boundy spoke about "Dialogues and Case Study" and the dialogues were flavored with subtle humor, criticizing certain traits of the Armenian character and habits. Cathy and her counterpart shared their thoughts about the "Grading System". Veronica Meister's topic was "Critical Thinking Skills". A Morgan illustrated a "Best Lesson Plan" and what he did was really a "best lesson". H Cole spoke of the difficulties she was experiencing in teaching, especially with the textbooks and curriculum, as she is the only English teacher in Agarak school, but she is brave, and determined to overcome the hardships all by herself.

Armine Poghikian seemed to be the axis of the gathering; she met us at the moment we arrived at Tsaghkatsor, led us to the beautiful hotel where we were to stay for a few days, conducted the Cross-Cultural Activities, taught the P. C. members Armenian and took care that nobody missed his or her tea or coffee breaks.

Brian Tuck, Morgan Liddick and Kent Herzer gave information about "Secondary Projects".

Those Armenian teachers who were invited but didn't come, missed an excellent chance of having so many intelligent, understanding, ready to help-and-learn native speakers at hand.

Anahit Darbinian
AETA Board Advisory Member
Teacher, Y. Charentz school

I was pleasantly surprised at the opportunity to attend the workshop conducted by Rhonda Cooper in December 1995 at AUA. I liked all the activities presented to us by Rhonda, but I am going to dwell only on the three of them which I found of special interest and use to me.

The first activity included questions to be answered by students such as: "How do you feel today?", "What describes your personality the best?", "What is it that symbolizes your present situation the best?". These questions had to be answered with the help of drawings for each question, which were supposed to be shown to the whole class with oral comments.

After the workshop I used this activity for my first lessons with new groups. This is a warm-up activity which helps me to check and clarify for me the level of student's understanding and speaking of English before moving on to the practice stage of the lesson.

The second activity aimed to improve students' listening comprehension. She used a song that was on the tape. While listening to the song students had to put

the lines of the song (which were cut and mixed) in the right order. This provides an opportunity for students not only to demonstrate their listening skills, but also to improve them and to gain new vocabulary from songs.

The third activity, was devoted to grammar (to "if" constructions). The questions in this part were made in a way that "students" were supposed to include "if" constructions in their answers, which would assist them in avoiding mistakes they might have made before. I know that to express grammar points communicatively is not an easy task to do. That is why I consider this part of her workshop very effective and helpful. I would like to thank Rhonda and all those involved in organizing this workshop. I strongly hope that there will be many other interesting and useful events to come to enhance our professional development.

Liana Ginossian
Teacher, AUA Extension

SCHOOL PROFILES

Yerevan School N°53 where I work is not a large school, but it often accepts students from universities and pedagogical institutes to help them apply their knowledge and skills in real classroom conditions. In February and March each of the future teachers of English from Anania Shirakatsi University passed their teaching practicum in our school.

This was the first attempt of the students to teach English at school. They tried their best and sometimes the lessons they produced were really successful. We



helped them to overcome difficulties connected with the children's attitude to new and teaching methods during classtime. It is pleasant to note that the prospective teachers have good speaking skills and pronunciation in English. I think it is very important that the children listen to good English from the first day of their language studies, for it will be much more difficult to correct the pronunciation later.

So, I think the prospective teachers benefited greatly from the classes they gave in our school.

Karine Arakelian
English Teacher, School N° 53

RECIPES FOR TIRED TEACHERS

Level: Intermediate and above

Telegrams

Language Function(s): Sending and interpreting messages; writing letters; using the telephone

Materials: Telegram messages, one per student

Before Class

Prepare a set of telegrams, one for each student. Each should be on a separate piece of paper, approximately telegram size and shape. Some examples of the kind of thing you might include are:

- YOUR FATHER INJURED. IN HOSPITAL HERE.
ASKING FOR YOU. DR JOHNSON
- UNCLE PAUL DIED TODAY. HEART ATTACK.
CONDOLENCES. MARGARET.
- PLEASE SEND MONEY. PASSPORT STOLEN. IN
POLICE STATION. JOHN
- MEET ROSE & DAVID, AIRPORT 3:30 P. M. LILY
- CANCEL TICKETS. LEG BROKEN. LETTER
FOLLOWS. KEN

In Class

1. Review with the class the form and use of telegrams as compared with those of letters and telephone messages,



and give each student one of the telegrams you have prepared.

2. Divide the class into pairs. Working together, members of a pair decide what the relationship is between sender and recipient for each of the two telegrams. Then they choose one of the telegrams and write a letter to its recipient, expanding on the telegram's content.

3. The pair members then improvise a telephone conversation between sender and recipient of the other telegram.

4. Collect the letters, work with the students on errors, and then pass the letters around the class together with the telegrams on which they were based.

5. Have the improvised telephone conversation performed as dialogues. Before each dialogue, one member of the pair should read aloud the telegram on which the dialogue is based.

Variations

a. Letters (Step 4) can be answered by other pairs or individual students.

b. Students can write telegrams themselves before writing letters or improvising conversations.

Teaching Inferential Thinking

guessing; inferential thinking

Rationale:

Here's an activity that helps students to become aware of inferential thinking and to realize how subjective and inaccurate inferences can be.

Assignment I:

First, hand out a copy of QUESTIONNAIRE 1 to each student and allow 15 minutes for the students to complete it.

QUESTIONNAIRE 1

Do not put your name on this paper. Answer the following questions, giving your first reaction and not trying to look for the best answer. You may put down more than one answer for each item or none at all, but try to answer as many questions as possible.

1. What is your favorite TV show?
2. What is your favorite song?
3. What is your favorite movie?
4. What is your favorite expression?
5. What is your favorite color?
6. What is your favorite sport?
7. What is your favorite smell?
8. What is your pet peeve?

After 15 minutes, collect the questionnaires, mix them up, and hand one to each student.

(check to see that no one has received his or her own questionnaire.)

Assignment II:

Next, hand out copies of QUESTIONNAIRE II to the students and have them fill it out overnight, basing their responses on the copy of QUESTIONNAIRE I that they received.

QUESTIONNAIRE II

You have been given some information about a classmate. You are to use that information to make inferences about that person as you answer the following questions. Draw the best conclusions you can and state the reasons for your conclusions. Some of you will feel more certain of your answers than others.

1. Is your classmate male or female?
2. Describe your classmate's physical appearance.
3. What is your classmate's favorite subject in school?
4. What is your classmate's favorite food?
5. What is your classmate's favorite pastime?
6. What job will your classmate have 10 years from now?
7. What will your classmate's home or apartment be like 10 years from now?

Describing and Guessing:

The following day, the students each take a turn at describing their classmate's responses to QUESTIONNAIRE I and their own inferences about the classmate. Each student concludes by guessing who the classmate is. To maintain suspense, keep the classmates' identities secret until the end. The other students might also want to try to identify each mystery classmate.

Feedback:

The ensuing discussion should emphasize how often we make inferences without realizing it and how often these inferences are wrong or only partially correct. The discussion should touch on stereotyping and how it affects the way we communicate with, and relate to, others.

IDEAS PLUS: BOOK 3 1985 The National Council of Teachers of English USIA

Making use of a PEN



Each of the items below contains the word PEN. How many can you identify?

EXAMPLE: Another name for a prison. P E N i t e n t i a r y

1. The process by which fruit matures _____
2. Land bordered on three sides by water. _____
3. Another word for cent. _____
4. A five-sided figure. _____
5. A bird native to Antarctica. _____
6. Punishment or fine. _____
7. A flag or banner. _____
8. Retirement income. _____
9. Rely upon. _____
10. Expression of regret for one's misdeeds _____
11. A fixed allowance paid at regular intervals _____
12. A suspended jewel _____
13. Pass into; break through _____
14. Next to last _____
15. An apartment or office on top of a roof _____

ANSWERS
 1. RIPEN, 2. PENINSULA, 3. PENNY, 4. PENTAGON,
 5. PENGUIN, 6. PENALTY, 7. PENNANT,
 8. PENSION, 9. PEND, 10. REPENTANCE,
 11. STIPEND, 12. PENDANT, 13. PENETRATE,
 14. PENULTIMATE, 15. PENTHOUSE.

BOOK REVIEWS

The Great Preposition Mystery

Lin Lougheed
Intermediate/Advanced

This book is designed to be used as a review of prepositions in an Intermediate or Advanced grammar course.



The student gets practice with prepositions in three ways: by choosing an appropriate preposition in context; by selecting an appropriate preposition in a narrowly defined situation; and by using prepositions in student-generated sentences.

As the students work their way through the mystery story and the exercises in each chapter, they should make fewer and fewer errors. By the time the students solve the mystery, they should have solved The Great Preposition Mystery.

Changing Times, Changing Tenses

Patricia Wilcox Peterson
Elementary/Intermediate

This book is a review of the relationships between times and tenses in English. It is intended for beginning and intermediate level language students in non-English speaking countries, as a reinforcement and addition to their regular classes. The chapter dealing with each tense may be used as soon as the students have covered that tense in their formal grammar study. The exercises, dialogues and role-playing activities provide the student with an opportunity to pick the correct tenses and use them in their speaking activities.



Illustrated American Idioms

Dean Curry
Advanced

Idioms form a very important part of American English. This book is an attempt to provide material in English as a foreign language in which graphics serve as the supporting visual representation of selected American idioms.

The text uses a line drawing-serious or humorous in nature-to act as a mnemonic device for the base idiom. In some cases the drawing may be a realistic representation of the idiom or it may be a symbolic scene or figure. The exercises consist of the base idiom(s), one or two definitions, illustrative sentences with paraphrases, synonymous expressions and a functional activity.

