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An observation and analysis of teacher foreigner talk in an English as a Second Language classroom at the secondary level:
An ethnographic perspective

Larson, Elizabeth Wellman, Ph.D.
The Ohio State University, 1987

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AN OBSERVATION AND ANALYSIS OF TEACHER FOREIGNER TALK IN
AN ENGLISH AS A SECOND LANGUAGE CLASSROOM
AT THE SECONDARY LEVEL:
AN ETHNOGRAPHIC PERSPECTIVE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Elizabeth Wellman Larson

* * * * *

The Ohio State University
1987
For
David
and
Mom and Dad
because you always believed in me.
I would like to thank my adviser, Dr. Edward D. Allen, without whom the realization of this dissertation would not have been possible. Dr. Allen is the epitome of a devoted professional and caring academic adviser on whom I have counted for professional guidance and moral support for several years as a student at this university. Most of all, I have appreciated his positive approach in advising me and his unabiding faith in me as a graduate student. I will always be indebted to him and find it difficult to express in so few words all that he has done for me. I would also like to thank the other members of my committee, Dr. Frederick R. Cyphert and Dr. Elsie J. Alberty, for their confidence in me and for their suggestions and many words of encouragement.

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>v</td>
</tr>
<tr>
<td>FIELDS OF STUDY</td>
<td>v</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>I. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical Assumptions for the Study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>5</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>Preface</td>
<td>7</td>
</tr>
<tr>
<td>Ethnographic Literature</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Talk Literature</td>
<td>13</td>
</tr>
<tr>
<td>(Teacher) Foreigner Talk Literature</td>
<td>16</td>
</tr>
<tr>
<td>III. PROCEDURES</td>
<td>27</td>
</tr>
<tr>
<td>Population and Sampling</td>
<td>27</td>
</tr>
<tr>
<td>Gaining Access</td>
<td>28</td>
</tr>
<tr>
<td>Research Design and Data Collection Methods</td>
<td>32</td>
</tr>
<tr>
<td>Chronological Sequence of the Study</td>
<td>34</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>IV. ANAŁYSIS OF THE DATA</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>36</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. SUMMARY, FINDINGS, LIMITATIONS AND RECOMMENDATIONS</th>
<th>Page</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>APPENDICES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>117</td>
</tr>
<tr>
<td>B.</td>
<td>118</td>
</tr>
<tr>
<td>C.</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIST OF REFERENCES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>343</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

INTRODUCTION

The study of a second language is an important domain of many secondary school curricula due, perhaps, to the awareness of educators of the importance of learning a second language in a society that is becoming more internationally oriented with respect to economical, political, social, and educational issues. Because of these societal changes, many second language educators strive to aid students in acquiring a second language not only so they can become linguistically competent in a second language, but also so they can become multi-culturally sensitive in an ever changing world.

Learning a second language, however, is not a facile process for many learners. Henzl (1973) states that "whenever participants in a verbal communication do not have equal facility of the language in use, adjustments in choices of linguistic means may take place. The speaker of a language seems to know intuitively how to talk, for example, to a little child or to a foreigner; he modifies his speech to what he thinks will be simpler and easier for the listener to comprehend. The choices he makes tend to be consistent for speakers of whole speech communities, and, in fact they may show a systematic
patterning that allow us to view the modified speech variety as a subsystem or "register" of the language (p. 207). Henzl refers to this system of language as Foreign Language Classroom Register. Like Henzl (1973), Chaudron (1983) espouses that "the simpler accommoda­tions to the learner help improve the learner's chances to comprehend the meaning of the speech addressed to him or her" (p. 128).

**STATEMENT OF THE PROBLEM**

The notion that native speakers of a particular language modify and simplify their speech to non-native speakers in a multitude of contexts is an area of research that has been well documented (Henzl, 1973; Ferguson, 1975; Gaies, 1976; Katz, 1977; Freed, 1978; Hatch, Shapira, and Hough, 1978; Tarone, 1982; Schinke-Llano, 1983; Chaudron, 1983; Long and Sato, 1983). This phenomenon, however, has not been exhaustively researched in classroom environments at the secondary level. This study, then, will focus on the patterns of speech of a native speaker of English (the teacher) to non-native learners of English (the students) in a classroom environment at the secondary level by attempting to answer the question, "How does a native teacher of English modify her speech to non-native students of English in an English as a Second Language (ESL) classroom environment at the secondary level?"

**SIGNIFICANCE OF THE STUDY**

The significance of this study is to further knowledge about the phenomenon of teacher foreigner talk by conducting an in-depth
descriptive case study research project. Specifically, the results of this study may enhance second language educators' knowledge about teacher foreigner talk in the secondary ESL classroom by attempting to achieve the following goal: to observe, analyze, and characterize teacher foreigner talk in a secondary ESL classroom.

In addition to furthering our knowledge about this area of study, information gained from this research may enhance teacher education programs in Foreign Language Education, not only so potential teachers are aware of what constitutes teacher foreigner talk at the secondary level, but also so they can learn effective means of incorporating teacher foreigner talk in their classroom speech in order to aid students in the language learning process.

THEORETICAL ASSUMPTIONS FOR THE STUDY

Lutz (1981) has stated that "ethnography and ethnographic methods have become increasingly in vogue among educational researchers in the last decade" (p. 51). This shift in research focus is due in part, perhaps, to some researchers' disillusionment with other research methodologies that have long prevailed in social science and educational research.

To define ethnography is an arduous task since there are so many different interpretations among professionals as to what constitutes ethnographic research. Hammersley and Atkinson (1983) suggest that "the ethnographer participates overtly or covertly in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking questions, in fact collecting whatever
data are available to throw light on the issues with which he or she is concerned" (p. 3). Geertz (1973) defines ethnography as a "thick description." That is, as elaborated by Lutz (1981), "one should be engaged in the search for meaning...the first step in this search is the development of as complete as possible a body of data that describes the phenomenon being studied....from this model (one) attempts to build a model of the important and recurring variables and the relationship among these variables, that describes and accounts for the phenomenon" (p. 55). Harste, Woodward, and Burke (1984) note that the ethographic method strives to discern patterns in language and learning events.

In summary, an ethnographic perspective to research may be illustrated by the following graphic adapted from Spradley (1980):

![Ethnographic Research Process](image-url)
This researcher will approach her study employing the afore­
specifically, she will observe the patterns of speech of a secondary
teacher of ESL for five (5) consecutive days in each of seven (7)
consecutive weeks in order to "throw light on" the phenomenon of
foreigner talk in the secondary ESL classroom.

DEFINITION OF TERMS

Native speakers: Persons who are fluent in their native or first
language learned.

Non-native speakers: Persons who may or may not be fluent in a non-
native language or a language not learned first.

Secondary level: The level of instruction from grades seven through
twelve.

Teacher foreigner talk: Ways in which teachers change their language
(speech), presumably, to aid students in comprehension, i.e., simpli-
fication of vocabulary, repetition of grammatical structures,
speaking more slowly and loudly, etc.

LIMITATIONS OF THE STUDY

This research will serve as a preliminary study or starting
point in order to further knowledge about teacher foreigner talk by
observing, analyzing, and characterizing the patterns of speech of
one secondary teacher of ESL in an instructional setting. The data
collected from this case study may shed light not only on how teacher
foreigner talk in the secondary classroom may differ from foreigner
talk in other settings as observed in previous research, but also,
the results of this study may lead to subsequent studies that address
such questions as:
(1) Do similar/dissimilar patterns in foreigner talk emerge in other environments such as other secondary ESL classes?

(2) Do similar/dissimilar patterns in foreigner talk emerge in other environments such as elementary ESL classes?

(3) Do similar/dissimilar patterns in foreigner talk emerge depending on the instructional goals (grammar, literature, communicative activities, etc.)?

Due to the nature of this research, generalizability of the conclusions reached in this study will be limited. However, the data collected from this descriptive case study may generate more questions that need to be addressed in order to understand better the phenomenon of teacher foreigner talk at the secondary level. As succinctly stated by Long (1983), "ethnographic fieldwork is primarily a hypothesis-generating, not hypothesis-testing, undertaking" (p. 22).
CHAPTER II

REVIEW OF THE LITERATURE

PREFACE

Ethnography, or the description of a culture, is a type of qualitative research that has as its root the theoretical framework introduced by Glaser and Strauss (1967) known as "grounded theory." As described by Bogdan (1982), "theory developed this way emerges from the bottom up (rather from the top down), from many disparate pieces of collected evidence that are interconnected...you are not putting together a puzzle, whose picture you already know. You are constructing a picture which takes shape as you collect and examine the parts" (p. 29).

To aid the reader in building "a picture" of the background for this research, this chapter will focus on reviewing the literature from the following areas of study: (1) ethnography, (2) teacher talk, and (3) (teacher) foreigner talk.

ETHNOGRAPHIC LITERATURE

Because the central aim of this study is to observe, analyze, and characterize teacher foreigner talk in a secondary ESL classroom,
the ethnographic studies included in this chapter will be those that focus primarily on describing cultures in educational settings.

Corsaro (1985) conducted an ethnographic study in a university nursery school setting to investigate "friendship and peer culture in the early years." The subjects for the research project were two groups of children, the majority of whom came from middle and upper class families. The first group of children (the morning group) was made up of twenty-four children ranging in age from 2 years, 10 months to 3 years, 10 months. The second group of children (the afternoon group) consisted of twenty-seven children ranging in age from 3 years, 10 months to 4 years, 10 months. For the first month of the study, Corsaro made his observations behind a one-way screen in order to minimize his obtrusiveness. During this time, he collected his data by writing fieldnotes which concentrated on "the topic or nature of peer activities." At the beginning of the second month, Corsaro became an active participant in the children's activities and collected data by fieldnotes and videotapes. From the onset of the study, the researcher studied the data to look for frequently recurring patterns. After one year of conducting this detailed ethnography to identify the patterns of peer interaction in the early years, Corsaro describes the features of peer culture by delineating "values and concerns (social participation and the protection of space, concern for the physical welfare of playmates, concern with physical size, themes in spontaneous fantasy") and "behavior routines (children's humor, insult routines...secondary adjustments to adult rules") p. 269.
Cook-Gumperz (1981) researched persuasive strategies in the speech of young children "as part of an ordinary day's activity in child-child play with or without some adult participation" (p. 40). For the purposes of this study, persuasion is defined as "a verbal suggestion which is repeated more than once in an attempt to bring an alteration in the activity or belief of another person" (p. 40). The subjects for this ethnographic project were young children (ages 3 years to 5 years) who were involved in play either at home or at school. Data were collected by observation and tape recordings of children's interactional activities. In analyzing the patterns of speech of children involved in persuasive situations, Cook-Gumperz concluded that children depend "more equally upon all modalities of speech to communicate" (p. 49). For example, the rhythmic aspect of language characterizes the persuasive speech of children. In addition to this finding, Cook-Gumperz also found that children of this age group are knowledgeable of "the social operation" of speech and have a general idea of "linguistic contrastiveness (i.e., phonological, syntactic and semantic differences)."

Green and Wallat (1981) conducted a sociolinguistic ethnographic study to investigate how members of classrooms build a system of how to act as a group in an elementary instructional environment. The subjects for this research project were two elementary teachers. The data for the study were collected by two 13-minute videotapes of the teachers on the third day of school. Data analysis using "conversation maps" led Green and Wallat to conclude that there are six
"social action rules" that emerged when studying this classroom environment:

1. "Being a member of the group involves responsibility for signaling cues for attentiveness" (i.e., specifying physical whereabouts and distance).

2. "Being a member of the group includes responsibility for enacting different patterns of responses" (i.e., indicating desirable behavior by means of specific statements).

3. "Being a member of a new group structure in the classroom requires coming together in different ways" (i.e., cuing to move from rows to circles).

4. "Being a member of a group involves cooperative effort" (i.e., knowing not to interrupt when other students are greeted).

5. "Being a member of the group involves clear avenues of access" (i.e., indicating that students will participate "one at a time").

6. "Being a member of a group includes speaking rights and responsibilities" (i.e., _____ will speak now).

Hall and Guthrie (1981) employed an ethnographic perspective in studying language use among people from different racial and socio-economic backgrounds in an effort to address the underlying hypothesis that minorities and the poor use language that leads to their children's suffering disadvantages in the educational process. The subjects participating in this study were forty preschool children
(ages 4½ years to 5 years) divided with respect to race and socio-economic background in the following way: "lower-class Black (10), lower-class white (10), middle-class Black (10), middle-class white (10)" p. 24. The data were collected for "two consecutive days" using audiotapes to gather language samples of the subjects. The samples were collected by recording the children in ten different "temporal situations" (i.e., before school, during teacher-directed classtime, before eating dinner, at bedtime, etc.). Nine questions focusing on three areas of language were formulated to guide the study:

(1) "differences in language structure and content" (i.e., "Are there differences in the ways Black and white speakers structure portions of the lexicon?").

(2) "patterns of language usage" (i.e., "Do children adjust their speech to reflect the contextual need of a situation?").

(3) "differences in language usage across groups" (i.e., "What is the proportion of different uses of questions across different cultural groups?").

The data for this study were not analyzed. Rather, suggestions for approaching data analysis were proposed, such as focusing on specific lexical items or interactions between mother and child.

In an ethnographic study employing both qualitative and quantitative techniques in data analysis, Garnica (1981) researched the phenomenon of social dominance among children in one kindergarten teacher's morning and afternoon classes. The subjects for this
project were six "omega" children (children who rated low in social dominance characteristics, i.e., "neglectees and isolates") and six "nonomega" children who were "matched for sex with the omega children" (p. 237). The qualitative analysis included videotapes of activities in the classroom, audiotapes of children, fieldnotes of activities in the classroom, and fieldnotes of the activities of individual children. The comparison measures (of which there were seven) used in the quantitative analysis included, for example, "number of conversational turns in child-child conversations, number of attempts to initiate a conversation by the target child (to another child), number of attempts to initiate a conversation to the target child (by another child)" (pp. 237-38). The results of the data analyses indicated that "omega" children are "not a primary target of verbal abuse," but, rather, are "verbally neglected and ignored" (p. 250). However, verbal abuse did arise when "omega" children try to join another group or attempt to abandon their "omega role." Garnica acknowledges the limitations of the results of this study due to the sample size and calls for further research to extend the knowledge base in this area of study.

The research presented in this part of the review of the literature focuses on ethnographic studies in primarily educational settings in order to familiarize the reader with the process and scope of this type of research and to understand better the nature of the study involved in this dissertation. The next section of the literature review concentrates on the phenomenon of teacher talk.
TEACHER TALK LITERATURE

What teachers say to students in foreign language classrooms and why they say it has been an area of interest for some researchers (Rothfarb, 1970; Wragg, 1970; Nearhoof, 1973; Wing, 1980). This section of the review of the literature will focus on teacher talk research to familiarize the reader with this area of study and to "set the stage" for the phenomenon of teacher foreigner talk examined in this study.

In investigating teacher talk in the foreign language classroom, Rothfarb (1970) studied teacher-pupil interaction in the Foreign Language in the Elementary School (FLES) classroom. The subjects for the study were the teachers and the students in three junior high school classrooms. The teacher in "Class A" was a native speaker of French teaching French, the teacher in "Class B" was a non-native speaker of French teaching French, and the teacher in "Class C" was a native speaker of Spanish teaching Spanish. The data for this project were collected during one class period for each teacher. Data analysis was done by using an instrument "based in part on the Flanders system of 'Categories for Interaction Analysis,' modified to measure behavior patterns relevant to foreign language classrooms" (p. 256). Thirteen categories for interaction in the FLES classroom were formulated. Among the categories examined in teacher talk were direction giving, posing direct questions, paraphrasing student responses, etc. Categories for student talk included answering, initiating talk, responding to direct questions, etc. With respect to teacher talk, the analysis concluded that teachers in "Class B"
and "Class C" used categories relating to posing direct questions, conducting structure drills, and paraphrasing student responses the most frequently in their classroom speech. In addition to these findings, the teachers in "Class A" and "Class C" (the native speakers of the target language) used much more English than the teacher in "Class B" (the non-native speaker of the target language).

Wragg (1970) also researched teacher-student interaction in the foreign language classroom. The subjects for this project were ten graduate students who were in their final two weeks of a three-month student teaching experience at the University of Exeter. Data were collected by observing each student teacher once during this time period and data were analyzed using an adapted version of the Flanders system of interaction analysis. Teacher talk categories involved in this research were indirect teacher talk (i.e., accepts feelings, praises, accepts ideas, etc.) and direct teacher talk (i.e., lectures, direction giving, criticisms, etc.). Data analyses revealed that fifty-nine percent of total talk was in the target language (French or German), teachers spoke more when English was used than when the target language was used, and all teachers spoke English when criticizing whereas English and the target language were used for praise.

Nearhoof (1971) examined teacher-pupil interaction in the foreign language classroom by studying this phenomenon in third year French classes. Participants in this study were fourteen teachers and their students from high schools located in Iowa, Minnesota, and Wisconsin. Data were collected by tape recordings of fifty-four
French three classes and analyzed by using a modified version of the Foreign Language interaction system (FLint). Regarding teacher talk in these classrooms, Nearhoof found that teacher talk made up 51.6% of the verbal interaction and that the major characteristic of teacher talk involved "giving information." In addition, the primary pattern in teacher-pupil interaction involved "teacher-structuring-teacher solicitation-pupil response-teacher reaction."

Another study by Wing (1980) investigated teacher talk in the foreign language classroom. The primary goal of her research was to examine "what kinds of foreign language teachers use what mix of native/target languages for what purposes in the classroom." Two purposes for teacher utterances were studied: (1) linguistic functions (using language to focus on linguistic features such as morphology, syntax, lexicon, etc.) and (2) communication functions (using language to focus on communicative activities such as soliciting, responding, reacting, etc.). The participants in this study were fifteen teachers from eleven public schools at the secondary level of instruction. Data were collected by a series of three audiotaped sessions obtained at one-month intervals. An observational system developed by Wing (Linguistic/Communicative-Functions Analysis System (L-C-FAS) was used for data analysis. Among the findings were statistically significant relationships were found for "high target language user and postgraduate travel or residence in target country and high target language communicator and longer teaching experience." Wing calls for more research to identify other
patterns of use of the target language and their possible effect on
student achievement in the target language.

The literature reviewed in this part of Chapter II focused on
teacher-student interaction and teacher talk in the foreign language
classroom at various levels of instruction. The studies presented in
the last part of this chapter will concentrate specifically on
(teacher) foreigner talk which is the field of study addressed in
this dissertation.

(TEACHER) FOREIGNER TALK LITERATURE

It has been hypothesized by Ferguson (1975) "that speech commun-
ities tend to have conventional varieties of simplified speech which
are regarded by speakers as appropriate for use when the hearers do
not have a full understanding of the language. These special vari-
eties of simplified speech include baby talk, ways of talking to deaf
people, and foreigner talk" (p. 1). Foreigner talk is often regarded
as a simplification and modification of language use, presumably, to
aid one in comprehending better the language of which one does not
have complete comprehension. To paraphrase Hatch (1979), foreigner
talk involves a native speaker's input to a non-native speaker that
leads to understanding in language learning. Tarone (1982) summa-
izes Hatch's notion by outlining a table of "aspects of input which
promote comprehension and/or language learning" (p. 423). Examples
from this table include:
"Slow rate

Fewer reduced vowels and fewer contractions
Longer pauses
Extra volume and exaggerated intonation

Vocabulary

High frequency vocabulary, less slang, fewer idioms
Definitions will be marked
  Explicit marking by use of formulas in TESLese (e.g., "This means x")
Implicit marking via intonation (e.g., "A nickel? A 5-cent piece?")
Derivational morphology frames of definitions (e.g., "miracle—anything that was miraculous?" "Sum up—summarize?")
Semantic feature information (e.g., "A cathedral usually means a church that's a very high ceilings")
Context information (e.g., "If you go for a job in a factory, they talk about a wage scale")
Gestures and pictures—make reference clear

Syntax

Left dislocation of topics (e.g., "Friday, Saturday, did you have a nice weekend?")
Repetition and restatement
Native speaker summarizes learner's nonsyntactic utterances
Native speaker "fills in the blank" for learner's incomplete utterances

Discourse

Native speaker uses tag questions
Native speaker offers correction

Speech setting

Child-language language play
Language during play
Adult-child interactions
Adult-adult speech event encounters" (p. 423).

Several studies have been conducted to investigate this phenomenon not only to attempt to characterize what constitutes these changes in speech, but also to further knowledge with respect to how speech modification patterns affect the learner's comprehension.
Ferguson (1975) delineates various uses of foreigner talk:

"Uses of English Foreigner Talk (FL = foreign language)

   English speaker using English to FL speaker
   FL speaker using English to English speaker
   FL speaker using a FL
   English speaker using FL badly" (p. 2).

In 1969, Ferguson asked members of his sociolinguistics class to tell him how they thought speakers of English attempting to converse with "apparently uneducated non-Europeans" would utter certain sentences. Ten sentences or pairs of sentences were given to students and they wrote what they thought the equivalents may be in this situation. Seventeen students submitted their responses. The following year, the same procedure was used in the same course and nineteen students responded. The results of this study revealed that the main characteristics of English foreigner talk are grammatical omissions (leaving out the definite article the), expansion (adding tags such as yes?, ok?, etc.), rearrangements (changing the negative construction to a no preceding a negated item), and lexical substitution; that is, a lexical item "is replaced by a synonym, a paraphrase, or a special expression used only or primarily in foreigner talk" (p. 8).

Henzl (1973) examined foreigner talk in the classroom. The subjects for this study were eleven teachers who were teaching their native language: five Czechs, three Germans, and three Americans teaching English as a foreign language. Subjects were asked to describe two different "sets" of information to three levels of
students (beginning, advanced, and native speakers of each language) outside the classroom. The first task was to describe an "event in the street." Six tape recordings for each subject were obtained and the tapes were analyzed with respect to four different discourse domains. First, with respect to selection of vocabulary, teachers chose basic and "stylistically neutral" words for their descriptions to the less proficient learners. In addition, they tended to repeat words for their descriptions to the less proficient learners. Second, regarding syntactic structures, teachers tended to use shorter and linguistically simplified sentences in the present tense to less proficient students. Third, in examining the subject's pronunciation patterns, this research indicated that teachers spoke slower and louder to less proficient learners in addition to not using reduced sounds in their speech. Finally, the subjects tended to use more nonverbal communication (gestures) in attempting to aid student comprehension.

Gaies (1976) also studied foreigner talk in the classroom by investigating "the classroom speech of a group of teachers of English as a second language in an attempt to determine whether these foreign language teachers' classroom language was syntactically different from their speech among linguistic peers" (p. 3). The participants involved in this study were eight "teacher-trainees" who were enrolled at Indiana University in 1975. Among the participants were three "highly proficient" non-native English speakers who had previously
taught English in their native countries. The five remaining participants were native English speakers all of whom had teaching experience. Each participant's speech was recorded three times during a ten-week session in the Fall of 1975. This data was collected at the beginning, at the middle, and at the end of this ten-week session.

In addition to the classroom taping, "the weekly meeting of the Practicum class...were taped so that samples of the language which the subject used with each other—that is, among linguistic peers—could be obtained" (p. 4). A total of twenty-four classroom tapes were collected and these tapes were studied by analyzing "the first 500 words contained in sentence-length utterances spoken by the teacher during the actual class period" (p. 4). With respect to the language spoken among peers, the 500-word sample procedure was also used to analyze this speech. All samples were divided into T-units. Hunt (1970) defines a T-unit as "one main clause plus any subordinate clause or nonclausal structure that is attached to or embedded in it" (p. 4). Six variables were studied for each of the samples. The variables were words per T-unit, clauses per T-unit, words per clause, adjective clauses per 100 T-units, adverb clauses per 100 T-units, and noun clause per 100 T-units" (p. 5). The results of this study revealed that the classroom speech used by the subjects differed from the speech they used among peers in that it (classroom speech) was characterized by more "syntactic simplification." In addition to this finding, this study concluded that the syntactic complexity in teacher classroom speech increased as the level of proficiency of the students increased.
Katz (1977) investigated foreigner talk by studying a native Hebrew-speaking child learning English without being formally instructed. The participants in this longitudinal study were two children: (1) a five year, 6 month old native speaker of Hebrew, and (2) a native English-speaking American playmate. The data for this research were collected by bi-weekly tape recordings in natural settings for approximately eleven months. The following areas of interest were examined in this project: "(1) the prevalence and consistency of the American's FT; (2) the phonological and morpho-syntactic features marking the FT; (3) the nature of the relationship between the FT and the Hebrew-speaker's emerging English; and (4) occasions when the American used FT" (p. 60). The analysis of the data revealed that the use of foreigner talk by the American playmate did not occur frequently and remained rather constant during the eleven month period. With respect to the phonological and morpho-syntactic elements of the foreigner talk, the "behaved distinctly over time." Finally, in analyzing the relationship between the American playmate's use of foreigner talk and the Hebrew child's English, "the two systems change over time but independently of each other."

Freed (1978) also studied foreigner talk by researching the adjustments made in speech by native English speakers to non-native speakers of English. To investigate this phenomenon, Freed analyzed the speech of eleven native English-speaking Americans talking to eleven non-native speakers of English "in naturally-occurring conversation." This speech (used by the Americans) was then compared to
the same eleven American speaker to other native speakers of English. Finally, the results of these comparisons were compared to the speech of mothers talking to their children. Thus, foreigner talk, native talk, and baby talk were examined by way of comparison. The speech samples were analyzed with respect to the complexity of syntax ("sentence length and complexity, sentence type," etc.) and "functional meaning in context." The data revealed that with respect to syntactic features, "foreigner talk approximates baby talk." However, foreigner talk is more similar to native talk in "its underlying function intent."

Hatch, Shapira, and Gough (1978) conducted another study to analyze foreigner talk by examining the speech of native speakers to non-native speakers in three different types of environments. The first interaction studied involved a native speaker who modified her speech to the extent that she "copied" the patterns of speech of the non-native speaker whom she was addressing. The analysis of this interaction revealed some of the following characteristics in the native speaker's speech; deletion of the pronoun "it," use of verbs that were not inflected for tense, and use of nonstandard negatives. The second interaction involved the analysis of a teacher's speech to his students inside and outside of the classroom environment. Among the findings was the omission of articles by the native speaker. The third speech environment involved examining the speech that native speakers used when speaking to nonnatives who had called them on the telephone. The analysis of these conversations revealed, for
example, the use of repetition, stress on important words, slower rate of speech, and the use of non-contracted verb forms.

Schinke-Llano (1983) also investigated foreigner talk but the context of this study involved the classrooms of limited English proficiency (LEP) students and non-LEP students (all in the same classrooms). The subjects for this study were twelve monolingual, English-speaking elementary students in the Chicago area. Three levels of student-teacher interaction were examined. First, directed (student-teacher) and non-directed (student-student-teacher-student) speech were analyzed. Second, four areas of the function of the interaction were studied: (1) instructional, (2) managerial, (3) disciplinary and (4) miscellaneous. Third, the length of interaction was examined. The results of this research showed significant results in the first two areas. For example, the teachers directed much more of their speech to the non-LEP than to the LEP students. In addition, non-LEP students received much more instructional time, whereas the LEP students received more managerial time. With respect to the length of time spent with LEP versus non-LEP students, the results were not significant even though non-LEP students received longer interactions with the teacher.

Long and Sato (1983) conducted a classroom foreigner talk discourse study to research the form and function of teachers' questions and other patterns of linguistic input by examining teachers' classroom speech patterns and to compare these patterns to those in "NS-NNS conversation outside classrooms" (p. 270). The subjects for the first phase of the study (teacher-foreigner talk in the ESL
classroom) were six ESL teachers and the participants for the second phase of the study (native-non-native interaction outside the classroom) were thirty-six native speakers of English and thirty-six non-native speakers of English who were grouped into "dyads" for the purpose of this study. The data collection procedures involved tape-recordings of all subjects' speech. All tapes were transcribed and analyzed to examine patterns of speech in the two types of interaction. Nine hypotheses involving types of teachers' questions and various linguistic characteristics (i.e., present and non-present temporal reference, morpheme frequencies, etc.) were tested in this study. The results of this study revealed that "the speech of the six ESL teachers differed greatly from that of the NSs in informal conversation with NNs outside the classroom" (p. 280). For example, ESL teachers asked predominantly "display questions" (i.e., "T: What is the capital of Peru? S: Lima.") whereas, native speakers addressing non-native speakers outside the classroom asked predominantly "referential (information-seeking) question." In addition to this finding, the results indicated that ESL teachers asked fewer questions than the other group, but made more statements and imperatives. Another finding showed that ESL teachers had "higher frequencies of present temporal reference" (p. 281) than the other group.

The study which had, perhaps, the most significant impact on this dissertation was the Chaudron (1983) research conducted in the university level ESL classroom. In fact, several of the "discursive phenomena" analyzed in the Chaudron study emerged as frequently recurring patterns (see Chapter IV and Appendix C) in the speech of
the participant involved in this study. Chaudron examined foreigner talk in the classroom in attempting to determine if, in fact, foreigner talk facilitates learning. The subjects for the study were teachers of beginning ESL university students. Teacher speech was analyzed using five "discursive phenomena": (1) vocabulary, (2) anaphoric reference, (3) questioning, (4) topic clarification, and (5) topic elaboration. In examining teacher speech with respect to the aforementioned areas, Chaudron drew the following conclusions. First, in choosing vocabulary, teachers tended to use "simple" words and circumlocutions. This approach in selecting vocabulary seemed to facilitate learner understanding except the nuances where specific delineation of similarities and differences in meaning of words is needed. Second, with respect to anaphoric reference, teachers used pronouns such as it, they, etc., instead of repeating noun phrases. This approach of modifying speech patterns to accommodate a beginning student led to much confusion on the part of the learner. Third, in the area of questioning, teachers attempted to preface a topic with a global question and then to use specific questions to refer to the global question. Results of this research showed that the global question or main idea got "lost in the shuffle" to the extent that the learners could not remember the global question. Fourth, in attempting to clarify certain topics, teachers tried to be casual in their approach. This strategy was unsuccessful in facilitating learning. Finally, in elaborating on a certain topic, teachers seemed to paraphrase frequently, which confused the learners rather than helping them.
Since Ferguson's 1975 report, then, several studies investigating the phenomenon of foreigner talk have been conducted and have enhanced our knowledge concerning phonological, morphological, syntactic, and discourse aspects of foreigner talk. Several classroom-based studies have been conducted, but, as Schinke-Llano (1983) indicates, all the classroom studies, with the exception of one, "are based in ESL or foreign language classrooms, and all involve adult-adult communication. Thus, a major portion of second language learners, namely those in kindergarten through high school (K-12) setting, has yet to be considered in the FT literature" (p. 146). In addition, Schinke-Llano (1983) stresses that "for the phenomenon of FT to be fully characterized, analysis of its use in a variety of functional contexts are needed—from casual conversation to formal ESL instruction to instruction in content classes" (p. 149).

The study proposed by this research, then, will focus on one of the neglected areas of research with respect to foreigner talk; that of teacher foreigner talk in a high school setting. Specifically, the central aim of this research is to gain more knowledge about characteristics of teacher foreigner talk at the secondary level by observing, analysing, and characterizing the patterns of speech of a teacher of ESL in an instructional environment.
CHAPTER III

PROCEDURES

POPULATION AND SAMPLING

The participant for this study is a secondary teacher of ESL in a suburban high school located in a middle to upper middle class community of Columbus, Ohio. She has taught English and reading in the system for twelve years, and, for the past seven years, she has been a teacher in the ESL program at the high school, where the majority of students enrolled in the program are native speakers of Japanese. This study focuses on observing, analyzing, and describing the patterns of speech of the participant (the teacher) addressed to five native speakers (the students) of Japanese who are currently studying English in the United States. Each student's name (names have been changes to protect student identity), date of arrival in the United States, and years of English study are:

Sachiko, April 1986, three years
Keiko, April 1986, four years
Eri, May 1985, four years
Yoshio, Sept 1985, 2 years, 2 months
Mio, August 1985, 1 year, 3 months.
In describing the students in this ESL classroom, it may be interesting to note a cross-cultural difference observed by the researcher during the course of this study. During the seven-week observation, the five Japanese students were quite passive in their classroom behavior in the eyes of an American. They rarely responded to teacher questions and almost never initiated conversation with the teacher (see Appendix C). It is, apparently, considered impolite in the Japanese culture to ask the teacher too many questions since this may indicate that the teacher did not clearly explain something. This observation by the researcher was validated by the participant and a native speaker of Japanese in informal conversation regarding this behavioral pattern. In addition, it is also possible that the students did not actively participate due to their limited linguistic proficiency in the target language.

GAINING ACCESS

Bogdan (1982) states that "the first problem to face in fieldwork is getting permission to conduct your study" (p. 120). This researcher gained access to the field by taking the following steps:

I. Establishing rapport with district personnel

   April, 1986

   Approximately two months before conducting the study, the researcher contacted the Assistant Superintendent for Personnel about the necessary procedures for gaining the approval of the school district to conduct the study. After having explained the research project goals to him, he told the researcher he would do whatever he
could to facilitate the administrative process for her. The researcher was asked to submit a formal, written proposal of the research project to the Coordinator of Field Placement Studies, and to address subsequent questions to him.

II. Establishing rapport with the Coordinator of Field Placement Services

April, 1986

The researcher contacted the Coordinator of Field Placement Services by phone. Like the Assistant Superintendent for Personnel, the coordinator was eager to facilitate the administrative process for the researcher. He told the researcher he would send her a copy of the district's "Guidelines for Research" and reiterated the Assistant Superintendent's comments concerning the need to submit a formal, written research proposal in order to receive permission to conduct the research project.

III. Establishing rapport with the participant

June, 1986

The month during which the research project was to begin, the researcher asked the participant to take part in the study by arranging an appointment at the high school in order to talk vis-à-vis with her. The researcher explained in very general terms the purpose, nature, time, and duration of the study. The participant agreed to participate in the study during the appointment and granted the researcher permission to use fieldnotes and audiotapes as means of collecting the research data. In addition, in order to reduce the potential obtrusiveness of the researcher's entry into the classroom,
the participant volunteered to inform the students about the identity and the goals of the researcher before the researcher's arrival to begin the research project.

IV. Maintaining rapport with the Coordinator of Field Placement Services

June, 1986

At the request of the Assistant Superintendent for Personnel and the Coordinator of Field Placement Services, the researcher submitted a written proposal to the Coordinator of Field Placement Services. The proposal included the following information:

- Introduction to the problem
- Statement of the problem
- Significance of the study
- Theoretical assumptions for the study
- Definition of terms
- Review of literature
- Population and sampling
- Gaining access for the study
- Research design and data collection methods
- Chronological sequence of the study
- Cover letter seeking permission to conduct the study (see Appendix A)
- Vita outlining the background and qualifications of the researcher (see Appendix B).

After having submitted the proposal to the Coordinator, he told the researcher that three other district personnel team members would
need to participate in the decision-making process before he could grant the researcher permission to conduct the study: The Assistant Superintendent for Instruction, the Coordinator of Extended Education, and the Summer School Principal. The researcher, therefore, provided three additional copies of the research proposal to the Coordinator of Field Placement Services.

Within a week, the researcher received a verbal confirmation for permission to conduct the study from the Coordinator of Field Placement Services. He told her a letter granting permission to conduct the study had just been sent to her and that the Summer School Principal had requested to be contacted by the researcher as soon as possible regarding the research project.

V. Establishing rapport with the Summer School Principal

June, 1986

The researcher made an appointment with the Summer School Principal and talked to her vis-à-vis about the purpose, nature, time, and duration of the study. The Principal wanted to be well-informed about the study in case parents called to inquire about it.

VI. Maintaining rapport with the Coordinator of Field Placement Services

After having collected the data for the study, the researcher informed the coordinator about the completion of this phase of the study and thanked him for his cooperation.
RESEARCH DESIGN AND DATA COLLECTION METHODS

The research design for this study is a combination of fieldnotes, audiotapes, and observation-participation. Each facet of the research design is outlined below with respect to its function in the collection and analysis of data.

Fieldnotes

Bogdan (1982) states that "after returning from each observation, interview, or other research session, the researcher typically writes out what happened. She or he renders a description of people, objects, places, events, activities, and conversations. In addition, as part of such notes, the researcher will record ideas, strategies, reflections, hunches, as well as note patterns that emerge. These are fieldnotes: The written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting the data..." (p. 74).

This researcher collected the data for this study by writing fieldnotes during and after each observation.

Audiotapes

Each observation was audiotaped and transcribed by the researcher on a daily basis throughout the duration of the study. The tape transcriptions were compared to the field notes in order to alert the researcher to possible misinterpretation or misrepresentation of the data and to analyze emerging patterns in teacher speech.

Observation-Participation

To what degree should the researcher participate in the environment of the study? Gold (1958) has outlined a "spectrum" of possible
roles for the observer. "At one extreme is the complete observer. Here, the researcher does not participate in activities at the setting...at the other end is complete involvement at the site, with little discernible difference between the behavior of the observer and the subjects. Fieldworkers stay somewhere between these extremes" (p. 219).

Due to the nature of this study, the researcher was on the "complete observer" end of the spectrum and she observed for the following purposes:

1. To introduce herself to the participants and to gain entry into the research setting
2. To familiarize herself with the nature and procedures of the research setting
3. To attempt to discern patterns with respect to foreigner talk.

The graphic below outlines the research design for this study:
To ensure for effective data analysis, the following records were kept of the data collected:

(1) Fieldnotes

The researcher wrote the fieldnotes during and immediately following each observation. The format for the fieldnotes included general observation notes about events, observer reactions, and verbatim utterances.

(2) Audiotapes

The researcher transcribed every tape in order to discern recurring patterns of teacher speech, to verify tapes with the fieldnotes, and to microanalyze the tape transcriptions with respect to patterns in teacher speech.

(3) Calendar

A detailed calendar was kept by the researcher to provide a complete record of place and time of all contacts involved in the study.

(4) Storage of data

The tape transcription for each observation was stored on the researcher's EPSON Word Processor. Copies of each tape transcription were made by the researcher and stored in a different location for security purposes.

CHRONOLOGICAL SEQUENCE OF THE STUDY

(1) Gaining Access

-School district gateskeepers were contacted about the research project by means of a cover letter delineating the purpose
of the study (see Appendix A) and a vita outlining the interests and qualifications of the researcher (see Appendix B).

-A formal agreement to conduct the research project was reached by the researcher, the district personnel, and the participant.

-An informal observation of the research setting was made.

(2) Data Collection

-The observation of the participant was conducted every day for five consecutive days in each of seven consecutive weeks in the summer of 1986. Originally, the study was planned for five weeks (see Appendix A), but the nature of the Summer School program provided the researcher with a seven-week period of observation instead. In addition, due to the Summer School schedule, some weeks were four-day weeks. Thus, a total of thirty-two observations was made instead of thirty-five.

(3) Data Analyses

The data were analyzed at two levels:

-Macrolevel: To discern patterns of teacher speech

-Microlevel: To provide a detailed description of patterns once they were identified (see Appendix C).

(4) Exit

-The following timeline was used for this study:

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<th>1986</th>
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<td>Apr</td>
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Gaining Access | Data Collection | Data Analysis/Exit
PREFACE

As aforementioned, Hammersley and Atkinson (1983) suggest that "the ethnographer participates overtly or covertly in people's lives for an extended period of time, watching what happens, listening to what is said, asking questions, in fact, collecting whatever data are available to throw light on the issues with which he or she is concerned" (p. 3).

This chapter focuses on analyzing what has happened and what has been said "to throw light on" how a native speaker of English (the teacher) modifies her speech to non-native speakers of English (the students) in an ESL classroom environment at the secondary level.

DATA ANALYSIS

Throughout the duration of the study, the researcher took copious fieldnotes during each observation writing down, for example, patterns that seemed to be emerging, verbatim utterances, etc. At the end of each day, the researcher transcribed the tapes and entered the tape transcriptions into a word processor. After having completed this data collection procedure, the data were analyzed at the
Several patterns of speech emerged during the research process. These patterns will be described in the following manner:

I. A brief description of each type of pattern of speech and an example of each type of pattern of speech.

II. A brief description of how patterns of speech sometimes overlapped and an example of patterns of speech that overlapped.

III. An indepth documentation of each pattern of speech by providing examples of each pattern for each day (if possible) of the study.

It is important for the reader to be aware that one of the primary goals of an ethnographic researcher is to further knowledge about a particular phenomenon by studying various aspects of people's lives on a daily basis. It is for that reason that the researcher includes data from each day (if possible) of the study so that the reader can understand better the phenomenon being examined.

Finally, because the data collected during this study were quite extensive, the researcher has selected representative samples of each pattern of speech for each day of the study for the analysis of the data so that the reader can "get a vivid picture" of the patterns of speech without reading a too cumbersome dissertation. However, to appreciate the depth of this study, the researcher encourages the reader to read all of Appendix C to attain a more complete and
dramatic perspective of the patterns of speech that emerged during this study.

I. A brief description of each type of pattern of speech and an example of each type of pattern of speech.

A. QUESTIONING PATTERNS

Description 1. MULTIPLE REPETITION OF QUESTION: A question followed directly by at least an additional question.

Example (Day 2) Do you know what "ethnic festivals" would be? Would they be American festivals? What kind of festivals might they be? Whose would they be? Can anybody name some ethnic groups? Are you an ethnic group?

Description 2. VERBATIM REPETITION OF QUESTION: A question repeated verbatim.

Example (Day 3) Do you like going to the dentist? Do you like going to the dentist? Do you like going to the dentist?

Description 3. RESTATEMENT OF QUESTION: A question that is repeated using one or more words from the original question.

Example (Day 10) Do you know what "pick up your room" means? "Pick up your room"?

Description 4. REPHRASING OF QUESTION: A question that is restated by using different words.

Example (Day 14) What do you fear? What are you afraid of?

B. LEXICAL CLARIFICATION PATTERNS

Description 1. SIMPLIFICATION OF LEXICON: Spelling a word.

Example (Day 15) Do you know what "kidding" means? "Kidding"? "Kidding"? K-i-d-d-i-n-g?

Description 2. REPETITION OF LEXICON: Repeating a word(s).

Example (Day 9) You've done an "about face" and it's usually a very quick change of mind. Quick change of mind.

Description 3. REPHRASING OF LEXICON: Restating a word(s) by using synonyms or more common words.
Example (Day 17) And you can't peek. You can't look at each other's cards.

C. TOPIC CLARIFICATION PATTERNS

Description 1. STATEMENT OF TOPIC/ELABORATION: A topic (word, phrase, or idea) is stated and then elaborated upon (use of example(s), rephrasing, etc.).

Example (Day 9) Anger. Anger. Do you know what "anger" means? "Anger"? To get mad. Uh, "her anger was very apparent." "You could tell from the look on her face she was angry." Uh, "She was angered when a dog dug a hole in her garden."

Description 2. STATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC: A topic is stated, elaborated upon, and restated.

Example (Day 10) I like to mow the lawn because, well, it takes me an hour when I ride the mower. It's two hours if I walk it. But no one bothers me. It's so quiet. All's I hear is the hum of the mower. I can do whatever I want, think what I want. Nobody, I can't hear the phone. Kids can't ask me questions 'cause I tell them I can't hear them. I like to mow the lawn.

Description 3. STATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC/ELABORATION: A topic is stated, elaborated upon, restated, and elaborated upon again.

Example (Day 17) "Sends my sister up the wall." Do you know what "up the wall" means? "Up the wall"? "Up the wall"? You really don't go up the wall. You don't run up the side of the wall. It just means it scares you so much that you'd like to go up the wall to get away from the spider. Actually, I wouldn't go up the wall because that's where spiders are most of the time. "Sends my sister up the wall." Makes her scared. So frightened.

Description 4. STATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC, etc.: A topic is stated, elaborated upon, restated, elaborated upon again, restated, etc..

Example (Day 20) You might also hear the negative form. "I can't hack it." "Can't hack it." Negative would be, "I can't." You might say, "I can't hack it" when somebody tells you, "You have three tests, two book reports, and four papers due on the same day." Okay. Then you
might say, "I can't hack it." Okay. "That's too much." You might say this sometimes, if, maybe you might say that if the English is too hard and you're not ready for it. "I can't hack it."

II. A brief description of how patterns of speech sometimes overlapped and an example of patterns of speech that overlapped.

Description Several times during the analysis of data, patterns of speech overlapped. For example, in the expression of one idea, one might find a multiple repetition of a question, a simplification of a word, a repetition of a word, and a rephrasing of a word. The following example illustrates this phenomenon.

Example
(Day 1)
"As a hobby," do you know what a "hobby", what a "hobby" is? "Hobby"? H-o-b-b-y? "Hobby"? What's a "hobby"? Those are things you like to do.

III. An indepth documentation of each pattern of speech by providing examples of each pattern for each day (if possible) of the study.

A. QUESTIONING PATTERNS

1. MULTIPLE REPETITION OF QUESTION:

Day 1. Have any of you heard that before? I'm crazy about, I'm crazy about cars, I'm crazy about girls, I'm crazy about (inaudible)? Have you ever heard that phrase before? What do you think it means?

"As a hobby," do you know what a "hobby," what a "hobby" is? "Hobby"? H-o-b-b-y? "Hobby"? What's a "hobby"?

Do they have any of these kind of car races in Japan? Do they have (inaudible) where you smash up cars? Have any of you seen this?

Day 2. Do you understand when to use "we" and when to use "us"? Pronouns? Have you had that in, in English in Japan? Yes? Yes?

In Japan, were you taught that a verb plus a preposition is a two-word verb? Do you know what a "two-word verb" is?

And they have what kind of table here? What do we do on this table? Know what kind of table that is when you eat outside?
If you just go for a walk, what am I called? In the mountains, if I go for a walk in the mountains, what would I be called?

And if it's just water bubbling, it is a, yes, if it's just water bubbling, we have what? If water bubbles, boils, it is what? So what kind of temperature is the water? Hot or cold? Do you know the word "bubbles"? "Bubbles"? So when you're cooking and you start having bubbles come up to the top, then it's what? Hot or cold?

What's "graffiti"? Where might I find some "graffiti"? Do you know what "graffiti" is? What is "graffiti"?

Do you know what "ethnic festivals" would be? Would they be American festivals? What kind of festivals might they be? Whose would they be? Can anybody name some ethnic groups for me? Are you an ethnic group?

Does anyone know what the word "heritage" means? Do you know the word "tradition"? "Tradition"? "Tradition"?

Day 3. Everybody ready? Are there any that you were having trouble with, making sentences with before we start? Were you able to write sentences for all of them? Were there any that you had questions about before we start? Do you have questions about any of these words, how to write sentences?

How many of you have bought cereal? Do you buy cereal in the United States? Have you bought cereal?

Why does he want to go to Australia? Does anyone know? Why might he want to go to Australia? Have you ever wanted to go someplace else when you've had a bad day? How 'bout your first day at school in Forestview School District and you don't understand English and you don't have any friends? Where do you want to go?

What happened here? Anybody remember? What happened? The door closed on his foot and he fell in the what? Do you remember what this is called? When dirt gets wet?

And where did the cat sleep? Who did it sleep with? One of his, one of his brothers?

Day 4. Eri? What did you put for that one? What kind of day would it be when you receive an "A" on the geometry test? A "good" day or "best" day? How many put a "good" day, a "bad" day, or a "worst" day on Number One? Everybody have a "good" day? Would it be a "good" day?
If you had to choose the very worst day for you? What do you think it'd be? What could be the worst thing that would happen to you?

Do you know what an "adjective" is? An "adjective"? "Adjective"? Anyone? An "adjective"?

What do you say when you're having a good day? What phrase might you say in English? Has anybody heard, what would you say if you're having a good day? If somebody asks you "How are you doing today?", what would you say?

Have you ever been around people when they're having their worst day? Keiko, what might you say if you're having a bad day? How would you say that to someone?

Day 5. Did you have a good weekend? Did you have a good weekend? Do you know what a "weekend" is? Do you know what a "weekend" is? "Weekend" is Saturday, Sunday? Did you have a nice weekend? What did you do? Did you go shopping.

Uh, do you come to school five days a week? To come?

How are your stores? Do any of you have yours finished? Did you work on 'em over the weekend? No?

Uh, does anyone know where Philadelphia is? Philadelphia? Where? What state? In what state?

How close? Anyone know how close Philadelphia is? What's it close to?

Day 6. Are you finished with your book? Are you finished?

February 11? What do you do when you celebrate February 11? What kinds of things do you do? Do you have school that day? No school?

Do your fathers have to work on the Fourth of July? Do your parents have to work?

Can you think of anything else you might do? Do you have special foods? Does everybody rest? Is that a rest day? Rest day? Think of anything else that you do (inaudible)?

Do you know what a "parade" is? Do you have parades for your holiday? For this holiday? On February 11? Do you have a parade?
Day 7. Can anybody tell me why we celebrate the Fourth of July? Who can tell me? Why is the Fourth of July important? Can anybody tell me why we celebrate the Fourth of July? Why we celebrate?

Celebrate? Why do we celebrate the Fourth of July? What does it mean? Why do you celebrate the February, February, why do you celebrate February 11th? It's to honor the people who built a new country? Would you say that? Uh, who are the people who built the new country?

For us, also, July 4th is, when I read this story to you, what happened on July 4th? What did Thomas Jefferson write? Do you remember? What was the name of the paper that he wrote and everyone signed? Do you remember all of it? Anybody remember?

Well, did he get a ride? Can you see right down here? What's happened? That's that neat little car, isn't it? What has happened? Any idea? Can you guess? Are they driving anymore? Is it moving?

What happened? What happened to the tent? Do you know what happened to the tent?

Do you know what this is? Have you seen this? Have you seen one of these before? Do you know what it's for? What does it do?

Do you have any plans? For your three days? Do you have plans? Are you gonna go anywhere? Will your fathers have to work? No?

Day 9. Did you see a parade? And if you did, what did you see in the parade? Were there bands and people marching? Did you see fireworks? Uh, did you see any band, I mean even some on television? Were the fireworks nice?

Do you have any questions on this? Do you understand what I'm asking?

Uh, can we use "call" the same way? Does it have a noun version and a verb version? Can we use it two ways?

What do you think that might mean? "I faced the problem"? "Faced"? Can you think of what "faced the problem" might mean? Have a guess?
Day 10. Do you rinse and dry? Rinse and dry the dishes? Do you like to do that?

Do you have to wash the windows? Wash the windows outside? Wash and dry?

Do you know "wax the floor"? To make it shiny? "Wax the floor"?

Do you know what "pick up your room" means? "Pick up your room"?

Uh, do you have to do many of these? Does your mother make you do these? Are there ones that you do that I didn't put on the list? Can you think of any? That I should add? Are there any other jobs you do around the house? Or outside? Is there any room you don't like to clean in the house?

What would you bring, then? Can you describe for me? How would you fix them? Is there information you don't have here? Is there information here that you don't have? Do you know how to fix toast?

Do you have any idea what you would bring if I said, "toast and an egg"? Would you ask me more questions if I told you, "toast and an egg"? How would you fix them? What kind would you make?

Do you know what the phrase means, "Go fly a kite"? If somebody told you to "go fly a kite," what would you do? Do you know what a "kite" is?

Do you know what a "sponge" is? Do you know what a "sponge" is? If I told you to make a sponge cake, do you know what a sponge cake looks like?

Is there another meaning for "change"? Do you know what "change" means?

Is there another, what else do you dust? How do you dust? What else do you dust?

Do you know how to measure? How would you measure? Could you draw a picture of how to measure? Want me to draw a picture of what would, what do you need to measure rice? What do you need when you need to, to measure rice, what do you need? If I said two cups, what do you need then?

Day 11. Uh, do you know, what do we call this? Do you remember what we call this? What is it?
What happened when she opened her mouth? What did Mr. Rogers do? Can you tell me? What did he do? Do you know how to say that?

Can I ask you some questions? Could I ask you some questions? About the story? Do you remember the story?

Are they mad at her at the end of the story? Are they still angry with her? At the end of the story?

But is, are they angry at the end of the story? At the very end of the story, are they still angry with her?

Did you like this story? What do you have to do on your list of things to do? Do you have to do dishes? Washing or rinsing dishes? What will you have to do? Today at home? What will you have to do? Can you tell me one thing you have to do today? Do you wash dishes every day? Do you have a dishwasher?

Do you have to load the dishwasher? Put the dishes in the dishwasher? Load? Unload? Take them out? Do you have to put them away? Put the dishes away? What will you have to do today? Can you tell me one thing?

Day 12. What jobs did you have to do at home yesterday? Did you have to do any on that list? Or any extras? Can you tell me what you had to do at home yesterday? Did you have to clean your room? The bathroom? Wash dishes? Clean the bathroom?

Did you have anything, did you do anything for fun yesterday. Did you work? Did you read? Did you play outside? Tennis? Watch T.V.? Watched T.V.? What do you like to watch? What television program do you watch?

Do you, does anyone remember what "un" means? "Un"? What does it mean?

Do you know what "shade" means? "Shade"? It's from the sun? "Shade"?

Can you look at the picture there and tell me what she has? What is this? Can you tell me what that is? Do we know what that is yet? Do you ever get any of these in the mail? It is what? Do you know how to say it in English? It is a what?

Has she changed what she's supposed to do? What's she going to dust? What, she's going to use bug dust, but what's she going to dust?

Do you know what "scraps" are? "Scraps"? Do any of you sew? Sew clothes? Sew clothes?
What kind of cake would you make if you were gonna make a teacake? Yes, uh, in the other story, she had to make a sponge cake and what did she do? What'd she make the sponge cake out of? How did she, what did she do? What did she cut up? She baked it but what did she do? How did she make it? Would you eat her sponge cake? Do you remember her sponge cake? Would you eat her sponge cake? Remember what she (inaudible)?

If you are sewing clothes, do you know how you spell that "sew"? How do you spell it? If you are going to sew? Do you know how to spell it in English?

Are you ever asked to set the table? Set the table? What would you do if I told you to set the table? Do you know?

What problems did Amelia Bedelia have today? What words didn't she understand? Can you name one? What were some of the words she didn't understand? Can you think of one word she didn't know? She didn't know what it meant or misused? Can you think of one word?

Day 13. Let's see. How would you say that? Forms of language? Three types of language? Are they writing? Are they three different types of writing? Or are they three different types of speaking? Or are they both? Three different types of writing? You have three different writing systems, then?

Do you have much ice where you live? In winter? In Japan? Is there much ice? Do you have ice in Japan? In winter? No?

Do you know "childhood"? "Childhood"? The word "childhood"?

Have you tried to use "lie" and "lay" before and had trouble? Did you work with this in Japan? "Lie" and "lay" at all? Do you want to look at it?

Do you understand why we call those irregular verbs? Irregular verbs? Why are they irregular? How do we do endings for past tense of irregular verbs? What are the ways?

Day 14. So he's, she's saying, what is she saying there? Will you have Monday mornings anymore? Do you know what "cancel" means? Will you have Monday mornings?

What would you like? What would you change if you could be in charge of the world? What would you like to have different? Do you agree with any of the things he says? Would you get rid of Monday mornings?

What is the best thing about you? That people would like do you think? What is your very best quality? Are you trust-
worthy? You don't tell secrets? Are you always willing to help a friend?

What kinds of things do you fear? What are you afraid of? And what do you want to do? What are some of your goals? What would you like to be? Would you like to, uh, study ballet more? Uh, would you like to be a teacher? Would you like to travel? What are some of the things you would like to do?

When you want to make a friend, what, what is important to you? Do you want someone who doesn't, who keeps your secrets? Uh, is there when you need them? Uh, what's important when you look for a friend? What do you want? What do you want them to have?

Does that give you some idea? Things you might be afraid of? Might be some things that you might fear?

Did you have a lot of rain this weekend here? Did you have a bad storm here this weekend? A bad storm?

What can they do to you that still won't make you angry? Can they tease you and that's okay? Can they play jokes on you and that's okay? What will you let them do and you won't be mad at them?

Day 15. What do you think is considered "the pain"? Younger or older? This person who is "the pain"? Who would you consider "a pain"? Any ideas?

Do you fight about anything else? Do you have the same bedroom? Do you have separate rooms? Separate bedrooms? Do you, are you in the same room to sleep?

Do you, can you stay up the same time? Do you go to bed at the same time? When you were little?

Does anyone know what this means? "Spying"? Why wouldn't older sisters or brothers like, like kids who, uh, younger brothers and sisters who spy? What does a "spy" do? What are you doing when you're "spying"? Wanna take a guess? Mio?

What do you do when you "spy"? Can you give me an example? "Spying"?

Do you know what "kidding" means? "Kidding"? "Kidding"? K-i-d-d-i-n-g? "Kidding"?

Do you have a nickname? Do you know what a "nickname" is? Do you have a nickname? No?
Do you change the slant to one way or another and that seems to be something American girls go through? Do you do anything like that? Change the way you write? Experiment.

Day 16. Uh, how do you make friends? Can anybody tell me? How do you pick a friend? Is it easier when you're little than when you're older? Or is it always easy to make a friend? Did you have lots of friends when you were little? Do you remember how to make friends? How do you start? If you're new into our school, what did you do? Do any of you have American friends yet? Or at least, or another Japanese friend that you met that you didn't know when you first came?

How did you meet your first friend? Remember? Did you walk up and say, "Hi, I'm Mio. What's your name?" Did someone introduce you to some other students? How would, do you know how you would meet a new friend and, and approach somebody in English? Introduce yourself?

Yoshio? What might you want to know about a friend's character? What would be important, Yoshio, in a friend's character? Can you think of anything? A friend's character? What would you want to know?

Does that give you any ideas that might be important? What is important to you? Do you want a friend who keeps a secret all the time? Do you tell them that, "This is a secret, don't tell anyone?" Do you want them to keep it?

Sachiko? Do you want a friend who likes dance or ballet? Or would you like a friend who likes something that you don't like? What do you think? Is it important to have some of the same interests? Like some of the same things? Someone who likes ballet? Would you like someone who likes ballet so you could talk about ballet? No? Does it matter?

Day 17. Yoshio? Would you tell us what you like, what your brother likes, what you don't like, and what your brother doesn't like? Are there things that you both like? Are there any things that you both don't like? What is that? What don't you both like to do?

Handicrafts? Oh, pare her nails? Cut her nails?

Do you know what a "toad" is? Instead of a frog? "Toad"?

Do you know what a "mouse" is? A "mouse"?

What has a stinger? Can anybody tell me what, what has a stinger?
Do you know what "up the wall" means? "Up the wall"? "Up the wall"?

Day 18. For, to decorate a package? To tie a package?

Do you know what a "subject" is? Yes? Sachiko? Do you know what a "subject" is of a sentence? When I say "subject"? Do you know "subject"? The word "subject"?

Everyone knows what a "subject" is, right? And you know what a "verb" is? "Verb"? Do you know what a "verb" is?

In Japanese, do you remember in English what a "noun" was? Do you know what a "noun" is? "Noun"?

Does anyone know what a "noun" is? Can you give me an example of a "noun"?

I love? What do you love? What do you love? Do you have a favorite sport?

Can I ask, could I ask your mother what her age is? Would she be angry? Do you know? Is it polite to ask your mother's age? Would you ask your mothers if it's polite to ask?

Are any of you "ticklish"? "Ticklish"? "Ticklish"? "Ticklish"?

Day 19. Uh, would you tell her maybe to try again? Study harder? Give yourself six months and try again?

What am I going to do? What questions might she ask? About what it's going to be like to live here? She may ask you what the weather's like, what she would say, what she's going to do when she doesn't know English? What classes might she have to take? And what advice are you going to give her? To make her feel a little better about coming here?

Day 20. What would you say to him? What advice would you give?

What questions might we ask? What answers might you, might you give? What answers might you give? What do you say to make her feel better about it?

You need to practice, right? Do you want to practice on yours one more time and then will go ahead and hear it?

Do you know what usually happens to students who don't, who fail? Are they able to take the test again? Yes? Can they get tutors to help them? And prepare? Do they usually take off a
year to prepare for the test again? Do you have to pay for the tutor?

What, what does your best friend like to do? What interests? What hobbies? Uh, do they like a favorite sport? Is there a favorite food or an ice cream or a dessert that they like?

Are they gonna continue their school? Is there a special school they want to go to? Do they want to be doctors, lawyers? Do they know? Uh, what is their favorite subject? Do they like science, math, Japanese history, English, foreign language? What doesn't your friend like? What's the least favorite food? Uh, is there a sport they don't like?

Are we about ready to share? Are you ready to share?

Did you watch the Goodwill Games these last couple weeks? In Russia? That they were having? The Goodwill Games?

Yoshio? Would you tell us about your friend? Would you tell us about your friend? What are some of the things that your friend likes to do? What are some of the things that your friend doesn't like? Would you tell us about your friend?

Day 21. Uh, do you need to practice with a partner? Do you need to pick a partner and practice?

Do you want to pair this way? Sachiko and Keiko read together? Are you finished? Finished?

Do you know what "hatch" means? "Hatch"?

Do you know what a "block" is? Do you know what a "block" is? "On the block"? If we talk about "on the block"? What is a "block"? Can you draw for me what a "block" is? Can you draw kind of an illustration of what a "block" is?

Do you see a difference between this one and this one? Can anyone tell me what the difference is? Or who can tell me?

Can anyone give me the name of a "mall"? "Mall"? Do you know what a "mall" is? You don't know what a "mall" is?

Sachiko? Can you think of a state? State? What state are you living in right now? Do you know what "Ohio" means? Do you know what the name means? Can you tell me?

Day 22. Who can you tell it's proper? What kind of name is it? Is it a general name or a specific name? Is it a common name? So
what kind of noun is it? Common or proper? Is it common or proper?

Do you understand "abstract"? "Abstract"?

Do all sentences, so all sentences have a subject that is written? That you can see? Do you know in a sentence, do you, what do you have to have in a sentence? What's one word that you absolutely can't have a sentence without?

And what kind of noun? Is that common or proper? Common or proper? Is it capitalized? So then it has to be what?

Day 23. Uh, that describes the action, but what is blowing? What blows hard? What?

Can you use "block" as a verb? Can you use it as an action? "Block"?

Can you think of a sentence? What does the goalie do in soccer? What does he do? What's he supposed to do? He's supposed to do what?

Do you know the meaning when it says, "He made a face"? "He made a face?" Do you know, do you have any idea what that means? "He made a face?" Do you know what "made a face" means? No?

What can you say about Honda of America? What can you say about it?

Day 24. Are you gonna do some sewing? Are you going to "sew"? "Sew"? No?

Who can tell me what grammar were we working on last week? What kind of grammar? What parts of speech were we working on? Nouns?

Wanna put "him" up there for me? Wanna put "him" up?

And Yoshio? Could we replace anything else up here? Would we replace "this"? What pronoun will we use if we replace "this"?

What, what nouns can I replace in that sentence? I wanted to replace any nouns, what could I replace? Eri? What can I replace?

What nouns could I replace? Anybody tell me? In this sentence, what nouns could I replace? What nouns can I replace in this sentence? What are the nouns?
What nouns could I replace in this one? What nouns could we replace in this one? Eri? Can you give me one noun we could replace? Noun? What noun can we replace with a pronoun? Can you replace a noun? And you would use what?

Day 25. Mio? Can you help us? What is Number Three? What'd you put for Number Three? This one?

Keiko? What do you have for Number Three? What did you put for Number Three?

Do you know anything? Do we know anything about Lisa? What could we say about Lisa?

What do we know about Larry? Do we know anything about Larry?

Now, do you know what a "porch" is? On a house? "Porch"? Yoshio? Would you tell us what a "porch" is?

Who can tell me now what an "orphan" is? What is an "orphan"? Can anyone tell me what an "orphan" is?

Does anyone know what an "orphan" is? An "orphan"? Yoshio? Can you tell me what an "orphan" is?

Do you think Lee Chan is going to be happy in a five bedroom house when he's been in an adoption place for many years? To be an only child? Do you think he will be happy? What do you think he will want next? Any guesses?

Eri? How many bedrooms? How big is their house? Can you tell me how many bedrooms they have?

Do you do this in Japan? Do you have something like adopt? Do you have anything like a foster home where people take care of people? Do you have anything different? Do you have anything else that they would do?

First of all, do you know what it means to "take turns"? "Take turns"? "Take turns"?

And what does he want to do? What does he want his family to do?

Are they happy, Eri? Are they happy?

Keiko? What did they decide to do since they're still lonely. What do they want to do? Where do they go?
What do the boys do? What kind of help are they going to give.

Day 27. Did everybody get them all right? Yes? Yes? Anyone miss this one?

Do you understand? Do you have questions on that?

Day 28. First of all, do you have any questions on these? Did everybody find sentences for them? Uh, were there any you didn't understand?

Sachiko and Keiko? Did you know most of your words? Do you have any questions on the words for today? Questions? No?

Do you have another way to use "cut"? Could you give me another sentence with "cut"?

Do you know how to use "cut" as a noun? Noun? Do you know how to use "cut" as a noun? "Cut"? Can you use "cut" as a noun?

Do you understand this one? "He is stoned"? Do you understand the word "drugs"? Yes? Do you understand the word "drugs"?

Sachiko? Can you think of using this as a verb? He "freed" something? Keiko? Can you think of one? Using this as a verb? He "freed"...? To "free"? Can you think of one? Use it as a verb? He "freed"? What might you "free"? Turn loose?

Can you think of it used as a noun? Can you think of it as a verb? Can you think of it as a noun? What is it when it's a noun?

Day 29. Does anybody else know a meaning for "roll"? "Roll"? Think of one? Anybody know another meaning for "roll"? R-o-l-l? R-o-1-l? Anybody know another meaning for "roll"? No.

Do you know what "bulbs" are? "Bulbs"? "Bulbs"?

You know what we call this? What they are doing? Know what this is?

Do you know how you, do you, how do you sit when you "plop" on a chair? Do you know when you "plop"?

Why are the children laughing at the bulbs that she bought them? Eri? Can you tell me why they're laughing? Why are they laughing about the bulbs she bought? Do you know why they're laughing at Amelia Bedelia?
What kind was she supposed to plant? Remember what they found in the closet? What kind? What kind of bulbs was she supposed to plant?

What is "quiet time"? Do you know what "quiet time" is? What do you think it would be? If I asked you after you came back in for lunch that I needed about ten minutes of "quiet time," what would you expect to do? Do you know what "quiet time" means? Could you explain "quiet"?

Was it fun this year? Did you eat all kinds of awful food? French fries? Did you eat at Wendy's or McDonald's?

Day 30. What else did she have to teach? Remember one more thing that she had to do? What else did she have to do that day? Remember? Can anyone else think of something else she had to do that day? Yoshio? What else did she have to do besides call roll?

And then what did they have to do? What were they supposed to do?

What kind of prob, math problems are they doing? Supposed to be doing? They're playing? What kind of, if I say, "Mio has four apples and Yoshio takes two of them, "what kind of problem is that? How would you solve that problem?

Have you ever played "hide 'n seek"? "Hide 'n seek"? Do you know "hide 'n seek"?

Do you know what it means to "crowd around" someone? "Crowd"?

Would you like to have Amelia Bedelia for a teacher? Maybe one day? For fun? Would you like the taffy apples? Have you had taffy, taff-, caramel apples before? Caramel apples? Have you had any caramel or candy apples before?

Who can tell me what a simple sentence must have, usually? What do most simple sentences have?

Are you ready for a break? Are you ready for a break? Are you tired?

Day 31. Can everybody read those? Are you about finished? Are you ready to have them checked? Is everyone done? Everyone have them all right? No? What happened first? Yoshio? The very first thing? Could you read that to us?

Is this a simple sentence or a compound sentence? Yoshio? Can you tell me how to make this a compound sentence? What do I need to have? To make it a compound sentence, what do I need?
Anybody remember what we call this? What we call these? You know the name? "Airplanes"? "Paper airplanes"?

What's a "wig"? Do you know what a "wig" is?

Who was Miss Swamp? Anybody know who Miss Swamp was? Viola Swamp, the witch?

Day 32. I wonder if Eri is coming today? Well, what did you learn this summer? Anything? Did you learn anything? Did you learn simple and compound sentences?

What was your favorite story? Have a favorite story that you read?

Do you know what a "prune" is? Do you know the word "prune"?

What can you do with a "hose"? What do you do with a "hose"? A "hose"?

What does that mean? "Give a bo_"? "Give a baby a bottle"? If I say, "Did you give the baby a bottle"?, do you know what I want you to do?

2. VERBATIM REPETITION OF QUESTION:

Day 2. Yes? Yes?

Could you tell me the time? Has anybody asked you that? Could you tell me the time?

Day 3. Do you have a question? Do you have a question?

May I use the telephone? May I use the telephone?

Why? Why?

Do you like going to the dentist? Do you like going to the dentist?

Day 5. Did you have a good weekend? Did you have a good weekend? Do you know what a "weekend" is? Do you know what a "weekend" is?

Did you like that movie last night? Did you like that movie last night?

Do you have a dog? Do you have a dog?
Day 7. Can anyone tell me why we celebrate the Fourth of July? Who can tell me? Why is the Fourth of July important? Can anyone tell me why we celebrate the Fourth of July?

Do you know what this is called? I didn't hear what you said in English. Do you know what this is called?

Maybe? Maybe?

Day 10. Do you know what a "sponge" is? Do you know what a "sponge" is?

"Put the lights out"? "Put the lights out"?

Day 11. "Fold the clothes"? That's a new one. "Fold the clothes"?

What does she do with the steak? What does she do with the steak?

What will you have to do? Today at home? What will you have to do?

Day 12. Yes? Yes?

What is she doing? She's making the bed. What is she doing? What is she doing?

Can you think of one word she didn't know? She didn't know what it meant or misused? Can you think of one word? I've got two of 'em. Sachiko? Can you think of one word she didn't know?

Day 13. What is the homonym? What is the homonym?

Can you tell me? How is this sentence different from this one? Can you tell me?

Day 14. Do you have friends in Cleveland? Do you have friends in Cleveland?

Do you know how to spell "lightning"? Do you know how to spell "lightning"?

Day 15. Do you have any brothers or sisters? You have a brother? Do you have any brothers or sisters?

Do you have a "nickname"? Do you know what a "nickname" is? Do you have a "nickname"?

Day 16. Yes? Yes?
Day 17. Do you know what "up the wall" means? "Up the wall"? "Up the wall"?

Day 18. Do you know what the subject pronouns are? Do you know what the subject pronouns are?

What do you love? What do you love?

"Ticklish"? "Ticklish"? "Ticklish"?

Day 20. Mio did? Mio did?

Would you tell us about your friend? Would you tell us about your friend? What are some of the, what are some of the things that your friend likes to do? What are some of the things that your friend doesn't like? Would you tell us about your friend?

Day 21. Do you know what a "block" is? Do you know what a "block" is?

Day 22. Where is Lake Erie? Where is Lake Erie?

Where does your father work? Sachiko? Where does your father work?

Day 23. Can you use "block" as a verb? As an action? Okay. What's similar to hers. Can you use "block" as a verb?

"He made a face"? Do you know, do you have any idea what that means? "He made a face"?

Day 24. "Who gave". "Who gave"?


Do you know what "thin" is? Sachiko? Do you know what "thin" is?

Day 26. Are they "happy", Eri? Are they "happy"?

"Take turns"? "Take turns"?

Day 27. Yes? Yes?

What is showing? What is showing?

Day 28. What is your favorite season? What is your favorite season? What is your favorite season?

Day 29. Anybody know another meaning for "roll"? R-o-1-l? R-o-1-l? Anybody know another meaning for "roll"?
Day 30. Are you finished? Are you finished?

Are you ready for a break? Are you ready for a break?

Day 31. "Settle down"? "Settle down"?

3. RESTATEMENT OF QUESTION:

Day 1. "As a hobby," do you know what a "hobby," what a "hobby" is, "hobby," h-o-b-b-y? "Hobby"? What's a "hobby"?

Day 2. Uh, bad would be the opposite of what word up there? The opposite?

Do you know the word "bubbles"? "Bubbles"?

And "wilderness" is? "Wilderness"?

Do you know the word "tradition"? "Tradition"? "Tradition"?

Day 3. Do you know where Australia is? Australia?

Have any of you been to the dentist in the United States? Dentist?

Day 4. Do you know what an "adjective" is? An "adjective"? "Adjective"? Anyone? An "adjective"?

Day 5. Uh, does anyone know where Philadelphia is? Philadelphia?

Day 6. Are you finished with your book? Are you finished?

Is that a rest day? Rest day?

Day 7. Do you know what "came up from" means? "Came up from"?

Do you know "hugging"? "Hugging"? The word "hugging"?

What do you think he's going to do now? What do you think?

Day 9. Do you know what "anger" means? "Anger"?

What do you think that might mean? "I faced the problem"? "Faced"?

Day 10. Do you know "wax the floor"? To make it shiny? "Wax the floor"?

Do you know what "rake" is? "Rake"?
Do you know what "pick up your room" means? "Pick up your room"?

Would you ever, if this is a ruler for measuring, would you ever measure two cups? Measure? How tall? Measure?

Do you know what the word "trim" means? "Trim"?

Day 11. Scour? Scouring?

Rake? Raking?

Measures with a ruler or a tape measure? Tape measure?

Are they mad at her at the end of the story? Are they still angry with her? At the end of the story?

Day 12. Do you know what a "steak" is? "Steak"?

Do you, does anyone remember what "un" means? "Un"?

Do you know what "batter" is? "Batter"?

Are you ever asked to "set the table"? "Set the table"?

Day 13. Do you know "childhood"? "Childhood"?

Do you understand why we call those irregular verbs? Irregular verbs?

Day 14. Will you have Monday mornings anymore? Do you know what "cancel" means? Will you have Monday mornings?

Or "horror"? "Horror" movies? Is that the word you're looking for? "Horror"?

Day 15. Do you have separate rooms? Separate bedrooms?

Whom do you fight with? With your brother or sister? Do you fight?

Do you know what "kidding" means? "Kidding"? "Kidding"?
K-i-d-d-i-n-g? "Kidding"?

Day 17. Do I have a volunteer? Volunteers?

Do you know what a "toad" is? Instead of a frog? "Toad"?

Do you know what a "mouse" is? A "mouse"?

Day 18. Think of another preposition? Preposition?
And you know what a "verb" is? "Verb"?
Do you know what a "noun" is? "Noun"?
What is "love"? What part of speech? "Love"?
Are any of you "ticklish"? "Ticklish"? "Ticklish"?

Day 20. What answers might you, might you give? What answer might you give?
Are we about ready to share? Are you ready to share?
Did you watch the Goodwill Games these last couple weeks? In Russia? That they are having? The Goodwill Games?

Day 21. About finished? Finished?
Do you know what "tadpoles" are? "Tadpoles"?
Do you know what "hatch" means? "Hatch"?
Can anyone give me the name of a "mall"? "Mall"?
Can you think of a state? State?

Day 22. What type of noun is Mount Everest? Everest?
Do you understand "abstract"? "Abstract"?
Is our? Our?

Day 23. What blows hard? What?
Can you use "block" as a verb? Can you use it as an action? "Block"?

Day 24. Are you going to "sew"? "Sew"?
Wanna put "him" up there for me? Wanna put "him" up?
Can you give me one noun we could replace? Noun?

Day 24. Now, do you know what a "porch" is? On a house? "Porch"?
Does anyone know what an "orphan" is? An "orphan"?

Day 26. And what did we say "orphans" meant yesterday? Eri? "Orphans"?
First of all, do you know what it means to "take turns". "Take turns"? "Take turns"?

Day 28. Do you have any questions on the words for today? Questions?

Do you know how to use "cut" as a noun? Noun?

Do you know how to use "cut" as a noun? A "cut"?

Day 29. Does anybody else know a meaning for "roll"? "Roll"?

Anybody know another meaning for "roll"? R-o-l-l? R-o-l-l?

Do you know what "bulbs" are? "Bulbs"? "Bulbs"?

Day 30. How does Amelia Bedelia become a teacher for the day? How?

Have you ever played "hide 'n seek"? "Hide 'n seek"?

Do you know what it means to "crowd around" someone? "Crowd"?

Have you had taffy, taff_, caramel apples before? Caramel apples?

Day 32. What do you do with a "hose"? A "hose"?

4. REPHRASING OF QUESTION:

Day 1. When you don't have quotation marks about "plaything," what does that mean? What is a "plaything"? A toy. Okay. It'd be a real toy. If we called a car a "plaything" and we put quotation marks around it, what does that stand for?

Day 2. We also talked yesterday about, what did we say this was? What's the short form? Camper. What's another, what are the two letters I gave you? Rough! Okay. Rough it. This is rough it, quotations. What would we call this?

What do they do? What is the action?

What is "smash into"? What is "smash"? Could it be a little bump?

Do you understand the word "heritage"? Do you know what "heritage" is?

Does anyone know what the word "heritage" means? Do you know the word "tradition"?
Day 3. Are there any that you were having trouble with, making sentences with before we start? Were you able to write sentences for all of them? Were there any that you had questions about before we start?

Day 4. What did you say for, "There's a surprise quiz and I receive a 'B'"? "Worst" day? Keiko, what'd you put?

Day 5. Did you have a good weekend? Did you have a good weekend? Do you know what a "weekend" is? Do you know what a "weekend" is? "Weekend" is Saturday, Sunday? Did you have a nice "weekend"?

Day 6. Have you been to the Statue of Liberty? But you have seen it on T.V.? Have any of you visited the Statue of Liberty?

Day 7. Do you know what it's for? What does it do?

Do you have plans? Are you gonna go anywhere?

Day 10. Do you know what a "mirror" is? What you can see yourself in?

Do you know "wax the floor"? To make it shiny?

Day 11. Are they mad at her at the end of the story? Are they angry with her?

Do you have to load the dishwasher? Put the dishes in the dishwasher?

And unload? Take them out?

Day 12. Is there another one she didn't know? Are there any more words she didn't understand?

Day 14. What would you change if you could be in charge of the world? What would you like to have different?

What are your hobbies? What do you like to do?

What is the best thing about you? That people would like, do you think? What is your very best quality?

Are you trustworthy? You don't tell secrets? Are you always willing to help a friend?

What kinds of things do you fear? What are you afraid of?

And what do you want to do? What are some of your goals?
That you have the same interests? That you like to do some of the same things?

Things you might be afraid of? Might be some things that you might fear?

Are you afraid of scary movies? I would say that. Scary movies? Or horror? Horror movies?

Did you have a lot of rain this weekend here? Did you have a bad storm here this weekend?

Can they tease you and that's okay? Can they play jokes on you and that's okay?

Day 15. Your dressers? Where you put your clothes?

Day 16. Oh, how do you make friends? Can anybody tell me? How do you pick a friend?

Is it important to have some of the same interests? Like some of the same things?

Day 18. For, to decorate a package? To tie a package?

Day 20. What, what does your best friend like to do? What interests? What hobbies?

Day 23. Which one was your favorite? Which one did you like the best?

Can you use "block" as a verb? As an action?

Can you use "block" as a verb? Can you use it as an action?

Day 29. You know what we call this? What they are doing? Know what this is?

They will stay at your house? Visit at your house?

Day 30. And then what did they have to do? What were they supposed to do?

Day 31. Are you about finished? Are you ready to have them checked? Is everyone done?
B. LEXICAL CLARIFICATION PATTERNS

1. SIMPLIFICATION OF LEXICON

Day 1. "As a hobby," do you know what a "hobby," what a "hobby" is, "hobby", h-o-b-b-y?

Day 3. It's muddy, m-u-d-d-y.

Day 4. We'll go back to the work that I hear in the halls, uh, I'm not even sure if this is the way you, they spell, in the hallway, "this is the pits" and I know you spell "pits," p-i-t-s, so I'm gonna assume that we just put an s on it.

Day 7. It's a "scarecrow." S-c-a-r-e-c-r-o-w.

Day 10. Do you know what "un" means before a word? U-n?

Day 11. Amelia Bedelia went inside - i-n-s-i-d-e.

These must be rich folks - r-i-c-h.

But I - letter "i," capitalized, must get to work - t-o.

Here I stand just looking - l-o-o-k-i-n-g.

And me - m-e - with a whole list of things - t-h-i-n-g-s - to do.

Ameria Bedelia stood there - t-h-e-r-e - a minute longer - l-o-n-g-e-r.

I think I'll - "i"-apostrophe-l-l - a surprise for them - f-o-r - them.

I'll make - m-a-k-e - a lemon meringue pie - p-i-e.

I do make - m-a-k-e - good pies.

Mrs. Rogers hurried - h-u-r-r-i-e-d - over - o-v-e-r - to the box.

She lifted the lid. Lifted is - l-i-f-t-e-d - the lid - l-i-d.

There lay the chicken. There - t-h-e-r-e - lay is - l-a-y - the chicken - the chicken - c-h-i-c-k-e-n. A-y.

And he was just - j-u-s-t - as - a-s - dressed - that's d-r-e-s-s-e-d - as he could be.
Mrs. Rogers was angry - w-a-s - was angry - a-n-g-r-y.

She was very angry - v-e-r-y - angry - a-n-g-r-y.

And she opened her mouth - o-p-e-n-e-d - opened her mouth - m-o-u-t-h.

If you go to the grocery store or to a hardware store, you can buy lightbulbs - l-i-g-h-t-b-u-l - wait a minute - b-l-u-b-s - whoops - no - (laughs) b-l- (laughs) b-u-l-b-s - b-u-l-b-s.

She is hanging the lightbulbs on the line. Okay. H-a-n-g - on the line - l-i-n-e. That's a clothesline - l-i-n-e.

S__, s-e-e. Right. The homonym would be s-e-e.

We lay. L-a-y.

Day 14. Do you know how to spell "lightning"? L-i-g-h-t-n-i-n-g.

Day 15. Do you know what "kidding" means? "Kidding"? K-i-d-d-i-n-g?


Day 22. "We had a good time at their house." Object? T-h-e-i-r?

Day 23. T-w-o is, "I want two books." T-w-o.


Day 29. Anybody know another meaning for "roll"? R-o-l-l? R-o-l-l?

Day 30. Present tense has an -e on the end of it. H-i-d-e.

2. REPEITION OF LEXICON


She is wearing glasses or another name for them, originally, is "spectacles." "Spectacles." To watch.

This is a demolition derby. Derby.

Day 2. Last. Seventh period is the last period of the day. Last.

Little. Little.
This is what they'd call what, say I rode a ___. You're close. Ferris. Ferris wheel.

And this was, when they shoot water up into the air is a "geyser." "Geyser."

Do you know the word "bubbles"? "Bubbles"?

Do you know the word "tradition"? "Tradition"?

Day 3. Uh, in the United States, another thing that you might hear on television is to urge you to "carpool." "Carpool."

"Smushed" is a word that children would use because it sounds like you feel. "Smushed".

Do you know where Australia is? Australia?

Have any of you been to the dentist in the United States? Dentist?


Day 4. It is a red soup and you spill it. Spill.

My hair is a mess. A mess. A mess.

Do you know what an "adjective" is? An "adjective"? "Adjective"?

So you might feel miserable. Miserable.

Day 5. Uh, does anyone know where Philadelphia is? Philadelphia?

And these were all original colonies. Colonies.

So this is a green, a green, a green, a green.

Day 6. Is that a rest day? Rest day?

Do you know what the word "light" means? "Light"?

Day 7. You can say, "The ice cream cone fell to the ground," fell to the floor because it's doing the falling. It's doing the falling.

Do you know what "came up from" means? " Came up from"?

Do you know "hugging"? "Hugging"? The word "hugging"?
And this would be a banjo. And a guitar. Banjo. Guitar.

They want a ride so he's, we say "hitchhiking". "Hitchhiking."

It's a "scarecrow." S-c-a-r-e-c-r-o-w. "Scarecrow."


That could be a border. It could even be on her dress. This could be a border. Or, uh, you could have a ruffle. That could be a border.

"I faced the problem"? "Faced"? Can you think of what "faced the problem" might mean? "Faced the problem"?

You've done an "about face" and it's usually a very quick change of mind. Quick change of mind.

"Two-faced" means I say one thing to one friend and then I tell a different -. "Two-faced."

"You may was well face the music." That doesn't mean I'm going to go and face and listen to music. "You may as well face the music."

A clown makes faces to get kids to laugh. Make faces.

Day 10. Do you know "wax the floor"? To make it shiny? "Wax the floor"?

Do you know what "rake" is? "Rake"?

Do you know what "weeds" are? Those are the things you don't want growing in with your flowers. They spread out so you have to pull them out. "Weeds."

That are in the washer? Or wash by hand some things? No? (laughs) Washer.

"Pick-up" your room. Do you know what "pick-up your room" means? "Pick-up your room"?

Weed the flowers. Number ten. Weed the flowers. Weed the flowers.

If I tell you to, "put the lights out when you finish in the living room," what does that mean? "Put the lights out"? "Put the lights out"?
Would you ever, if this is a ruler for measuring, would you ever measure two cups? Measure? How tall? Measure?

Do you know what the word "trim" means? "Trim"?

And if you cut your hair just a little bit, you're "trimming". "Trimming."

"And please dress the chicken." What are you going to do when I tell you to "dress the chicken"? Some of you will be taking cooking class next year will hear the word, "dress the chicken." Do you have any idea what you might do with it when I say, "Dress the chicken"? Either a funny way or can you think of a, anything possible? "Dress the chicken"?

Do you know what "draw the drapes" is? If I told you to "draw the drapes" in the classroom, what would you do? "Draw the drapes."

Day 11. And this is "fold." "Fold."

Are they mad at her at the end of the story? Are they still angry with her? At the end of the story?

This is called a tape measure. Tape measure.

"Icebox" is another name for refrigerator. Refrigerator.


Fold the clothes. Clothes.

This would be rinsing. Rinsing. Rinsing the dishes. Rinsing the plate. Rinsing. Rinsing.

Rinsing the dishes or the plates. Rinsing. Rinsing.

It's homonyms. Homonyms.

Do you know what a "steak" is? "Steak"?

And this is a croquet game. Croquet.

Do you, does anyone remember what "un" means? "Un"?

Do you know what "shade" means? "Shade"? It's from the sun? "Shade"?

It is a package. Package.
A string. To string. String.

Bug powder. Bug powder.

It's a duster like you'd use in the house. It's a duster. A duster. It's called a feather duster. A feather duster.

Do you know what "scraps" are? "Scraps"? Do any of you sew? Sew clothes? Sew clothes?

Do you know what "batter" is? "Batter"?

With decorate, you would put flowers or different things on it to make it look pretty. Pretty.

Do you know what it means when I say, "The table is set"? "The table is set"?

Are you ever asked to "set the table"? "Set the table"?

Puzzled. You don't understand. Puzzled.

And she didn't know weed as in unweed. Unweed.

Day 13. "Childhood." Do you know "childhood"? "Childhood." The word "childhood"?

Do you understand why we call those irregular verbs? Irregular verbs?

That is a plant. Plant.

Plant plots on flower pots. Pots.

So you can do a patch with fabric or you can fix it by putting in new screen. A patch.

Do you know what "hopping mad" means? You're so angry, you are just jumping up and down angry. We say, "hopping mad." "Hopping mad."

Day 14. Or horror? Horror movies? Is that the word you're looking for? Horror?

Day 15. "Tucked"? Do you know this word? When parents put a child into bed and they cover them up and that, we call that, "tucked into bed." "Tucked."

Do you know the word "jerk"? Uh, let's see. How do you explain "jerk"? Okay. "Jerk."

Do you have separate bedrooms? Separate bedrooms?

This is what we would call an auction block. An auction block.

Do you know what "kidding" means? "Kidding"? "Kidding"? K-i-d-d-i-n-g"? "Kidding"?

"Are you joshing me"? "Joshing me."

Do you know what "quicksand" is? "Quicksand"?

Kidnappers take people and then they ask for money. Kidnappers.

Day 16. Yes, you want them to be kind. Kind. You want them to be kind.

We would say, "keeps a secret." "Keeps a secret."

We would say you want somebody who might be studious. Studious.

Day 17. Do I have a volunteer? Volunteers?

Do you know what a "toad" is? Instead of a frog? "Toad"?

Do you know what a "mouse" is? A "mouse"?

Day 18. Think of another preposition? Preposition?

And you know what a "verb" is? "Verb"?

And if you can make that change, you have an indirect object. Indirect object.

Do you know what a "noun" is? "Noun"?

They're called nouns. Nouns.

Are any of you ticklish? Ticklish? Ticklish? Ticklish?

Day 20. Uh, the third one. "Keep plugging away." "Keep plugging away."

Day 21. About finished? Finished?

Do you know what "tadpoles" are? "Tadpoles"?

That would be called "tadpole." "Tadpole."

Do you know what "hatch" means? "Hatch"?


Can anyone give me the name of a "mall"? "Mall"?

Day 22. Can you think of a state? State?

So we have concrete nouns and abstract nouns. Abstract.

Do you understand "abstract"? "Abstract"?

Do you know who the subject is if I say "Run"? "Run"?

Day 23. I use a, usually you would say it's a bayleaf. Bayleaf.

Day 24. Are you going to sew? Sew?

I bet you talked, talked, talked, talked, talked, talked, talked.

Day 25. That pencil sharpener is not very good. She'll soon find out. She's not going to have any pencil left. That pencil sharpener is not very good.

Now, do you know what a "porch" is? On a house? "Porch"?

Does anyone know what an "orphan" is? An "orphan"?

Day 26. The story was about the Widdles. The story was about the Widdles.

First of all, do you know what it means to "take turns"? "Take turns"? "Take turns"?

So they have to change it some way. So it's not the same thing every day, every day, every day, every day.

This is a braid. This is a braid.

It's an orphanage that has orphans. Orphanage.

We have an international family. We have the Widdles, we have Chinese, we have a Japanese boy, we have a Puerto Rican boy, we have twin Hawaiian girls. We have an international family.
Day 28. Do you have any questions on the word for today? Questions?

"My husband has big feet." "Has big feet."

Day 29. Does anybody else know a meaning for "roll"? "Roll"?

Do you know what "bulbs" are? "Bulbs"? "Bulbs"?

There's always signs up saying "out of order." "Out of order."

They're throwing paper airplanes. Paper airplanes.

They laughed. Laughed.

Uh, the other way, time you might "plop" into a chair is if you had a bad day at school when things have not gone well, and you're mad. "Plop."

Day 30. And if I remember, we stopped on page 40. Page 40.

Do you know what it means to "hide" something? "Hide." "Hide."

Have you ever played "hide 'n seek"? "Hide 'n seek"? Do you know "hide 'n seek"?


Do you know what it means to "crowd around" someone" "Crowd"?

Day 31. Tell me what I, show me. Show me.

Day 32. And this is what is called a "stroller." "Stroller."

3. REPHRASING OF LEXICON

Day 1. "You're crazy about" means, uh, love madly.

What is a "plaything"? A toy. Okay. It'd be a real toy.

What's a "hobby"? Those are things you like to do.

When we say "exhibit" that means you're showing something.

Do you know what a "spectator" might be now? To watch. A spectator, or, can also indicate people on the end of a word. So "spectators" are people who watch.
An audience is really a very polite way of referring to all the people watching.

Graffitis are drawings or writings on, uh, usually on large objects.

"Smash into" in this case means to hit very hard. To hit.

Day 2. "All" means "everyone."

"Keep out" means stay away. "Get out" means leave the classroom.

So "may" is always polite. It's the nice way to ask.

And this was, when they shoot water up into the air is a geyser. Geyser.

If water bubbles, boils, it is what?

If you have water that's boiling or bubbling, it is hot and we have out west springs, small little rivers of water that are called hot springs because they are hot to touch.

So it's very, very warm. Hot.

And "wilderness" is? "Wilderness"? No people.


What's "graffiti"? Where might I find some "graffiti"? Do you know what "graffiti" is? What is "graffiti". I see your pencil moving. What does that mean? Okay. It's writing on where?

What is "smash into"? What is "smash"? Could it be a little bump? Hit how? Okay. Hard hit.

So they're going to be hit very hard. Okay. Smash.

So an ethnic group would be groups of one country, like Germans or Japanese celebrate holidays.

Festivities would be all the things that you do to celebrate your particular holiday.

They're out washing the sheets. They're cleaning up.
Does anyone know what the word "heritage" means? Do you know the word "tradition"? "Tradition"? "Tradition"? It is what is passed from one generation to another.

Heritage would be my religion, uh, my, the way I set up things for Christmas. Decorate for it.

Day 3. That is a carpool. It is when one, a group of people get together and they share one car for one day. A carpool.

Do you know what "invisible" means? Can't see it. "Invisible" means no one can see you.

And if we say double decker, it means two scoops.

And I would guess that's where we have just used the word to mean double decker here. Whenever there's one above another.

They have sneakers on. It's another word for tennis shoes.

Sneakers are tennis shoes or —

Do you know what a "nightlight" is? This is a Mickey Mouse "nightlight." It is a little light that you leave on in your room at night.

Do you know what this is called? When dirt gets wet? It's called mud.

It's when water and dirt get together. Then it becomes mud.

Day 4. I oversleep and miss my bus. I oversleep and miss my bus. It means I'm late.

I receive honors. That means you did very, very well on a state mathematics test.

Everyone understand "honors"? That's very good.

Do you know what an "adjective" is? An "adjective"? "Adjective"? Anyone? An "adjective"? An adjective is a word that describes a noun like terrible day is an adjective. Uh, "bad" day would be an adjective. Okay. Describing words.

Could your worst day be a day when you're sick? When you don't feel good?

It's yucky. You might say it's gloomy.

Have you heard students say that? Awesome? They use it a little bit differently than we would use it. We would describe,
we would use awesome generally to describe a view that's almost beyond expect—, I, I can't tell you how beautiful it is. It's so awesome.

What about wonderful, perfect? It's a perfect day. Fantastic.

I got my grades back and they were depressing. Made me feel bad.

Let's add depressing. Someone who's unhappy all the time who's around you. You might say they're gloomy.

Embarrassing we all know. Frustrating.

Terrible or horrible. Not good.

Day 5. Do you know what a "weekend" is? "Weekend" is Saturday? Sunday?

Bay. This one is hard to explain. A bay is, if you have a country, a bay might be, and this is water. Okay. A bay is kind of like a small area this is (inaudible) protected by land or trees where you can still swim and perhaps do some boating. But it's usually a small area of water that is somewhat protected by the land. Bay. Bay.

It's kind of like a wild dog and at night they wooooo and that is baying. Okay. Baying. It's when they howl at. Baying.

You may have leading into this bay a little bit of water and it may not be big enough to be a river and we have a word for it. Depending upon where you live in the United States, it will be a creek [krik].

Kill. Do you know what "kill" means? It means to die.

This is the word you're going to see more often in the newspaper for kill. "Murder" means to do with, you plan out an actual plan to kill someone.

Late. Mio was late today. Not on time.

"Let" means to give permission. Uh, "Let me do that." "Will you let me go to the store"? "Will you allow me to go to the store"?

They had a lot of slaves. People working for them. And they didn't want to have to turn them loose and pay them.
Okay, so if I ask you to sign your "John Hancock," that means I want you to write, mine would be Barbara Johnson, but that is a phrase that came out of this, is to sign your "John Hancock." And that, what they mean by that, it means to write your name.

Day 6. If you'd gone to earlier times, they probably would have lemonade stands and they would have something on the village green and everyone in the town would come and eat and it'd be kind of a potluck, everybody brought something and you just ate whatever they brought.

"No matter what the occasion, parades always include" (have) "marching bands, celebrities," (who are people who are well-known) "clowns, and many floats. The floats are decorated with crepe paper" (which is a very soft, stretchy paper) "or flowers and may carry a queen or a clown."

"Enlightenment" means very much the same kind of thing. It's that you can see into the future.

America as being very tolerant, very willing to let anyone come and if they could make their way fine. You know, all the better.

Day 7. "Independence" means that you are going to be on your own for you to b_, we declare ourselves separate from England and we're going to do everything our way.

If you're independent, you're going to live by yourself and take care of yourself so that's how we would talk about it in terms of your family.

Okay. The Relatives Came. Relatives are people who are related to you so it might be grandparents, cousins, aunts, uncles.

"Finally, after a long time, the relatives loaded up" (that means "picked up." (Remember we saw that.)

When we say "disappeared down the road," it means you stand up until you can't see them anymore. They really aren't invisible. It's just that they become so small.

They want a pick-up. They want a ride so he's we say hitchhiking. "Hitchhiking."

It's coal, coal and you burn coal for heat and it's, they look like, they're rocks kind of like this and they're black and they're very dirty.
They used to have what we call coal shoots and they were like tunnels that go into your house and the coalman would come along and he'd drop it down that shoot and it'd be by your little furnace and you'd burn that.

He took his clothes. We would say that's stealing.

He's gonna go over here and steal those clothes. He's gonna take the clothes.

Day 9. I would like you to tell me about your weekend. This weekend. Friday, Saturday, Sunday.

If I jump up and down. That's a verb. It's an action.

But when you do this one, "she aired her opinion," it means you tell everyone. You're putting it into the air so that everyone can hear it.


Uh, do you know what "attempt" means? Uh, this is one that would describe many, all of you. "I am attempting to learn English." Meaning to try.

"Battle" means to fight or you can, you can go into battle.

"I went to a block party." It shows you what kind of a party. It was a block party which means neighborhood.

I'm blocking Mio's view. She can't see.

But a block is a square and you build things.

"I really bombed that test!" What do you think that means? No study. Right. You did not do well.

You can hear, "I boned the chicken," which means you remove the bones from a chicken but when you hear this one, "I boned up on Algebra," you can hear boned or sometimes they'll use "brushed up." Okay. Those are the two verbs that you'll hear, then. That means you went back and studied a little bit.

Uh, let's see. You can also, somebody has one, you can put a border on an edging around your clothes and that would be called a border.

That could be a border. So it could be an edging.
And they may be bordering on a breakthrough. They are almost there. That means you are on the edge. One more step and we'll have it.

"I faced the problem that I would have to have surgery." Okay. They're going to have to cut my knee open or something.

It means you turn and you look at it because you have to and not necessarily because you want to.

We have idioms and idioms are those phrases that don't translate.

He did an "about face." Uh, it can be an actual physical, you can do an "about face" when you turn and go the other way.

How to "face the problem." Face reality.

"You may as well face the music." This mean I have done something wrong and it means I might as well go in and face the fact that I've done something wrong and I'm going to get punished for it.

Uh, "He took her remark as a slap in the face." It's an insult and it's like somebody just hit you.

You "lose face." It's when you've become embarrassed or one can be embarrassed because you do not do well, or embarrassed because you have done something and everybody has laughed at you.

Day 10. Rinse and dry the dishes. When you wash dishes, you put them in water to clear the soap off so that's rinse and then you dry them.

Put the clothes in the dryer. When you're done with them in the washer, you have to move 'em into the dryer so they can dry.

Do you know what a "mirror" is? What you can see yourself in?

Make your bed. Straighten it up some.

Do you know "wax the floor"? To make it shiny?

Do you know what "weeds" are? Those are things you don't want growing in with your flowers.

Run the sweeper or vacuum the floor.
Do you know what "scour" means? It means you have to scrub hard.

Do you know what "pick up your room" means? "Pick up your room"? Pick up the clothes that you might have on the floor. Put away. Straighten up a little bit.

My sons are very messy. Always have things all over the bathrooms.

Weed the flowers. You'd pull up. Yes. Pull weeds out.

In the story, Good Work Amelia Bedelia, she is like a maid or a housekeeper and she cleans and cooks for these people.

But if I were to tell you that, "Go fly a kite," that means get lost.

Do you have any idea what you might do with ashes? It's like dirt or dust.

Do you know what "change" means? To make different.

At Christmastime, we bring a tree into our room and everybody puts things on it and we'd say that we are trimming the tree. We're decorating.

And, if you cut your hair just a little bit, you're trimming.

When you are cooking, you dress the chicken. You clean it and get it all ready to be cooked.

"Un" means "not." Not dust.

"Draw the drapes" to us means to close them to keep the sun out. So close the drapes or draw them.

"So Amelia Bedelia sat right down and she drew those drapes." So she made a picture.

Day 11. Mow the lawn or cut the grass.

"Vacuum" means to, uh, huh, it mean, it holds, sucks.

She's picking up her room. You might say she's cleaning.

We call this a sprinkling can because it comes out in little drops. Or watering can.

Do you know what you do when you rinse? You put them in clear water to get the soap off.
He's bald. He has no hair.

Contractions. "Contract" means to make smaller.

For emphasis when you're getting mad. Angry.

"Ice box" is another name for refrigerator.

She dresses the chicken. She puts clothes on the chicken.

Are they mad at her at the end of the story? Are they still angry with her?

Do you have to load the dishwasher? Put the dishes in the dishwasher? Load? And unload? Take them out?

Day 12. You're supposed to hit the ball and it's supposed to go through the wickets and hit the stake. Okay. So it's a post.

And there is a post here that is called a stake. But it is any kind of piece of wood that you pound into the ground.

Do you know what "scraps" are? "Scraps"? Do any of you sew? Sew clothes? Sew clothes? When you cut out clothes, there are always little pieces left and we would call those scraps. When you eat your dinner, if there is a little bit of food left that you're not going to use, we would call those scraps. So they're things, it's what's left over that you are not going to use or you're saving for some little thing.

We talked about - you could have food scraps, you could have wood, paper, material as in, when we use, sew, material and this is kind of when you sew this is what we call fabric. Scraps of fabric or material.


It will make them look pretty. You would probably not hear, "It will fancy them up." That would be poor English. You would hear, "It would make them pretty." "It would make them look nice."

You would decorate a cake or frost. Frost a cake.

"Bare spot" means there's no grass growing.

You sow seeds when you are going to plant grass. So it means kind of, not really throw or toss. Throw seed.

"Lands sakes!" said Miss Emma. Means, "My goodness!"
Quilting pieces. And she has saved her, her little pieces of material to make a blanket—so—she's not happy.

What would you do if I told you to "set the table"? Do you know? When I ask my son to "set the table," it means to put the dishes on the table so they are ready to eat. So if she says "the table is set," that means it is ready.

"I'm starved," said Mrs. Lee. That means she's very hungry. "Starved."

Do you know what "puzzled" means? You're not sure, you don't quite understand.

That is also an old word that you won't see very often. "Plumb." It means, "Oh, I just forgot," she said. "Plumb forgot" means completely forgot.

Day 13. Do you know "childhood"? "Childhood"? The word "childhood"? You've used a word they don't know. It is a form of child. It is when you talk about your past. That's when you were a little chi___. Little girls. That would be your childhood.

"I'm low today." That means you feel depressed and sad. "I am low."

You set the table. Put something down.

"Coming right up." It means it will be ready very quickly.

So you remember what "go fly a kite" meant? It means, "go away" and she's going to do what?

Do you know what "patch" means? "Patch" means to fix or repair.

Do you know what "hopping mad" means? You're so angry, you are just jumping up and down angry.

Day 14. "If I were in charge of the world." That means if you were the boss.

Do you know what "cancel" means? Will you have Monday mornings? No. No more Monday mornings, no more oatmeal, no more allergy shots, and no more Sara Steinberg. So that's something I, I might get rid of.

Hamsters are little furry animals that you raise. They're like, they look a lot like mice but they have just a little tail.
In the bathroom. Flush the commode or flush the toilet.

What are your hobbies? What do you like to do?
What kinds of things do you fear? What are you afraid of?
And what do you want to do? What are some of your goals?
I leave my room in a mess. I don't clean up.

I have one son who is late for everything he does. He's never on time.

He always forgets. He never remembers that he has band practice at six o'clock until it's six o'clock.

That you have the same interest? That you like to do some of the same things?

I break out. I get bumps all over me when I even see them.

Things you might be afraid of? Might be some things that you might fear?

Scary movies. Or horror? Horror movies?

Did you have a lot of rain this weekend here? Did you have a bad storm here this weekend?

And that is called, that would be maybe from first person, my perspective, my viewpoint.

Can they tease you and that's okay? Can they play jokes on you and that's okay?

Day 15. "But he's so pokey." "Pokey" means slow.

"Slob" means he's messy and unclean.

"Tucked." Do you know this word? When parents put a child into bed and they cover them up and that. We call that "tucked into bed."

A "jerk" is usually someone who does, uh, he would say, might do stupid things.

"Spying"? This usually means watching everything you're doing.

How much is a penny? One cent. A nickel? Five cents. And a dollar would be one hundred cents.
"I'm not kidding." That means, "I'm not teasing."

"Are you kidding me"? "Are you joshing me"? These all mean, "Are you teasing"? or "Are you lying to me for fun"?

And a parakeet is a songbird that many Americans have at home.

"When my bike got swiped," means stolen or taken.

"I called Rosie. When I cut my head, and the blood came gushing out," means bleed very fast.

Do you know what "quicksand" is? "Quicksand"? It is like mud that pulls you down and you will die if you get caught in it if it's, if it's very deep.

Do you know what "piranhas" are? Piranhas are fish that can eat people.

"Even though I was voted Bossiest Person in the Class, Michael says that Alvin Albert is bossier." It means she tells everybody what to do.

"Rosie would try to save me if there was a tidal wave." A big wave.

"And if I never was found again, she could have my Instamatic," which is a camera.

Day 16. What are the differences between friends and family that you allow your sister or brother to do that you wouldn't a friend or visa versa, the other way around?

"Keeps a secret." That means you don't tell what you know.

Is it important to have some of the same interests? Like some of the same things?

"Holler" is like yell.

Twin beds are when you have two beds that are single but they are alike.

Sequins are like little, oh, look like diamonds but they're pretend.

"First dibs" means first person who says, "That's my bed," gets it. I get first chance.
Day 17. And you two can't peek. You can't look at each other's cards.

Oh. Pare her nails? Cut her nails?

"Sends my sister up the wall." Makes her so scared. So frightened.

Day 18. For, to decorate a package? To tie a package?

He got, he became more nervous.

A giant is a very, very, very tall person. Means very big. Large.

So he's gonna scratch. He's gonna scratch once, scratch twice, scratch three times. Tap.

Day 20. Uh, one phrase that you might hear in English is "to take a crack at it" or "take a shot at it." It means to try. Give it a chance.

"Take a shot at it." "Take a crack at it."

"Keep plugging away." Keep working at it.

"I think you can hack it." I think you can do it.

If you're trying to succeed at something, and you do, you might say, "I brought it off." I was able to take that test and I "brought it off." I succeeded.

What does your best friend like to do? What interests? What hobbies?

Day 21. Freckles, remember I told you they were spots.

Do you know what "tadpoles" are? "Tadpoles"? That is a name we give to the baby frogs when they are still kind of, they have little, little tails when they're still swimming.

"I've discovered a way to stay friends forever" - and that means, "I found a new way to keep friends."

So "a new kid on the block" means that there's a new boy or girl who's moved on the street.

"Swiped" means steal. Take.

A mall is a very large place where there are many different stores in them.
To be a mall it has to be enclosed. It means "covered" so you can walk around inside and not get wet.

Always. Forever and ever.

Day 22. When we talked about the Statue of Liberty, we talked about liberty. Freedom.

You might say that the president lives in a mansion. A big, big house.

Possessive. And that means ownership, doesn't it?

Day 23. Which one was your favorite? Which one did you like best?

Can you use "block" as verb? As an action?

Lying can also mean telling a fib. Not being truthful.

Or if you crush it, break it up, then you would say you crushed a bayleaf.

Day 24. This is a blackboard or chalkboard.

And then we had possessive. And this is when we show ownership. It belongs to someone.

Day 25. Do you know what "depressed" is? Does anyone know? Very, very sad.

Would you tell us what a "porch" is? Okay. It's the front of the house.

Do you know what "checked" means? Uh, no one has checks on today. Okay. In checked clothing, it's got little squares.

Can you tell me what an "orphan" is? Okay. An "orphan" has no parents.

If you want to, as a family, want to take care of such a child, then you would adopt an orphan. That means you take over care for them.

Day 26. And what did we say "orphans" meant yesterday? Eri? "Orphans"? It's kids who have no parents.

That means "to accent." Okay. To make that very strong.

First of all, do you know what it means to "take turns"? "Take turns"? "Take turns"? Uh, if I have one bicycle, okay, Mio will ride the bicycle first. When she comes back, then
Sachiko will take her turn. She rides the bicycle. So it means "to share."

Take turns. Share.

When, my youngest son has dimples. And that's when you smile and there are little points.

Day 27. "The judge is ill." That means he's sick.

"Hence the trial will be postponed." "Postponed" means wait 'til later.

Postponed. Until later.

So "furthermore" means "in addition to."

Spring. It can be a small trickle of water.

Day 28. Do you know the word "cut" when it means to cut class? Okay. "Cut class" means to not go. And that's bad. Without permission.

But if you hurt your hand, bleed and everything, you would call that a cut. When the skin is broken. That is a cut.

So you can make a cut in the fabric. So it might be a little small place that you would (inaudible).

This one you will prob, you may hear in the halls sometimes because they'll ask if somebody's stoned or they'll say they're stoned. That is usually when they have taken many drugs and aren't quite with the class.

We might even say they're stoned on alcohol, but they're stoned on drugs. So it means that you've taken so many drugs that you can't think.

He freed? What might you free? Turn loose?

We will hear this used as a verb when he says, "He freed the bird," which means you turned it loose. Take it out of its cage. Or, "He freed the dog," when you release it from a, off of a leash.

And if you ask that question, you're asking, "What is showing?" "What is at the movies?"

Do you know how this is used as a verb? Yoshio? "He paged me" means you have those speakers in your classrooms, if in class sometimes you hear them ask for the janitor to call them.
The custodian to call them. Or, "Will Miss Johnson call the office please?" This is a "page."

That is a page when they call you to come.

I have never seen a — I would say, "I have never seen a spring." A spring can be a small amount of water coming out of a mountain.

Day 29. I would probably say, "I need to take attendance." Call roll. Take attendance.

So the first couple days of school, you're going to hear this. "Call roll" or "I need to take attendance." See who's here.

This "take attendance" or "call roll" will happen every day in the cafeteria.

Anybody know another meaning for "roll"? No? If you go out to dinner or if you go, particularly, to some place like Ponderosa or Elby's or some of those restaurants where you can sit down to eat, you will most likely be served a "roll" with dinner. And it is like a bread. That is formed in the shape of a "roll" of some sort. And so that is, it can be something that you eat.

"Out of order" means broken.

It means it's broken. It does not work.

There's always signs up saying "out of order." "Out of order." It's not working.

Sometimes if your telephone does not work, you would call them and you would say that it is "out of order" meaning that it is not working.

So I'd say, "I need to get my things." It just means I need to get whatever I have to take to do what I need to do.

So if my husband says, "Are you ready?", I might say, "I need to get my things, first." So that's what we mean when you hear that phrase. It means you need to gather together what you need for school or for wherever you're going.

"Thank goodness you're here." It means, "Whew! We were worried. I'm glad you're here."

When we say that there are children "all over the place," that means there's children doing things everywhere.
Or, "There are dirty dishes all over the place." That means things have been left everywhere.

Do you know what "giggle" is? They laughed. Laughed. To laugh.

Do you know "puzzled"? I don't understand. Confused.

"Puzzled" means confused. I don't understand.

Day 29. "I never was much of a hand at singing." That means she's saying, "I was never very good at singing."

Do you know how you sit when you "plop" on a chair? Do you know when you "plop"? Oh, if you have been shopping all day long and cooked a big meal and now you're really tired and you'll just go in and go, "Whew!" You're not very graceful. You just throw yourself in, into the chair.

Uh, "plumb tired" is another phrase you would hear if you went into the south. And it's just, I don't know that "plumb tired" has any real meaning except, "I'm very tired."

"You all go outside. Put some soil in your pots." "Soil" is another word for dirt.

This is a window sill. Okay. A shelf by a window is a window sill.

"Those do look right pretty." They sure do look pretty.

"Free time" would be like recess or lunch time where you could eat and go outside and play. "Free time" is like recess or play time.

"Yell" mean to "Yea"! Where you told very loudly.

Do you know what "quiet" means? Could you explain "quiet"? If I wanted "quiet time," I wouldn't want, I would not want anyone talking.

Something that's a quiet activity. No noise.

Sheets of art paper would be, I have a pile of paper. These are like, these are all actually sheets of paper, but if they were laying separate, I would have sheets of paper. Uh, when I have, uh, up in my room where we have the construction paper, those would be sheets of construction paper. Pieces of paper.

Have you heard, uh, "no buts"? When somebody says that to you? "There's no buts about it." You have to do it.
Day 30. My son says "yuck" when I have peas. It's when you don't like something.


"Yes"! shouted the children. "Shouted" and "yelled" could be synonyms. They both have the meaning. "She yelled yesterday." "Shouted" would be the same.

Everyone knows what a backyard is? A backyard is, uh, behind your house.

So when she says, "this and that," it means that there's not a recipe that you follow. It's just what you have up in your mind and what you think you could do to make it work.

"What in tarnation are they doing." I could have said, "What in the world are they doing."

"Now that does beat all." Uh, in other words, "That passes anything I've ever heard before."

She's dipping. You put something in for a short time.

Uh, for those of you who will be in gym class this year, you will participate in square dancing and one of the things you're asked to do is "dip." It's like a small curtsy.

Do you know what it means to "crowd around" someone? "Crowd"? That means you get really close and there's a lot of people around you.

Do you remember what we said "plumb tired out" was? Completely tired out.

If you don't use "tired out," you could also use the verb, two-word verb, "worn out." Instead of "tired out," you could've said "worn out" and had the same meaning.

And what is your subject after the "and"? "Pete." And "scored" is the verb. So that means he crossed the plate.

"However" is your conjunction or you can think of it kind of like glue. It holds together.

Day 31. I have twelve items. Twelve different things that happened in the story and I want you to just number.

And this is an elementary school class that is very ornery. Do you know "ornery"? Troublesome. You like to do things.
"The kids in room 207 were misbehaving again." That means you're being bad.

Do you know this phrase? "Settle down"? "Settle down"? It means "get quiet."

"Settle into your seats." "Sit down and be quiet." "Be prepared to listen."

"Now we can really act up"! Act up means "bad." That's another one that you can use. They think they're going to get Amelia Bedelia for a substitute. "Act up." It means misbehave. Be bad.

"She meant business." That means you have to work.

"The shades were tightly drawn." That means I have them pulled down and no one can see in.

What's a "wig"? Do you know what a "wig" is? A "wig" is, a hairpiece that you can put on that covers your hair up.

"And at the stroke of ten." That means when the clock becomes ten o'clock.

"Those are my kids"! she said in a scratchy voice. She can hardly talk.

"Get back to those desks on the double." "On the double" means very fast.

"Impersonating you." Do you know what "impersonating you" means? Pretending to be you.

Review. Kind of go over some (inaudible).

Day 32. First of all, in American, there is a custom that when you are going to get married or when you are going to have a child, you have what we call a "shower." And a "shower" is a party for the girl if you're getting married.

Or, if we have a short rain, it can also be called a shower.

Frosting. Frosting. It's the sweet, uh, creamy covering that you put on a cake or usually on cupcakes or something like that.

But you would scale 'em. You take a knife and you have to scrape 'em off.
If I am going to "prune a hedge," that means I have, maybe in front of a house, and it may, sometimes they grow a little long. And so I get out what I call pruning shears. They're like sewing shears except they're very big and I cut them off so that they are nice and square.

And what does "ice them" mean? "Ice them." Have you heard that? "Ice them." Have you ever had to ice anything? Okay. Put something in the freezer. Okay. You're going to make them cold.

What are you supposed to do when you iron? What did she want her to do? She wanted her to smooth out, uh, when we say, "Run over it with an iron," it means just very quickly.

Cut flowers are ones that are no longer growing.

Do you know the word "babysit"? Okay. When you watch children?

"Now you run along." "Run along" means "get busy." Do what you need to do.

"She is in her playpen." And this is a playpen. That's what we call them. It's just a little nylon net that you can put babies in and they can't crawl all over.

Do you know what "naptime" is? Take a short sleep.

"I do make good strawberry tarts." Tarts are like small pies.

"Then Missy began to fuss." That's kind of a cry and not a cry. That's usually when they want to do something or they're tired or need something.

Do you use catsup on your hamburgers? It's like red sauce instead of mustard.

C. TOPIC CLARIFICATION PATTERNS

1. STATEMENT OF TOPIC/ELABORATION

Day 1. "As a hobby, many people design and build fancy cars. The cars are called hotrods." These cars are called hotrods. They're shown and raced.

Day 2. And "wilderness" is? "Wilderness"? No people.

Day 4. Do you know what an "adjective" is? An "adjective"? "Adjective"? Anyone? An "adjective"? An adjective is a word that
describes a noun, like "terrible" day is an adjective. Uh, "bad" day would be an adjective. Okay. Describing words.

Day 6. Does anyone know how we got the Statue of Liberty? That was brought here? There was a party and there was a Frenchman who was a very good designer of statues and had been doing this for some time and he had been asked by a very wealthy man, a Frenchman, to do some statues for him and he decided that he liked America very much and he wanted to give them something and he thought it would be really nice to come up with some kind of a statue that could be given to the United States that would represent what he thought America meant, and he saw America as being the Enlightenment.

Day 7. Do you know what we call this stuff right here? It's coal. Coal. And you can burn coal for heat and it's, they look like, they're rocks kind of like this and they're black and they're very dirty.

Day 9. Anger. Anger. Do you know what "anger" means? "Anger"? To get mad. Uh, "Her anger was very apparent." "You could tell from the look on her face she was angry." Uh, "she was angered when a dog dug a hole in her garden."

Day 10. Make your bed. Straighten it up some.

Day 11. Weed the flowers. Weed the flowers. She is weeding the flowers. She's pulling out the grass or whatever that is I have growing in the flowers.

Day 12. And this is a croquet game. Croquet. And if you watch on, uh England, in England this was a very common, you might see when the princess gets married, Prince Andrew gets married, you might see some of the croquet games that they play. But it's a long game that you play outside.

Day 13. "Coming right up." It means it will be ready very quickly.

Day 14. Do you know what "cancel" means? Will you have Monday mornings? No. No more Monday mornings, no more oatmeal, no more allergy shots, and no more Sara Steinberg. So that's something I, I might get rid of.

Day 15. "But he's so pokey." "Pokey" means slow.

Day 16. "I put on my mother's sequined sunglasses. I'm a famous movie star," I tell Crystal. Sequins are like little, oh, look like diamonds but they're pretend.
Day 17. My sister likes music. She plays the organ. She plays the piano. She likes to sing. She sings in a, uh, barbershop quartet where they go around and sing all over the country.

Day 18. And you know what a "verb" is? "Verb"? Do you know what a "verb" is? A verb is an action, usually. Or it can be some form of the verb "to be."

Day 19. If you were to Buy a newspaper, any newspaper in our country, there is a section in the newspaper every week, actually every day. It's entitled this: "Dear Abby" or "Dear Ann." There are two sisters who started writing, uh, giving advice, probably thirty years ago. And they started writing once a week in the newspaper. People would write and tell them their problems and they would answer and they'd write under two separate names because they both write their own column. And if you were to find, pick up any newspaper every day now, you're going to find, "Dear Ann, my husband left me, what should I do?" Uh, "My mother and I fight all the time, what should I do?" Okay, uh, my family's coming to my house for dinner and I don't like them."

Day 20. Do you know what usually happens to students who don't, who fail? Are they able to take the test again? Yes? Can they get tutors to help them and prepare? Do they usually take off a year to prepare for the test again? Do you have to pay for the tutor?


Day 22. Demonstrative ones are like, "This hat, that dog." These and those.

Day 23. "Lying" can also mean telling a fib. Not being truthful.

Day 24. And then we had possessive. And this is when we show ownership. It belongs to someone. My books or that belong, that is mine. That's your book. That is yours. That is his book. That is his. That is her book. That is hers. And that's it (inaudible), I guess. And that is our book. That is ours. That is your book. That's yours. That is their book. That is theirs.

Day 25. Do you know what "depressed" is? Does anyone know? Very, very sad. Lots of bad things have happened to you. Everything's gone wrong. We wrote stories one day about your very, very, worst day. Remember?

Day 26. Do you know what "twins" are? They're born at the same time. They may not be identical or they may look they may be brother
and sister. They may not look alike. There can be two kinds of twins.

Day 27. And "made it to school on time" means that she's still, in fifteen minutes time, she got up, she brushed her teeth, got dressed, jumped in her car, drove to school, and was still in her class when it was supposed to start.

Day 28. Do you know the word "cut" when it means to "cut class"? Okay. "Cut class" means to not go. And that's bad. Without permission. You just decide you're not going to go. So you're not supposed to "cut." At the high school, you receive three points if you "cut class." If you get seven, you go to school on Saturday. So it's not good. And if you're late to school, you get one point.

Day 29. Do you know what "giggled" is? They laughed. Laughed. To laugh.


Day 31. Do you know "ornery"? Troublesome. You like to do things.

Day 32. "Run along" means "get busy." Do what you need to do.

2. STATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC

Day 1. Does anyone know who won the Indy 500? This year? It was in all of our Columbus papers because it was a man from Dublin, Ohio. His name is Bobby Rahal. So this year Ohio won the Indianapolis 500.

Day 2. R.V. Okay. This is called an R.V. Recreational Vehicle. Okay. And we, you drive on the, particularly the freeways this year you will see many of these. If you go to the Ohio State Fair, you will see many of these, or King's Island, or Cedar Point. Many people travel around and will have these. So, you'll see a lot of these recreational vehicles.

Day 3. Why does he want to go to Australia? Does anyone know? Why must he want to go to Australia? Have you ever wanted to go someplace else when you've had a bad day? How 'bout your first day at school in Forestview School District and you don't understand English and you don't have any friends? Where do you want to go? Most of you, you want to go back to Japan. Why? Why? Why would you want to go back to Japan? Just to talk so that you can do things that you can't do when we're here. So Alexander's having a terrible, horrible, no good, very bad day. Why would he want to go to Australia?
Day 4. How 'bout "frustrating" because you can't do what you want to do? What about "embarrassing"? Any others? "Frustrating."

Day 5. Did you have a good weekend? Did you have a good weekend? Do you know what a "weekend" is? Do you know what a "weekend" is? "Weekend" is Saturday, Sunday. Did you have a nice weekend?

Day 6. This is an example of St. Patrick's Day. On St. Patrick's Day, you will always have a cloverleaf and you will always be wearing green on that day around here and they even drink green beer. They put food coloring in their beer and drink green beer. So St. Patrick's Day is a little more of a party type than July Fourth.

Day 7. "Independence" means, and we talk about kids having either "independence" or "dependence" from their parents. If you, I took this "in" off of here, "dependence," it means that you depend on people. You have, mother and father provide food for you, clothing, place to live. If you're "independent," you're going to live by yourself and take care of yourself so that's how we would talk about it in terms of your family. "Independence" and "dependence."

Day 9. But when you do this one, "She aired her opinion," it means you tell everyone. You're putting it into the air so that everyone can hear it. You're not taking your opinion out and hanging it on the line or something like that. You're "airing your opinion." "Aired her opinion."

Day 10. Do you know "wax the floor"? To make it shiny? "Wax the floor"?

Day 11. That's a clothesline. L-i-n-e. This is a line that you would hang clothes on outside. Blankets or pillows. Clothesline.


Day 13. "I'm low today." That means you feel depressed and sad. "I am low."

Day 14. What would you change if you could? Can you think of anything you'd like to change? Do you want to go to school nine months of the year? Twelve months of the year? Monday through Thursday? Four days a week? Would you like to make Japanese schools Monday through Friday instead of Monday through Saturday? (laughs) Anything you would like to change?

Day 15. "She'd hunt for me if kidnappers stole me away." Kidnappers take people and then they ask for money. Kidnappers.
Day 16. Cheerful impressions. Okay. That they're cheerful. You don't wanna go around somebody who's, "rrrrrrr"! "Everything's bad, every day's bad, and I don't like this and I don't like that." They can have sad days some days but they have to be cheerful most of the time or you don't want to be around them. So a cheerful impression.

Day 17. So "a toad can give her tantrums." That means, "Oh no! There's a toad!" And sometimes little kids when they say, "Mom, can I do this?", and she says, "No," they'll get on the floor and kick their feet and pound the floor. They think that'll make their mother say, "Yes." It doesn't work. So "a toad can give her tantrums."


Day 19. And it's usually she'll give you some advice of what she thinks you should do. Uh, sometimes it might be questions on weddings. "What should I do in terms of gifts?" "What's the proper way to get a table when you're having these people here?" So she'll tell you things about giving a party, she'll tell you about weddings, she'll talk about marital problems if your family's having marriage problems. If there's been a divorce in the family, how do you deal with that? Uh, kids sometimes write in and say, "My mother's remarrying. She's got two boys and we're two girls and how are we going to get along?" Okay. So she, both of these ladies would give you advice on how to live your life.

Day 20. Another one is "give it your best shot." And that again does not mean to get out a gun and shoot to give your best shot. This means to give it your best try. To do well. "Give it your best shot."

Day 21. And this is, uh, very, very much of an elementary book so I'm not going to read it to you but I did want you to have a chance to see this one because the illustrations are so good. The faces. So it's very much, uh, elementary oriented but I would think you would kind of enjoy looking at some of the drawings that she's (inaudible).

Day 23. You are finished. Very good. And you're all standing. Shouldn't have been, but we are all standing. Okay. We are finished for today.

Day 24. But I can do that with concrete nouns. I can say, "This is a stool." "This is a blackboard or chalkboard." "Desk." Okay. Those would be concrete words.

Day 25. That pencil sharpener is not very good. She'll soon find out. She's not going to have any pencil left. That pencil sharpener is not very good.

Day 26. We have an international family. We have the Widdles, we have Chinese, we have a Japanese boy, we have a Puerto Rican boy, we have twin Hawaiian girls. We have an international family.

Day 27. "James won the cash award, and Charles received honorable mention." Okay. So this could be a competition between two people. Uh, some of you as juniors will take a test called the MAA. It's a math test. If you do very well, and I think it's within the first top ten or the top five, I'm not sure, actually do receive money for very good scores. They will, those who are within the top twenty, receive a certificate saying that you have done very well, which is like an honorable mention. They mention your name but you don't receive money. So, "James won the cash award, and Charles received honorable mention."

Day 29. Uh, "plumb tired" is another phrase you would hear if you went into the south. And it's just, I don't know that "plumb tired" has any real meaning except, "I'm very tired." Uh, it is, once again, a country phrase that you would hear. "Plumb tired me out."

Day 30. How does Amelia Bedelia become a teacher for the day? How? How is she the teacher for the day? Did the principal call her and say, "Come in. We don't have anyone else in this city who will be a teacher"? How does this story start? Do you know how Amelia Bedelia became a teacher?

Day 31. Do you know what "spitballs" are? I don't see 'em on these ceilings right now. You can take paper and if you spit on it, get it wet, you throw it on a ceiling and it'll stay there. So you can see they've been throwing spitballs.

Day 32. If I am going to "prune a hedge," that means I have, maybe in front of a house, and it may, sometimes they grow a little long. And so I get out what I call pruning shears. They're like sewing shears except they're very big and I cut them off so that they are nice and square. And that's called "pruning." Okay. So you would "prune the hedge."
Day 1. "Americans are crazy about cars." Okay. Can anybody tell me what (inaudible)? That is a phrase you're going to hear many, many times. Have any of you heard that before? I'm crazy about, I'm crazy about cars, I'm crazy about girls, I'm crazy about (inaudible). Have you heard that phrase before? What do you think it means? Yes. Love. "You're crazy about" means, uh, love madly. So if I'm crazy about cars, that's all I think about. The other phrase you hear would probably be, "I eat and sleep cars." Okay. When I'm eating, I think about cars. When I'm sleeping, I think about cars. So I'm crazy about them. That's all I want to think about.

Day 2. "This" is a singular. This book, this hat, that book, that hat. "This" would be for things that are close. Okay. "This eraser," but I'd say "that purse" 'cause it's farther.

Day 4. "I stood in the wrong line for twenty minutes." When you get up there, they'll tell you, "You have to go to that line." And you may have to stand again. "I stood in the wrong line for twenty minutes." Sometimes when you have to work, go to the license bureau, you might get in the wrong line or if you go to a bank or in a store where they're very busy, they may have one that's "cash only" or one that you have to, you can write checks. Okay. If you get in the "cash only" and are going to write a check, then they'll make you go over. So there are other points, places that might (inaudible).

Day 5. Kill. Do you know what the word "kill" means? It means "to die." Um, you can kill, uh, when you hunt. You could kill an animal. A bird. You can kill a bird or an animal even while you're driving. Sometimes they run into the car.

Day 6. Let's see. "Enlightenment." Okay. Do you know what the word "light" means? "Light"? Okay. That you have a light in the room. It makes you see better. "Enlightenment" means very much the same kind of thing. It's that you can see into the future. Um, you're willing to, uh, look at the whole to accept other people's differences. If they want to believe one thing, you will accept that if they do that. Uh, if their behavior is a little different, you're willing to accept that and that's what he saw. America as being very tolerant, very willing to let anyone come, and, if they could make their way, fine. You know, all the better.

Day 7. My next story doesn't have any words. You're all going to have to tell me. I had a hard time finding stories for you at the library, but I did find one that talks about, shows you a story about a holiday and since the July Fourth is a holiday, I
thought I would share this one with you. It also is kind of like Snoopy when he took his group camping. This is going to involve camping and it's also going to be like your worst day; all the things that can go wrong. So you can pull really close together. Just scoot this way. This one has no words. It's only a picture story so I thought maybe you could try and help me and we'd try to tell a story.

Day 9. Uh, "He took her remark as a slap in the face." It's an insult and it's like somebody just hit you. So usually they said something so mean that you feel like you've been hit. So hard. So nasty. Uh, it would not be nice to go up and tell somebody that they're ugly and very fat. And they would be very hurt and they would feel like that was "a slap in the face," especially if it is from a friend. That hurts even more if (inaudible) that you wouldn't think that they would ever say to you.

Day 10. Do you know what "pick up your room" means? "Pick up your room"? Pick up the clothes that you might have on the floor. Put away. Straighten up a little bit. "Pick up your room." That doesn't mean you have to clean. It just means put some of the things away that are out.

Day 12. "Land sakes"! said Miss Emma. Means, "My goodness"! "Oh, no"! That's what you would say if you're surprised. "Land sakes"! If you go, probably in southern states you might hear that or farther in the Midwest. Oh, I don't know if I've heard that very much in Ohio. I have heard it occasionally from my, some of my aunts and uncles in Wisconsin. But it's a little farther. Uh, you might hear, "My goodness"! or "Oh, gosh"! or they might say four-letter words sometimes when they get very mad.

Day 14. I don't think I talked too much about this one. Important in friendship. When you want to make a friend, what, what is important to you? Do you want someone who doesn't, who keeps your secrets? Uh, is there when you need them? Uh, what's important when you look for a friend? What do you want? What do you want them to have? Maybe qualities. Friendship. That you have the same interests? That you like to do some of the same things? Does that give you some idea? Do they like the same type of music? Do they like to bowl? Like to speak the same language?

Day 15. You always stick up for your best friend. I notice that when brothers are fighting with each other, it's okay. But if some big person comes over and starts pounding on little brother, big brother will help him. It's okay for brothers to fight with each other and pound on each other, but it is not okay for some-
one else to do it. Then they will stick up for each other. Big brothers will do, will be like friends.

Day 16. "I take Crystal into my room and show her the twin beds." "Twin beds" are when you have two beds that are single but they are alike. So you would say you have "twin beds." My sister and I had twin beds.

Day 17. "Just the shadow of a spider sends my sister up the wall." Do you know what "up the wall" means? "Up the wall"? "Up the wall"? You really don't go up the wall. You don't run up the side of the wall. It just means it scares you so much that you'd like to go up the wall to get away from the spider. Actually, I wouldn't go up the wall because that's where the spiders are most of the time. "Sends my sister up the wall." Makes her so scared. So frightened.

Day 18. In English we have nouns. Does anyone know what a "noun" is? Can you give me an example of a "noun"? We talked about it. Do you know what a "noun" is? Can you tell me? Mio? What is a "noun"? Can you give me an example of a "noun"? Dictionary. Okay. So a "noun" is a name of something. It could be the name of a, a place, like you live in a town or you live in Columbus. So it could be the name of a person. Uh, Mio is a name. Or it could be names of objects: pen, pencil, book.

Day 20. "I think you can hack it." "I think you can do it." "You can handle it." That is, one you would hear, uh, in the hallway. "I think you can hack it." "I think you can make it." "You are able to succeed."

Day 21. So "a new kid on the block," means it's a new kid on my part of the street. Where I live, there is only one street so it is only one block. Okay. I live where there's a street that goes like this. Okay. And all the houses face this way. There's a couple here and a couple here. And this is a playground. This is a dead-end street. So this would be a large block. Actually there's only probably about twelve houses. And all the houses have kids except for one and they're all about the same age. So this is one block. So "a new kid on the block" means that there's a new boy or girl who's moved on the street. That there's someone new living on our street.

Day 22. It's just called, "township." We don't have any government where I live so it can't be, it can't even be a village. It's just called a "township." And they have three or four men that are elected each year and they sit down and talk about any problems that there might be, but they have no power. Under Amberly, our pow, our leader or our government, would have to come under the, whatever the county is. The county decides what houses are going to be there. The only thing we can say is how
big the land is when you buy a house. If you want to build a
house, you have to buy five acres. Where I live, you were
allowed to have one acre, and, in the actual town, you could
have one acre. But every place else out there you must buy five
acres. Put a house on five acres. You can't go any smaller.

Day 24. Abstract words were words like "liberty" or "freedom."
They're words I can't touch. There's "love" and "friendship"
that I can tell you what it's like. Okay. So abstract words
are words that I can, I can only describe for you what "love" is
but I can't show it to you. I can't bring it out and just,
"This is love." Okay.

Day 25. Do you know what "checked" means? Uh, no one has checks on
today. Okay. In checked clothing, it's got little squares.
Okay. And one's one color and one might be another. Okay? The
type of skirt you're wearing would be called "plaid." It is
somewhat in a check pattern because you have four squares. But
that would be more of a plaid because it's done in so many
different colors. Uh, when you have lines that run like on her
jeans like this, this would be a striped pattern. It's a kind
of fabric. A check. She has a checked ribbon.

Day 26. When, my youngest son has dimples. And that's when you smile
and there are little points. He has really big dimples. Fat
cheeks.

Day 27. "Hence, the trial will be postponed." "Postponed" means wait
'til later. Instead of today, we'll have it tomorrow. "Post­
poned." Until later.

Day 28. The other one is, "she made a cut in the fabric." If I
wanted to, for Halloween, which is in October, children dress up
in costumes. So my son might wear a sheet. Take a big, white
sheet and throw over and be a ghost. And I might make a cut for
the eyes or nose so that you have eyeholes. So you can make a
cut in the fabric. So it might be a small little place that you
could (inaudible).

Day 29. Could you explain "quiet"? If I wanted "quiet time," I
wouldn't want, I would not want anyone talking. You could read.
You could sleep. You could rest. But just so there's no noise.
And in elementary school, one of the things that they try to do
is, after you've been outside and screaming and yelling, to get
you back to thinking about school, they usually will have a
quiet activity so that you'll be ready to start thinking about
school. So you might have them read or study. Something that's
a quiet activity. No noise.

Day 30. "Yuck!" said the children. That's what, that's what, uh,
little kids say when they don't like certain vegetables and you
make them eat them. My son says "yuck" when I have peas. It's when you don't like something.

Day 32. Do you know the word "babysit"? Okay. When you watch children? In America, you can be paid to do that. Parents will call you and say, "We're going away. Can you come to my house tonight and watch my kids?" They'll pay you so much money. Okay. And that's what you call "babysitting." Okay. And it doesn't have to be just babies. It can be small children.

4. STATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC/ELABORATION/RESTATEMENT OF TOPIC, etc.

Day 1. "At this event, all cars are painted with graffiti." This is a good word for you to know because we can go outside and we can see it in the restrooms. We can see it on our lockers. We can see this graffiti. "Graffiti" are drawings or writings on, uh, usually on large objects. Most of the time it is not planned. Okay. What you write on your locker is when you write notes to your friends sometimes or people put drawings on your lockers. That is called "graffiti." On the lockers, in the bathrooms, on the walls people write on, that is called "graffiti." Downtown Columbus, some places they spray paint. They take paint and actually write or on the freeways on the bridges, I LOVE MARY. Sometimes you'll see paint and that is called "graffiti." The graffiti on cars for demolition derbies is intentional. It's for interest for people to read it just for fun. Oh, same thing with graffiti, but generally we don't like this, okay, in our schools.

Day 2. Do you understand the word "heritage"? Do you know what "heritage" is? This is a word that you will hear quite frequently or read frequently, that Americans always say that they are proud of. Does anyone know what the word "heritage" means? Do you know the word "tradition"? "Tradition"? "Tradition"? It is what your parents give to you about your country. Uh, what is passed from one generation to another. Uh, my heritage is Norwegian and German and from that I had traditions that we do that are either Norwegian or German. Uh, luckily enough, Norwegians and Germans cook very similarly and a lot of the foods or desserts that (inaudible) would celebrate at Christmastime are the same foods from both countries. They make them a little differently but they are basically the same foods. There's a very strong German influence in Norway so some of the traditions that have been handed down to me were the religion that I was raised in. Uh, Germans and Norwegians tend to be Lutheran. Okay. So one of my traditions would be to prepare things I've inherited. "Heritage" would be my religion, uh, my, the way I set up things for Christmas. Decorate for it. Uh, usually it's our choice of the music sometimes that we choose. It's based on that heritage. So they would be traditions or things that have
been practiced by your family for many generations; that's given
to the next generation.

Day 3. Uh, in the United States, another thing that you might hear
on television, is to urge you to carpool. Carpool. You all
know, you know what a swimming pool is. This "pool" means, is a
little different. A "carpool" is when, say you all lived on the
same street, within a couple houses of each other and you need
to go to school every day at eight o'clock and your moth_ , one
mother decides to drive on Monday. Okay, say Mio's mother
drives on Monday and she picks up all of you. The next day,
Sachiko's mother drives and she picks up all of you. That is a
carpool. It is when one, a group of people get together and
they share one car for a day. A carpool. And if you watch
television, the state of Ohio urges people who are going to work
downtown to carpool and there is a number you can call and say,
"I live on this street. Is there anyone else who needs a ride
in the direction that I'm going?" or "Is there someone I can
ride to work with?" So you carpool.

Day 5. This is a "green." In many of the towns, it depends on what
town you go to, we have, uh, greens or we have squares. This
could be called the village green. You have a village green in
Forestview. Okay. And most of the time, a green or a square
says that, along here, our, the business places are going to be.
Okay. And the center of the town then is left so that you have
a place to gather together as a whole town and enjoy and talk
and just walk together and it's usually just a grassy area. In
Forestview, it has been split up. Julep Street goes this way,
216 goes through the middle of their green. So this is a green,
a green, a green, a green. They have four little greens where
at one time they probably had one with one main street to (inaudible).
So right up here, in the four corners, is the village
green for Forestview and they will refer to it as a green. They
have, depending on what time of the year, you might have an art
festival on the green, you might have breakfast on the green,
they may serve food at times? Sometimes they have sidewalk
sales on the green where they have different things. People
bring in crafts and that type of thing where they, but they do
have various activities through _ , throughout the year when
everyone can come together and still celebrate. Uh, in northern
Ohio, where I'm from, most of 'em are called squares and this
city was built on squares and instead of cutting across the
green, what they did with theirs was they kept their, they had
crossroads that would come into the town but the business
district were all along here. So their streets are like this
and they have a little place where you can drive around the
actual square. You can still leave town and (inaudible) all
four corners. But, it still leaves then an intact green in the
center. So this would be a street going out of town. This
(inaudible). Okay. But that still leaves then a center, a
grassy area and then you drive around the square and can go out. Uh, Washington Courthouse has a square which is just south of here. Uh, my town was not built on a square but all the towns around me were built on a square so that you have a green in the center. Then that is not divided by traffic. There is no driving so they kept (inaudible). And most of the ones in, in northern Ohio you will even find picnic tables and sometimes they even have a little bleacher area so that you can watch, uh, when politicians used to speak and run for office, they would stand in the village greens and talk and they have little stands that they had built. They use to have bands in the summer that would come and play and people could sit around and watch them. Uh, there are no greens, or, uh, squares in very many of the major cities. Most of them are in the small village areas. Forestview is one of the dis__, one in a large city that has tried to keep their idea of being small so that they kept their green but many of them are no longer able to (inaudible) because they need faster ways. People want to leave. They don't want to spend a lot of time sitting around in the green.

Day 6. Uh, we use July Fourth as also one day to appeal for money for, uh, different groups of people. It might be to help, uh, mostly charities. So they might ask you on that, uh, you may see a lot of different things where people are working for medical, uh, money for research for kids who might have multiple sclerosis is a later group but it might be (inaudible), uh, and it might be for MS, it might be one for, uh, CP, cerebral palsy, but it's usually, they'll have entertainment and that kind of thing on television and I don't remember what this year's is. I've seen it in the newspaper but it's, I'm blanking at the moment, uh, but they may have, uh, people come in and sing and dance and do different performances and I can't even tell you who's going to be on it this year. There are some very big names who are doing this. This is not as common on July Fourth as it is on Memorial weekend or Labor Day weekend before school starts. We generally, do mar__, the telethons where there are maybe forty eight hours, a day and a half or two days where they will have a lot of entertainment. People donate their time. But there are a lot of charities on July Fourth. Uh, maybe not quite nationally. There is a national one this year and I, I'm going to find out what it is so I can tell you about it.

Day 7. "Independence" means that you are going to be on your own for you to b__, we declare ourselves separate from England and we're going to do everything our way. Okay. "Independence" means, and we talk about kids having either "independence" or "dependence" from their parents. If you, I took this "in" off of here, "dependence," it means that you depend on people. You have, mother and father provide food for you, clothing, place to live. If you're "independent," you're going to live by yourself and
take care of yourself so that's how we would talk about it in, in terms of your family. "Independence" and "dependence."

Day 9. "I faced the problem?" "Faced"? Can you think of what "faced the problem" might mean? Have a guess? "Faced the problem." It means you, I looked at it, I stand squarely and, "Okay, I know there's a problem. Let's do it." It means you look at it and instead of saying it's something I don't want to do, I'm going to do it. And it's especially unpleasant. Something I don't like. Uh, it could be cleaning the house if it's been very messy for many days, and I (inaudible). "Face the problem." We have to clean the house today." Okay. Uh, it use_, it's usually a problem that you don't want to have to do. You keep putting it off but you finally have to face it. You have to do this. Uh, let's see. What would be another one? "I faced the problem that I would have to have surgery." Okay. They're going to have to cut my knee open or something. It means you turn and you look at it because you have to and not necessarily because you want to. "Face the problem."

Day 10. Give me another verb. "Scrub." On the floors. You've to get right down on the floors and clean them really good and then you can wax them. (Inaudible) Scrub the floor. I usually think that means that you're down on your hands and knees '_cause__, otherwise you could use a mop, which is easier. Scrubbing. It means you're down on the floor.

Day 11. Are they mad at her at the end of the story? Are they still angry with her? At the end of the story? (Inaudible) Mrs. Rogers and Mr. Rogers come home and they see what she has done and they're very angry. But is, are they angry at the end of the story? At the very end of the story, are they still angry with her? She's angry when she sees the furniture. She's angry when she sees the towel. She's angry when she sees the meat. She's angry when she sees the chicken. But what happens? The pie. And was she still angry? No. She liked the pie so they're not angry at her anymore.


Day 13. Childhood. Do you know "childhood"? "Childhood"? The word "childhood"? It is when you talk about your past. That's when you were a little chi_. Little girls. That would be your "childhood." It is a noun version explaining the experiences and the life you've had as a child. You would refer to that as your "childhood." You are now in adulthood because you are adults and experiencing adulthood.
Day 14. Worst qualities. Maybe I, maybe you think you talk too much. Uh, worst qualities. Maybe I'm messy. I leave my room in a mess. I don't clean up. My son would have to say this. (laughs) Uh, are you late? I have one son who is late for everything he does. He's never on time. He always forgets. He never remembers that he has band practice at six o'clock until it's six o'clock. "Oh, I forgot to tell you!" Or, "Tomorrow I have a big poster due" and we don't have any poster board. So he never remembers what is due until the last minute. He always takes one day at a time. And never what's due for the next day. So that would be his worst quality is that he doesn't plan ahead or he doesn't think ahead.

Day 15. Tucked. Do you know this word? What parents put a child into bed and they cover them up and that. We call that "tucked into bed." Tucked. You generally don't tuck high school students into bed but small children we would tuck into bed or babies you would tuck into bed. Okay. So it's when you go in and they, they're gonna say prayers, they would say prayers or if they just wanna go to sleep and you have to say "good night" to them. That would be "tucking them into bed." That is a different meaning that you may see it used other times.

Day 16. Do you want a friend who keeps a secret all the time. Do you tell them that, "This is a secret, don't tell anyone?" Do you want them to keep it? Okay. We would say, "keeps a secret." "Keeps a secret." That means you don't tell what you know. And this is hard sometimes because sometimes a friend can tell you something and you're afraid for them or you think they should tell their parents. And it's very hard. My sister told me a secret one time that I told. She was very mad at me but I was very worried about her. She lived in Columbus and went to school down here. And she came home for a visit on a weekend. And just before she left on Sunday, she told me that a car had been driving by where they lived and started shooting and shot windows out. And her room was in the front and she said, "Don't tell Mom and Dad. They'll be angry." Well, I waited 'till she left. The more I thought about it, the more afraid I was. I thought she could be killed. Somebody, you know, just shooting and if she walked by a window, you might be shot. So I told my parents and my parents were very angry. And my Dad followed her down here and moved her to another place that he thought was safer. But I felt I had to tell that secret because I didn't want something to happen to my sister. But she was mad. So sometimes it's hard to keep a secret. You have to decide whether it's going to, if it makes your friend mad, is it okay? Do you think it's better for them sometimes? So sometimes it's hard. You think they might be in danger.

Day 17. Do you know what a "sissy" is? You hear that word in, in school. Uh, guys call each other "sissies" when you're trying
to get them to do something and they say, "I'm afraid." "You're a sissy." That's a nice way. They have other ways they also say it. So "sissy" is usually a person who's afraid to try something. They are afraid of an animal. I am a "sissy" around spiders. I am afraid of spiders. Do you want to look up "sissy" for a minute?

Day 18. Okay. The best way I can show you what a preposition is...My pen is over the book, it's beside the book, it's on the book. In the book. Those are prepositions. Anything that I can do to a pen. "In," "on" is a preposition. "Over," "under," "around," "beside." So other prepositions...uh, "he jumped over me." Okay. So that would be another object of a preposition. Whenever it is used as an object of something. So you can have "under." There's "over." You can go up the stairs. Let's see. "He bought a book for me." "He bought a book for me." Uh, "He put the blanket under me." Under me. "He put the blanket over me." It's hard to come up with ones for under. To, for, beside. "He sat beside me." This one you sometimes see an "s" with it. If you see it, it is the same preposition. The "s" means that it's British English. Without the "s", it's an American English. We drop the "s" and they keep it. They also have a rule for when they use it with "s" and when they don't use it with "s". We just use always without. But these would be prepositions.

Day 20. Uh, the third one. "Keep plugging away." "Keep plugging away." If at first you don't get it, keep trying and trying and trying again. "Keep plugging away." Keep working at it. You'll get it. Okay. Uh, English is something that you have to keep plugging away at. You have to keep trying it, to do the same thing. Practice. Practice. Practice. Practice. So you might tell 'em to "keep plugging away." You can study, study every day, keep working and maybe you'll be able to succeed.

Day 21. "I've discovered a way to stay friends forever." And that means, "I found a new way to keep friends." "Discovered." Uh, if I found a new island, I would say, "I discovered an island." When Columbus came to the United States, he discovered America. When you find something new, you discover.

Day 22. Village. Okay. Which is small. Village of Forestview. And whether you're a village or a city or a town depends on the number of people you have living here, and the form of government that you have will determine what your status is. And their signs still say, "village." So I don't know for sure if they are really a city yet or not.

Day 23. Do you know the meaning when it says, "He made a face"? "He made a face", Do you know, do you have any idea what that means? No? Kids will do all kinds of these. Trying to make
someone laugh. Or if I tell you, "You're going to have a test today," everybody goes and you're "making a face." If I tell my dog "no," she'll peek up at you like, "I'm sorry." So it can be to make someone laugh or to show that you're unhappy. Uh, my son makes a face if I serve peas as a vegetable. "You know I don't like peas." Yuck. So, "made a face."

Day 24. We do have one object that you see very rarely, very, very rarely, and I'm not even sure. It is called "retained object." You see it very, very rarely. But is a linking verb with an object. And I'm not even sure I can give you an example. Let me think a minute. Uh, I'm just gonna mention it 'cause if you take English grammar review as a senior, you may or may not see this. It depends on what grammar book you use whether you will ever see this. But there is a rare time that you have a linking verb connected to an object and we simply call it a "retained object." We keep it for some reason and there's no real good explanation for that in English. You may see this somewhere. So there is another kind of object but it's very, very rare. Uh, in the new Warner's book, it's there. In the old one, it's not. So it is something new and it's so rare that I don't really feel like you need, I wanted to tell you that though. That there is an exception. But there is an occasion where there is a linking verb with an object and it is not wrong. We just call it something different. Okay. But this is what you're gonna see most of the time. "Ginger hit a car." This is an action. And what received the action? What was hit? Did Ginger get hit? The car got hit.

Day 25. Who can tell me what an "orphan" is? What is an "orphan"? Can anyone tell me what an "orphan" is? This word we might as well look at while we're here. Does anyone know what an "orphan" is? Okay. An "orphan" has no parents. It could be when the baby was born, in America, sometimes mothers can't take care of 'em and they just leave them at the police station or in the hospital. They would be an "orphan." If both parents were killed in an automobile accident, you would become an "orphan." Or an airplane crash. So it would be children that have no parents.

Day 26. This is what we call a compound subject because you have more than one. Okay. So this subject is compound. Compound subject because there is more than one. We could say, "John, Eri, and Mary..." We could say, "Eri, Sachiko, Keiko, and Mio hit the ball." Or I could use all five names. As long as there is more than one, it is a compound subject. It is still a simple sentence because it has one idea. One complete thought. I can compound a subject.

Day 27. "Overslept" means you didn't, your alarm went off at seven o'clock and you woke up at seven thirty. Do you understand
"overslept"? Sachiko? Keiko? Do you understand "overslept"?
You set your alarm for seven and you wake up at seven thirty and, "Oh! school starts in fifteen minutes." Okay. That's "overslept."

Day 28. Do you know how this is used as a verb? Yoshio? "He paged me."
means you have those speakers in your classrooms, if in class sometimes you hear them ask for the janitor to call them.
The custodian to call them. Or, "Will Miss Johnson call the office, please?" That is a page. When you go to the airport and they, they say, "Flight 147 is now loading. All passengers please report to..." That is a page when they call you to come.
It can be with a speaker system like this. It could be over a large system in the, let's see, uh, large system in an airport.

It could also be one where somebody has, they carry a little portable one. Doctors are pages. They, when they're not working, they wear a little, uh, like a little, it looks like about the size of her tape recorder. A little, uh, recorder that beeps. And when that beeps, they know to go out and call on the telephone to see if they're needed at the hospital. So they wear a paging device with them all the time. So that's to be paged. When I call.

Day 29. Uh, in, if you go into study hall, she may say this to you.
"I need to call roll. Will you please get in your seats." Do you know what "to call roll" means? In high school, you will hear this probably more often in elementary school. I would probably say, "I need to take attendance." Call roll. Take attendance. That means I need to know who's here and who's not here. Okay. So in study hall, if you have a study hall, and they ask you to take your seats quickly and they'll ask you to sign in or sign out wherever you need to go and get that over with right away. And then so that they can then take either roll call or take attendance. And in the, generally, in the cafeteria study hall, they will yell and you'll have to answer and say, "Yes, I am here." "No, I'm not." No, you have to say "yes" or some way respond to your name. In a class, a teacher for the first week or two may call your names out until she learns your name and then after that, you just kind of look through to see who's there. So the first couple days of school, you're going to hear this. "Call roll" or "I need to take attendance." See who's here. And when she says your name, if I say, "Sachiko," you have to put up your hand and say "yes" so they know that you're there. This "take attendance" or "call roll" will happen every day in the cafeteria.

Dip. Uh, for those of you who will be in gym class this year, you will participate in square dancing and one of the things you're asked to do is "dip." It's like a small curtsy. Dip.
Day 31. Do you know this phrase? "Settle down"? "Settle down"? It means "get quiet." That is one you will hear a lot. "Settle down." Could be "calm down" is the other way we see it. "Settle down" or "Calm down." "Settle into your seats." "Sit down and be quiet." "Be prepared to listen." "Settle down."

The major goal of this research was to observe, analyze, and characterize the teacher foreigner talk patterns of an ESL teacher in the secondary classroom. This objective was realized and the frequently recurring patterns included, in summary, questioning patterns, lexical clarification patterns, and topic clarification/elaboration patterns. Chapter V includes a more detailed description of the research findings.
SUMMARY

The purpose of this indepth, ethnographic case study was to observe, analyze, and describe teacher foreigner talk by attempting to answer the question, "How does a native speaker of English modify her speech to non-native students of English in an ESL classroom environment at the secondary level?"

The study was conducted for seven consecutive weeks (thirty-two days due to three, four-day weeks) during the summer school session in an ESL classroom at a suburban high school located in a middle to upper middle class community of Columbus, Ohio.

The participant is a native speaker of English who has taught English and reading for twelve years and ESL for seven years in this school district. The students to whom the speech was addressed are five non-native speakers of English who are currently studying English in the United States. All students are native speakers of Japanese. Each student's name (names have been changed to protect student identity), time of arrival in the United States, and years of English study are:
Sachiko, April 1986, three years
Keiko, April 1986, four years
Eri, May 1985, four years
Yoshio, Sept 1985, two years, two months
Mio, August 1985, 1 year, three months.

The data were collected by means of daily fieldnotes and tape recordings of the participants' speech. These data were analyzed to discern and describe teacher foreigner talk patterns while addressing secondary students in an instructional setting.

FINDINGS

Several patterns of teacher foreigner talk emerged throughout the study. The patterns are outlined below to summarize the findings. In order to attain a more complete and vivid description of these patterns, the researcher refers the reader to Chapter IV and Appendix C.

I. Questioning patterns
   A. Multiple repetition of question
   B. Verbatim repetition of question
   C. Restatement of question
   D. Rephrasong of question

II. Lexical clarification patterns
   A. Simplification of lexicon
   B. Repetition of lexicon
   C. Rephrasong of lexicon
III. Topic clarification/elaboration patterns

A. Statement of topic/elaboration

B. Statement of topic/elaboration/restatement of topic

C. Statement of topic/elaboration/restatement of topic/elaboration

D. Statement of topic/elaboration/restatement of topic/elaboration/restatement of topic, etc.

Some of the findings revealed in this study are consistent with those of other research in the related foreigner talk literature. In synthesizing aspects of foreigner talk which facilitate student comprehension in language learning, Tarone (1982), for example, in focusing on various aspects of vocabulary, delineates "semantic feature information" (e.g., "A cathedral usually means a church that's a very high ceilings") as a feature of foreigner talk. This phenomenon is quite evident in this study by patterns that emerged in teacher speech with respect to lexical clarification patterns; specifically, the rephrasing of lexicon. With respect to syntax features, Tarone (1982) cites "repetition" and "restatement" as characteristics of foreigner talk. These two patterns emerged quite clearly in this study also, with respect to questioning patterns; specifically, the multiple and verbatim repetition of questions and the restatement of questions. "Repetition" was also evident in lexical clarification patterns (repetition of lexicon).

Chaudron (1983) investigated foreigner talk in the classroom by analyzing various "discursive phenomena," two of which were classified as "topic clarification" and "topic elaboration." These two
patterns also emerged clearly in this study in several different ways of expression as aforementioned.

While some of the findings in this study are consistent with those in previous research, it is important to note new findings revealed in this study. Tarone (1982), for example, discussed "repetition" and "restatement" in terms of syntax, whereas, this study focuses on repetition with respect to questioning and lexical clarification patterns, and restatement regarding questioning patterns. In addition, Chaudron (1982) concentrated his research on "topic clarification" and "topic elaboration" in terms of their effect on facilitating learning. This study seeks, rather, to describe indepth the patterns of topic clarification and topic elaboration to further knowledge about the complexity of this phenomenon. Finally, this study revealed clear patterns of rephrasing questions and simplifying lexicon (see Appendix C).

LIMITATIONS

It is important to be aware of the limitations of this type of study. First, because this research focuses on the foreigner talk of one secondary teacher addressed to five native speakers of Japanese, one must be cautious in generalizing the results of this study. Second, this study focuses on three specific types of patterns that emerged in teacher foreigner talk: 1) questioning patterns, 2) lexical clarification patterns, and 3) topic clarification/elaboration patterns. Clearly, more research is needed to further knowledge with
respect to teacher foreigner talk in classroom settings, particularly at elementary and secondary levels of instruction.

**RECOMMENDATIONS**

On the one hand, the information gained by conducting this research enriches the knowledge base of teacher foreigner talk at the secondary level in an instructional setting, but, on the other hand, raises other questions that need to be addressed in subsequent research studies, particularly with respect to instructional and curricular issues in ESL classroom environments. The following recommendations can serve as points of departure for further research in this area of study.

1) A longitudinal study to determine if teacher foreigner talk patterns change over time
2) A longitudinal study to determine if teacher foreigner talk patterns remain constant over time
3) A longitudinal study to determine if some teacher foreigner talk patterns change over time while others remain constant
4) A longitudinal study to determine if other teacher foreigner talk patterns emerge over time
5) A study to determine what teacher foreigner talk patterns may or may not facilitate learning
6) A replication study to determine if similar or dissimilar teacher foreigner talk patterns emerge in the speech of other secondary ESL teachers in an instructional setting
7) A replication study to determine if similar or dissimilar teacher foreign talk patterns emerge in the speech of elementary ESL teachers in an instructional setting.

8) A replication study to determine if similar or dissimilar teacher foreign talk patterns emerge when addressing non-native speakers of English whose native language is not Japanese in an instructional setting.

9) A study to determine how much instructional time is spent on repetition, restatement, etc., and its effect on comprehension.

10) A study to determine if one particular teacher varies his/her patterns with respect to different levels of ESL learners (i.e., different proficiency levels).
APPENDIX A

June 20, 1986

Dr. Benton Simpson
Coordinator, Field Placement Services
Forestview City Schools
154 S. Eugenia Ave.
Forestview, Ohio 42054

Dear Dr. Simpson:

As you know from our previous phone conversations, I am interested in conducting my research for my doctoral dissertation at Forestview High School. My research involves investigating the patterns of speech of a secondary language teacher as a means of understanding better the language learning process. I am specifically interested in observing a teacher of English as a Second Language. The research will involve my observing the teacher for five (5) consecutive days in each of five (5) consecutive weeks during either the summer or fall of 1986. Data will be collected by the way of fieldnotes and audiotapes of the participant's speech and behavior.

I am eagerly awaiting your confirmation of my research and I hope to receive your affirmative reply in the near future.

As always, thank you for your cooperation, support, and understanding during my doctoral studies.

Yours truly,

Elizabeth Larson
APPENDIX B

VITA

A. Personal Data

Name: Elizabeth Wellman Larson
Address: 162 E. Northwood Ave., Columbus, Ohio 43201
Phone: (H) 291-2251 (W) 431-6565
Date/Place of Birth: 20 April 1954; Cincinnati, Ohio
SSN: 275-58-3487
Marital Status: Married (David B.)
Occupation: Teacher of French, Worthington City Schools, Worthington, Ohio

B. Educational Data

Graduate of Greenhills High School, Cincinnati, Ohio

Sept 1972–June 1976 The Ohio State University
Columbus, Ohio

March 1975–June 1975 Foreign Exchange Program
Université de Lyon, Lyon, France
Affiliated with the Ohio State University

Graduated summa cum laude, B.S. in Education

Summer 1977 The University of Michigan
Ann Arbor, Michigan
The Department of Romance Linguistics
Fulltime coursework

March 1978–June 1979 The Ohio State University
Graduated with M.A. in Education

Summer 1979 Foreign Exchange Program
Université de Dijon, Dijon, France
Affiliated with Miami University
Oxford, Ohio

June 1984– The Ohio State University
Began doctoral program in Foreign Language
Education

C. Honors

Summa Award in recognition of superior scholarship, 1975
Summa cum laude graduate, 1976
Alpha Lambda Delta, 1974
Phi Kappa Phi, 1976
D. Teaching Experience

1978-1979 Graduate Teaching Assistant
   The Ohio State University
1979- Worthington City Schools

E. Work Experience

See Teaching Experience above

E. Presentations

SSCO Panel Discussion, 1985
Affiliated with The Ohio State University
Panel Members:

   Dr. Gilbert Jarvis
   Dr. Elizabeth Bernhardt
   Dr. Therese Bonin
   Dr. Diane Birckbichler
   Mrs. Elizabeth Larson

F. Aims

My goal in pursuing a Ph.D. in Foreign Language Education is to acquire the skills and professional knowledge needed to become an effective instructor and researcher at the university level in the field of Foreign Language Education. My primary interests are teacher education and curriculum design and organization. My minor area, therefore, is in Curriculum and I hope to make significant contributions to research efforts in this area of study.
APPENDIX C
(Typical Days)

Day 1.

Should we read your little section here? Together?

"Americans are crazy about cars." Okay. Can anybody tell me what (inaudible)?

That is a phrase you're going to hear many, many times. Have any of you heard that before? I'm crazy about, I'm crazy about cars, I'm crazy about girls, I'm crazy about (inaudible)? Have you ever heard that phrase before? What do you think it means? Yes. Love. "You're crazy about" means, uh, love madly. Do, if I'm crazy about cars, that's all I think about. The other phrase you hear would probably would be, "I eat and sleep cars." Okay. When I'm eating, I think about cars. When I'm sleeping, I think about cars. So I'm crazy about them. That's all I want to think about. Do you could say-

Eri, What are you crazy about? Nothing? I'm crazy about nothing? I'm crazy about sleeping? (laughs)


Okay. Let's see. What am I crazy about? I am crazy about two things usually. My husband would say that if you're going to buy me a present, it should be something dealing with ducks or some type of a dog; anything related to a dog.

Okay. So we have lots of different cars here.

Okay. "Americans are crazy about cars." Not only is the automobile the basic means of transportation in the United States, it has also become a "plaything." And here we have those quotation marks again. Remember those quotation marks? Let's take a look at this.
When you don’t have quotation marks about plaything, what does that mean? What is a "plaything"? A toy. Okay. It'd be a real toy. If we called a car a plaything and we put quotation marks around it, what does that stand for? Is a car really a plaything? No. It is a, something that we could have fun with, but it really isn't a plaything. So that's why we put the quotation marks around it. Okay. A real plaything would be a toy. But when you talk about a car as being a plaything, we know that it's not really a toy. You can have fun with it, but it's not what we would say a safe toy.

Okay. "As a hobby," do you know what a "hobby," what a "hobby" is, "hobby," h-o-b-b-y? "Hobby"? What's a "hobby"? Those are things you like to do. It could be things that you collect. Um, um, the difference between a hobby and maybe, let's see. Sachiko likes ballet. If I have ballet as a hobby, I would not study seriously. I would just do a little bit of ballet. If I wanted to be a ballerina, it would not be a hobby, it would be something I wanted to be very serious about. A hobby could be sewing, uh, cooking, things that you like to do. Handwork. Feeding birds and watching the birds, too, could be a hobby. Any sport that you play. Baseball, riding a bike; as long as it's something you do for fun.

Okay. "As a hobby, many people design and build fancy cars. These cars are called hotrods." "These cars are called hotrods." They're shown and raced. When we say "exhibit" that means you're showing something. "Auto racing attracts more spectators than any other sport in America." Do you know what "spectators" are? There are spectators at football games, baseball games, racing, um, ballet shows. There would be spectators at music concerts. You'd have some spectators, does anybody know what a "spectator" might be? Um, spectators are at baseball games. There were one million spectators at the baseball game. She is wearing glasses or another name for them, originally, is spectacles. Spectacles. To watch. Do you know what a "spectator" might be now? To watch. A spectator, "or" can also indicate people on the end of a word, so spectators are people who watch. So they're people who come to watch a baseball game or people who watch other people doing something. So if you're putting on a play and we are watching you, we're an audience. We're spectators. We're watching. "Spectators" are people who watch other people. It's usually, we usually call them "spectators" when it is a sporting event. We usually call, when you're inside a building and it's something like a play, we're more like an audience, but it's the same thing; a spectator at a sporting event.

You are an audience if you attend a play. Usually it's art. Art or music. But again, this idea is people watching people. Okay. An audience and spectators are basically the same. So we use "spectator" when we refer to something that is a sporting event like a baseball game. Most of these events would be outside, but basketball is inside so you can't say that all spectators are outside. An audience is really a very polite way of referring to all the people watching.
Okay. "The best attended," let's see, "sports event in the world is the five hundred mile race on Memorial Day in Indianapolis called the Indy 500." Does anyone know who won the Indy 500? This year? It was in all of our Columbus papers because it was a man from Dublin, Ohio. His name is Bobby Rahal. So this year Ohio won the Indianapolis 500.

Okay. "But perhaps the craziest sport event is the demolition derby. At this event, all cars are painted with graffiti." This is a good word for you to know because we can go outside and we can see it in the restrooms. We can see it on our lockers. We can see this graffiti. "Graffiti" are drawings or writings, uh, usually on large objects. Most of the time it is not planned. Okay. What you write on your locker is when you write notes to your friends sometimes or people put drawings on your lockers. That is called "graffiti". On the lockers, in the bathrooms, on the walls people write on, that is called "graffiti." Downtown Columbus, some places they spraypaint. They take paint and actually write or on the freeways on the bridges, I LOVE MARY. Sometimes you'll see paint and that is called "graffiti." The graffiti on cars for demolition derbies is intentional. It's for interest for people to read it just for fun. Oh, same thing with graffiti, but generally we don't like this, okay, in our schools.

Okay. This is a demolition derby. Derby. And this one says, "I dare ya" or "Knock it off." Okay. But they paint phrases and things on their cars. "I dare you to hit me." Sometimes they draw a big circle and say, "I bet you can't hit me here." Okay. But demolition derbies, they take the oldest cars they can find and they just hit each other (laughs) until all the cars, till there's one car that can still run, even if it's just two feet. So that's what we call the craziest driving car sport. And it's usually mud. So it's dirty and everybody comes out dirty. It's very noisy when the cars hit each other. But you will see a demolition derby if you go to the Ohio State Fair. Most of our, uh, there are Franklin County Fairs. Each of the counties in Ohio, those are, we live in Franklin County. But each county has their own fair and they bring their animals from the farm to show and win prizes. Uh, kids who are involved in, in projects, raising cows or pigs or girls who sew or cook will come and have judges decide who is the best cook and who has the best animals.

They will also have for entertainment, demolition derbies. So if you went to the Ohio State Fair, you might see this happen. You'll see the people there watching.

Okay. It says, "There they smash into each other until only the winning car still (inaudible)" Okay. "Smash into" in this case means to hit very hard. To hit.
Do they have any of these kind of car races in Japan? Do they have (inaudible) where you smash up cars? Have any of you seen this?

America has a lot of old cars. You go to a junkyard and you just put in an engine that runs pretty good. Most of them are dead before they even get there. I live on a road where when they go to the county fair, they all drive by my house. You can see them and then when they go out of there you see them (laughs). They look very different.

Any questions? It's time to take a break.

Day 2.

Let's have a review for yesterday's work. Let's take a look at your next twenty-five words.

The first one is "we." "We" means more than one. We went to (inaudible) and if you have "we," then you have plural verb. We are, so this would be we are.


My. This is my eraser. This is my-

Up. Look up please. You look up.

Last. Seventh period is the last period of the day. Last.

"Not" means negative. I don't know how, uh, in English, see, your negative goes between the helping verb and the rest of the verb. So in English it's always between these two; as if you're going to split a verb. So you'd say, "He is not going to the store." We could say, "That is not the truth." There's no helper so that, that's important to note because "not" in different languages is placed sometimes before the verb and sometimes after. So you would need to know that.

"Us" goes with "we." "Us is an object. Uh, that's not for us. So object of a preposition, "for." For us. Do you understand when to use "we" and when to us "us"? Pronouns? Have you had that in, in English in Japan? Yes? Yes? Okay.

Am. Always used with "I." I am happy. I am sad.

Good. We'll have to do that someday. "Good" and "well." Maybe tomorrow. "Good." Uh, do something everyone likes. Ice cream can taste good.

Little. Little. What is the opposite of "little"? Big. High or big.
Age. Let's see. In American's customs, I should tell you this. Uh, when I tutored last summer, I worked with two Korean ladies and the first thing they asked me was my age and how much money I made. Okay. In America, that would not be a polite custom. You never ask women their age. They don't want anyone to know. Uh, age is okay for little kids, but when you get very old you don't want anyone, Americans don't want to know how old they are. Our culture is very emphasizing young. So Americans, uh, my mother would want not want you, she probably would have told you, but she would not want you to ask. It would be okay to ask someone your age cause a lot of time they want you to know they're seventeen or sixteen and can drive. It's important to them whether they're twenty-one. In our society you can drink at twenty-one so there are certain age groups that want you to know that they're old enough to do certain things. But once you're past thirty-five, you don't ask. (laughs) Okay, uh-

Old. So if you're old, you don't ask.

Uh, "bad" would be the opposite of what word up there? The opposite? "Big" and "little" are opposites. What would be the opposite of "bad"? What word in that list? Good.

And "red" is the color red.

Um, "of." It's one of those wonderful prepositions. Uh, he is, what, uh, we use it two ways. It can be part of a two-word verb. "What is that made of?" We can use it that way. If you take a science class, you're going to hear that. Uh, this is made of aluminum or this is made of metal. What kind of metal? Or, this is in the class of, what phylum? Is it of, okay, so when you're okay, uh...

"Be" is the verb form that you use with "to be" or you could use, uh, that will be. You don't see it by itself. "I be."

"But" is a negative. "But." It joins. It can join a question. "That is okay," but okay answer. "But I think you should do it this way." Uh, it can join two sentences. The other way you would hear it is in regular conversation. "But I don't wanna do that," when she tells you to clean your room, "but I don't want to, Mom." That would be the most common way you'd hear it in children. It's one of their favorite words. Uh-

"This" is a singular. This book, this hat, that book, that hat. "This" would be for things that are close. Okay. "This eraser," but I'd say "that purse" cause it's farther.

"All" means everyone.

Out, uh, out. "Keep out," "get out" are slangs that you might see. "Keep out" means stay away. "Get out" means leave the
classroom. It is pretty outside (inaudible). Part of another word. It still has the meaning of "out."

Time. "What time is it today?" "Could you tell me the time?" Has anybody asked you that? "Could you tell me the time?" If you are wearing a watch, it would be very, uh, Americans tend to ask people, they'll come up and ask you what time it is whether they know you or not. That's one thing they feel comfortable in asking anyone is the time.

May. "May" is a polite form for asking questions; for asking questions to go somewhere. "May I go to the restroom?" The not polite way would be, "Can I go to the restroom?" So "may" is always polite. It's the nice way to ask. "Can" mean to be able. It has a different meaning than "may." "May" is requesting permission, but "can" means to be able so when you, uh, there's a very, real big difference between ask, saying, "May I go to the restroom," and "Can I go to the restroom." This one means you're asking permission to leave the room but if you ask, "Can I go to the restroom?", means are you able to do that and it's very different. It is a very different meaning from asking permission. If you said, "May I leave the room?", that means you're asking permission to do that but if you say, "Can I leave the room?", you're actually asking me to, can I, am I able to walk out of the room? Okay, so that has a different meaning.

"Into" is a hard preposition. It sounds like "onto." Americans generally use "in" for "into," okay, "in," particularly when they're talking. But in formal writing this is an error to use "into" because when you're actually entering into a space, you're going, you're not actually going in a room, you're going into it because the movement is forward. You would have to say "into." "In" is not appropriate because you're not, because you're not, it doesn't give the idea of entering. The computers are "in" the room because they are already here. They're into the room because they're here. It's when you move forward that you have to use the "into." So you walk "into" the room. You can walk into the gymnasium, but most of the time Americans will just say "in" because it's shorter. If you go to England, that's one thing they'd be very correct about using, and they don't like Americans very well because we are shortening up the English and we are not using it properly, and that's one of their big complaints about is is that we don't use proper forms and "into" is one of them. You really should be "into." In polite language, no one would tell you that, that is wrong when you're talking to them but if you're on paper for someone to grade, this is important. Um, we have two, basically we have two languages also, uh, in that there is a formal language and an informal language so some things are appropriate in an informal setting. No one would say, walk up to you if you're just having a conversation and start correcting your grammar, uh, they they would if it was intended in a formal speech or if you're doing a formal presentation, if you're writing something
formally for a grade, then you need to use the formal language like, that we have. But when you're in the hallway at school, you're going to hear the informal language all the time. So you may hear things differently in the hallway than you would in the classroom. Or when you're reading, some of our authors that we have, American authors, use informal language when they write. Some use very formal language. If you read Ernest Hemingway, Kurt Vonnegut, they would use a more informal language so that you may see it in writing. But when you write to publish a book in our country at least it's okay to do that because you might be trying to set up an informal situation so it is appropriate to use informal language, but for a classroom, you would not. So for you, you want to learn the formal language. You'll, the informal language will come as you talk to other people but you really need to remember when to use the formal words. Use "may." In informal language you're going to hear "can." Most of the students in the high school when they ask us will say "can." Some of your teachers will okay and some of them will make a big deal about, "Can," what about "may?", or they'll deny permission unless you use "may." It's just something that they do. So for "may" and "into" those are formal language.

And "him" would again, would be an object. "I talked to him yesterday." Do you have any questions on these? Most of these are fairly easy. We will very quickly begin to get to some of the harder words.

"Into" is a preposition, okay, and "enter" would be a verb. "I entered the room." Okay. Prepositions. Kind of hard to explain. Okay. Prepositions are used to describe anything I can do to this eraser. I can put it under, I can put it over, above, into the room if I wanted to. I can put it in the desk. Okay. But it is not really an action. It just described where you, what you're doing with it. And "into" would almost, prepositions, informal. Can I erase? Does everyone have a list? Let's do a little bit of grammar.

In Japan, were you taught that a verb plus a preposition is a two-word verb? Do you know what a "two-word verb" is? Okay. It's, that is one of the major differences between English, American English and British English. We are using more informal language now and when I was in high school, all the way through, they told you would could never have a preposition at the end of a sentence. Uh, they would never be recognized, a verb plus a preposition would never have been recognized as a verb. I could not have said, I could have said this in an informal language, but it would never be appropriate in formal language. If I said, "Get out" or "Keep off," in formal language, the difference between this and informal, between doing this as informal language in formal language, to make this formal, this is the action. Technically in formal language, "out," we have prepositions. The rule used to be that a preposition can never stand by itself. It can never be left at the end of a sentence. It should
say, "Get out of the room," or "Keep off the grass." All prepositions have to have an object. Okay. It's an incomplete idea. So a preposition, the difference between "into" and "enter" is actually their usage in a sentence. This is the actual movement that you do and...Do you understand subject and verb? "I" will be the subject and this is the action. "Enter" does, is one of them that would not use an "into." "I walked," "I walked" is the same thing as "I entered" as far as the usage. That's the actual movement. But "entered" carries the idea that you entered into, okay, so it functions almost as a verb preposition idea. In this sentence, it requires both of these to give the same message because "entered" suggests the action of moving into but it is a verb and can stand by itself. I "walked into," "walked" is not the same (inaudible). "Walk" can be a lot of different. You know, I can "walk down" the hall. I don't have to go "into." So with something like "walk," you have to have the preposition to add the where. This one requires the two. This one only has one.

Now this takes us up to, that's something you might hear in the hallway. "I just walked in." The question always is, where? The only time, the reason why this is okay in_, informal language, in informal situations is you usually see the person doing that, whatever they have done so if they leave the restaurant, because we can guess what (inaudible). Uh, if I walked up and say, if I walked up to you and said, "Oh, I haven't seen you before," I just walked in. So that was, I would understand immediately what you're saying. That would be okay because when you're, especially when you're putting something in writing, I'd, it's much harder for me to guess what you're trying to say. In writing, you have to be very clear. Informal language you're pretty good at filling in the blanks. Do you understand the difference now between "entered" and "walked into"? Do you have verbs like this in your language that require? Do you have prepositions in your language? Any more questions on your word list?

Let's review a little bit of the vocabulary that we worked on yesterday. Maybe tomorrow we can work on "well" and "good" because that's an error that all American students make in usage. Since you're using that in sentences, we'll look at your sentences tomorrow and see if anyone's made a mistake.

Okay. First of all, let's look, yesterday we talked, went through this and talked about different places we go to. Quick review on words. Let's try to remember names if you went to an amusement park. This is what they'd call what? Say I rode a___, you're close -- ferris -- ferris wheel. And Keiko, you could tell them I went on a, this is water, a waterslide and you could say you rode some type of a roller coaster. Very good. And I went to Seaworld and I saw a, Mio, can you help her? Dolphin. Very good.
And in Ohio, we have how, what amusement parks? What are the two big ones? Okay. King's Island. I don't know what these cost this year. I bet they've gone up a lot. And what's the other one? Cedar Point. This one's on the lake. And this, this one's outside Cincinnati. And the one we have here is Wyandot Lake. And this I can tell what it costs. I imagine these have gone up a lot because at one point these were very close to this price. So this has gone up I think two dollars since last year. They are expensive to go to but you can go all day. This one you still have to pay for some of the rides.

You did. It's what, like about thirty-five dollars? For thirty-five dollars you can go anytime all summer so season passes to something like Wyandot Lake, since you are close, would probably be very good.

Okay. We also talked yesterday about, what did we say this was? What's the short form? "Camper." What's another, what are the two letters I gave you. "Rough." Okay. "Rough it." This is "rough it" quotations. What would we call this? That they're sitting, riding in? Anybody remember? It could be called a camper it could call, be called a ____ , it's a long word but we had two letters. Remember those two letters? "RV." Okay. This is called an "RV." "Recreational vehicle." Okay. And we, you drive on the, particularly the freeways this year, you will see many of these. If you go to the Ohio State Fair, you will see many of these. Or King's Island or Cedar Point. Many people travel around and will have these. So you'll see a lot of these recreational vehicles.

And we said these chairs were what kind of chairs yesterday? Lawn chairs. Very good.

And they have what kind of table here? What do we do on this table? Know what kind of table that is when you eat outside? Okay. She found it. A picnic table.

Okay. We have a picnic table. Could say, "I went on a picnic." If I say, "I went picnicking," "I am picnicking," okay, how do I spell that? k-i. Picnicking. "I picnicked yesterday. How do I spell that? How do I spell—k— "picnicked yesterday"? This is an irregular spelling. That's when we talked about it.

Okay. And this person is doing what? He is walking. How 'bout "backpacker"? Okay. He is a backpacker so he is backpacking. If I just go for a walk, what am I called? In the mountains, if I go for a walk in the mountains, what would I be called? I'm not a backpacker 'cause I'm, not gonna take anything with me beyond maybe a little drink. Okay. I'm a hiker. Very good. So a backpacker carries a backpack with supplies and a hiker is just really going out to see things, but they will be back in a short time.
And this was, when they shoot water up into the air is a geyser. Geyser. Very good. And if it's just water bubbling, it is a, yes, if it's just water bubbling, we have what? If water bubbles, boils, it is what? So what kind of temperature is the water? Hot or cold? Do you know the word "bubbles"? "Bubbles"? So when you're cooking and you start having bubbles come up to the top, then it's what? Hot or cold? Oh! We can really learn some cooking words here. Okay. If you have water that's boiling or bubbling, it is hot and we have out west springs, small little rivers of water that are called hot springs because they are hot to touch. Uh, they are warmer than body temperature so I'd be real hot. It won't burn you if you get into it but it's still going to be very warm so it's very different from lake water which may be about body temperature. So it's very, very warm. Hot. And I told you yesterday that sometimes it's also called "paint pots." "Paint pots" because it looks like little bubbles of water and when water, some of the river waters actually have colors to them. Some of the ones that we saw were purplish in color and different shades of blue, green. The water's very different looking.

And "wilderness" is? "Wilderness"? No people.

And yesterday, towards the end, we looked at Car Crazies and uh, traditionally, in ours, in our culture, it was usually boys who have been interested in cars, but when you actually go watch, it's not all boys. Uh, many women are interested in this and we are starting to actually get some women drivers on them, on. There is, has been in the last two years at least one, if not two, in the Indianapolis 500 and who are placing fairly high up but not winning yet. So it's not just a man's sport. It's becoming more women. Not very many.

Uh, yesterday we talked about "are crazy about." What'd we say that meant? "Are crazy about"? Mio told me yesterday, she was crazy about animals. Sachiko said she was crazy about ballet and Eri, I filled in the blank and said she is crazy about nothing? Is that what you told me? Actually she likes piano, but I don't know if you're crazy about it, but you like music. Okay. Do you remember what "crazy about" means? What does it mean? Yeah. Tell me. Say it. Love madly. Crazy. It's all you can think about so somebody who's crazy about cars, they want, every minute of their day they are thinking about cars of they talk about cars. Does anybody remember what I told you I was crazy about? I told you two things. Do you remember what I said I was crazy about? I told you I was crazy about ducks and dogs. Okay. I feed ducks. They come to my house every day for lunch. Okay. So that's what I'm crazy about. They're wild ducks. Okay.

I also gave you, we talked about one word that was in the reading selection and the one word that wasn't, spectator and audience.

First of all, what would people who are either spectators or part of an audience do? What do they do? What is the action? Okay.
What does that mean? Okay. They watch other people doing something. When are you a spectator? I hear the answer. Okay. If you are a spectator, you watch sports. Okay. If you are part of an audience you are, what would you watch? People, music or plays or artwork, art performance. The other thing about this that I really didn't spend time with yesterday at a spectator event you are still an individual because you are a spectator. In an audience you are considered part of a group that is an audience as a group, but at a sporting event you rarely talk about spectators as a group. The only time I think I heard spectators referred to as a group has been recently when they're talking about the golfing event, particularly at Hidden Valley. That they were talking about the spectators' behavior. It's been very poor and that it may turn out that Hidden Valley will no longer be a part of the tournament system because we boo everybody except Jack Nicklaus and many of the players have indicated they may not be back next year. There was an article in the Hidden Valley paper that talked about the spectators' being, uh, very poorly behaved. In, normally the golfing, it's more of an audience because the people do not participate in and don't, they're not supposed to cheer. They're just supposed to watch, act like you're watching a play or musical; very quiet and say nothing. But it is very quickly becoming a definite sports (inaudible) when they're cheering for one player and they're booing and they're and they're even cheering if someone who's winning makes a mistake. So it's very quickly becoming a spectator sport rather than an audience-type sport. Golf is about the only one that I know of that has always been more of an audience and this is what's expected and this is what's starting to happen. People cheer.

What's "graffiti"? Where might I find some "graffiti"? Do you know what "graffiti" is? What is "graffiti"? I see your pencil moving. What does that mean? Okay. It's writing on where? Where would I write this graffiti? In this story, where did they write theirs? Okay. They wrote it on cars. In a school, where might I find graffiti? On the walls or on lockers. In restrooms, Okay. And it's where you as a person want to write something for everybody else to read but it's really not appropriate thing to do. Sometimes the messages are nice and some of them are nasty. But graffiti is something that you will read everywhere. Okay.

And we said "smash into." These cars smash into each other until the winner is the only one able to move. What is "smash into"? What is "smash"? Could it be a little bump? Hit how? Okay. Hard hit. Okay. Those cars, they'll back up and they'll go just as fast forward as they can go and smash the other one and back up, back into another so it's going to be hit very hard. They want to damage the other person's car so it can't run. So they're going to hit very hard. Okay. "Smash." Okay.

I think on your sheet you have one more and this one's important because in America one of the things we do, do is celebrate ethnic
festivals. Do you know what "ethnic festivals" would be? Would they be American festivals? What kind of festivals might they be? Whose would they be? Can anybody name some ethnic groups? Are you an ethnic group? Okay. We have many different groups. We have Germans, Chinese. Uh, let's see, uh, when we're talking about ethnic groups and ethnic festivals, we would have, we've got the Irish in our country celebrate Saint Patrick's Day. Okay. And they always wear green. We celebrate the Chinese New Year. Uh, the German one's probably not celebrated all over, but we so have the German Village in our, in Columbus. And they have two times a year, usually that they have a celebration. Flowers come out and there's one we do in the summer, too, that's a celebration. So an "ethnic group" would be groups of one country, like Germans or Japanese celebrate holidays. We have Korean holidays. Some of them have become national holidays or have been celebrated by all (inaudible) and some of them remain holidays that are just celebrated by that particular group of people. So an ethnic group usually has their own language, has their own customs. This past year, we have, over the last five years, we have, with increasing Vietnamese population, and they have had at Christmas time, they have a special ceremony and it has grown to where there were over two thousand people in attendance this year and it was held at the Hyatt Regency and there were many non-Vietnamese who attended it. Okay. So at least in Columbus there are some very major ones. The Italians have a small one. Uh, if you came to my town, the Italians make up the major part of our population and the other part of the population is Finnish. So we have, uh, we either celebrate activities from Finland or from Italy because that's basically what my community was. Uh, here you're going to see German. We don't have a large Chinese population so you're not going to see too much of a Chinese celebration in Columbus. You'd have to go to San Francisco, to Chinatown, in some of those areas where there would be very large parades that you would be able to watch. Saint Patrick's Day, we do have an Irish parade. So there are ethnic festivals that are festivals from your, your countries that we celebrated here. There are many of them in the summer. Okay.

"Where can you see hundreds of people in Dutch costumes scrubbing the streets and dancing in wooden shoes? Or crowds of people following a blocklong Chinese dragon through the streets? In Michigan and California, of course. Every spring Americans of Dutch origin in Holland, Michigan hold a four-day tulip time festival. Every winter San Francisco's Chinatown celebrates the Chinese New Year with a week of festivities." "Festivities" would be all the things that you do to celebrate your particular holiday. So it may be having food, it may be having (inaudible), it may be dressing up. So whatever it is, you would normally have practiced in your country, you have brought over to this country. Some of the cultural things have changed a little bit because there's not availability of (inaudible) that you use. But they try very hard to celebrate in the same tradition as if they were in their own country. If you look, I'll show you here. This is what you might see if you went to Michigan
during tulip time which would be probably March, early April. And this is what the Dutch would look like. They wear little hats and, uh, long skirts with aprons and they all have wooden shoes on. They’re out washing the streets. They’re cleaning up. So part of their tulip celebration in Spring is involving the cleaning up of everything and I know that’s tied to a lot of this, uh, New Year’s Holidays. I know my students from Taiwan told me that the day, the last day of the new year, you’re supposed to clean everything in the house so it’s going to be perfectly clean when the New Year starts or otherwise it’s bad luck. So they spend many nights cleaning before New Year’s. Do you have to do that in Japan? Is cleaning part of the weekend before New Year’s?

Okay, and this would be the Chinese dragon. You can see that some of the things that may have changed. If you were in China you would probably not see them dressed in T-shirts and jeans. That is an Americanized version. But you may see some of the traditional customs. There are, uh, probably in our earlier history it would have been more traditional. But as the children grow up in American culture they do change in terms of dress. So they may still practice this but they may not use all the traditional dress that’s available earlier.

Uh, other cultures, let’s see. "America is a country of many nationalities. The American people are proud of their origins and many celebrate their heritage at similar festivals whether the fair, festival is Dutch, Chinese, Mexican, Puerto Rican, American Indian, or Greek. Everyone is invited (inaudible) taste the ethnic food. Traditional music and folk dancing are all part of the fun." I know last week in Cincinnati they had a festival, uh, honoring soccer. They’re trying to get new soccer fields so they made it a combined, uh, evidently, the team that is playing soccer in Cincinnati was a group of Indians so they were gonna, to come in Indian costume, but the British people were there because it was their original game. And so you were going to have both Indian and British food. Of course, there had to be some American food, too. So last weekend they were talking about having an eth-, combination ethnic celebration and invited everyone so that you could see what some of the things are.

Do you understand the word "heritage"? Do you know what "heritage" is? This is a word that you will hear quite frequently or read frequently, that Americans always say that they are proud of. Does anyone know what the word "heritage" means? Do you know the word "tradition"? "Tradition"? "Tradition"? It is what your parents give to you about your country. Uh, what is passed from one generation to another. Uh, my heritage is Norwegian and German and from that I had traditions that we do that are either Norwegian or German. Uh, luckily enough, Norwegians and Germans cook very similarly and a lot of the foods or desserts that (inaudible) would celebrate at Christmastime are the same foods from both countries. They make them
a little differently but they are basically the same foods. There's a very strong German influence in Norway so some of the traditions that have been handed down to me were the religion that I was raised in. Uh, Germans and Norwegians tend to be Lutheran. Okay. So one of my traditions would be to prepare things I've inherited. "Heritage" would be my religion, uh, my, the way I set up things for Christmas. Decorate for it. Uh, usually it's our choice of the music sometimes that we choose. It's based on that heritage. So they would be traditions or things that have been practiced by your family for many generations; that's given to the next generation.

Okay, let's take a break.

Day 3.

Today you were supposed to have sentences ready for me today, right? I have my cards ready. Everybody ready? Are there any that you were having trouble with, making sentences with before we start? Were you able to write sentences for all of them? Were there any that you had questions about before we start? Do you have questions about any of these words, how to write sentences? Okay. Okay. Do you have a question? Do you have a question? You sure? Is it the pronunciation or, no? Okay. Okay. Everyone ready? Start with Mio.

First word. My. This is my book. Very good.

Not. I am not speaking. I am not speaking French (laughs). Okay.

Us. He teach, he teaches us English. He teaches.

An. This is an apple.

How old are you? Good.

Am. I am a student.

What time is it?

I saw a little baby.

Come into the house.

Bad, bad. You like bad boys? You like "Bad Boys" song.

This book is mine. This.

Of. Some of them are students. Some of them are students.

Be. Be quiet. (laughs) Good short sentence there.
Up. She said, she sit up. She sit up. She sits up. She sits up.

Last. I went to the bank last week. I went to the bank last week.

Out. I went out to the shop. I went out to the shop.

Him. Not quite right. We would say, "He is kind to his friend." You could say, "He is kind to him." He is kind to his friend or he is kind to him. Do you understand when you use "him" or "his"? You sure? I'm going to give you some examples (inaudible).

Good. This is good practice.

He is just my age.

May. May I use the telephone? May I use the telephone?

All. I have kinds of books. I have all kinds of books. Good.

Red. The color red. You have to stop because the signal is red. Very good.

But. He is poor, but honest? Okay. He is poor, but honest. Good sentence.

We. We had the ice cream. (laughs) I can't hear the last part. We had to ask quick. No. Can you spell it for me? "We." "We's" your word, right? "Q." Okay. We had an earthquake. Okay. We had an earthquake.

I'm going to shuffle those and let's try it again. That must be exactly twenty-four words because you would have had the same sentence.

Old. He's an old man. He's an old man.

Good. Did you have "good" before? You had "good."

This. This book is very difficult.

Of. One of the students is my best friend.

My garden is very bright.


Be. I will be fifteen. When? You might even be in school.

Up. I got up this morning. That's better than this afternoon.
Last. I wrote a letter last night. I wrote a letter last night.


Am. I am a person. I hope so.

Time. Okay. You can say, "It's time for class to start." If you listen to the radio, they'll say the time is now eight fifteen or nine fifteen.

Little. Let me give you "good" instead. "Good." She is a good student. A good student.

Little. You have little money.


We. We went to the swimming pool. Very good.

Not. I do not understand.

Bad. She is a bad girl. She is a bad girl.

Age. Her age is twice as many as mine. Okay. Her age is twice as many as mine.

May. May I use your pencil? Very good.

All. All the students go to the ground. Okay. All students go to the ground.

Us. Why don't you start your sentence with "they?" They go? They go with us. Okay. "Us" means more than one so you can say "we." Replace "us" with "we" or they go with us. That means two of us go.

An. There is an apple. There is an elephant in the zoo. In the zoo. Can you say, "in the zoo?" In the zoo. Okay.

Red. I don't like red.


Okay. I thought I'd give you a break from American rec, recreational things today. Last week we did one story and today I would like to start another one. And I'm going to write on the board the name of it. It is a very long title. Think it's long enough?
If you were writing about a book and you write it on a board or write it on a paper, when it is a title, you always underline. The title of this book is, Alexander, who (that's the name of the boy), Alexander and the Terrible, Horrible, No Good, Very Bad Day. Okay. Also, as long as we're pointing out things about a title, when you're writing it, you capitalize, always, the main words. We never capitalize "and" or "the" unless it's the first word in the title. Okay. Little words we don't usually capitalize like "of" or "and." Alexander and the Terrible, Horrible, No Good, Very Bad Day."

What kind of day do you think he had? Can you tell from the title? Okay. Very good. He had a terrible day. Have you ever had a very bad day at school where everything went wrong? Have you had a few of those days? Once in a while?

There's a few things I want to ask you about before we start.

How many of you have bought cereal? Do you buy cereal in the United States? Have you bought cereal? If you watch television and they advertise cereal boxes or if you're in the grocery store, one of the things they do in America is they put little toys or little things of candy or special coupons that you can send away for, a prize! And many children will buy a cereal just because you get something free in it. Okay. And that's very important to children.

Uh, in the United States, another thing that you might hear on television, is to urge you to carpool. Carpool. You all know, you know what a swimming pool is. This "pool" means, is a little different. A "carpool" is when, say you all lived on the same street, within a couple houses of each other and you need to go to school every day at eight o'clock and your mother decides to drive on Monday. Okay, say Mio's mother drives on Monday and she picks up all of you. The next day, Sachiko's mother drives and she picks up all of you. That is a carpool. It is when one, a group of people get together and they share one car for a day. A carpool. And if you watch television, the state of Ohio urges people who are going to work downtown to carpool and there is a number you can call and say, "I live on this street. Is there anyone else who needs a ride in the direction that I'm going?" or "Is there someone I can ride to work with?" So you carpool.

Okay. This is a children's story but I think we've all had days like this and as a parent some of the things that he has problems with I can understand very much. First of all, let me show you a picture of Alexander in his room. This is Alexander. This is his room. I want to tell you something else about this story. I did not give you a copy of this story and I probably will not because it is not written in proper sentence structure. It is told by a child so it is, there's a lot of "ands" and "ands" and "ands" and "ands" and "ands," like a child would say. And when we were, if you were writing in English class, you would not want to write a long, stringy
sentence. We call it "stringy" when you keep adding "ands" and "ands" and "ands." Okay. So I don't want you to see it in print cause I don't want you to write this way. So that's why you don't have it. Okay. But I will try to explain it a little bit as we go along. And when I'm done, I will ask you some questions and see what you remember.

"I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning, I tripped on a skateboard and by mistake, I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day."

So if you look at the picture again, you'll see his sink, his sweater in the sink, and there's his skateboard.

"At breakfast, Anthony," (that's his brother) "found a Corvette Stingray car kit in his breakfast cereal box and Nick," (his other brother) "found a junior undercover agent coding in his breakfast cereal box. But in my breakfast cereal box, all I found was breakfast cereal. I think I'll move to Australia."

See, there's his ring and there is the car and there's the agent ring. Okay. They have a Volkswagen. Sorry it's not a Honda. (laughs) Okay.

"In the carpool, Mrs. Gibson let Becky have a seat by the window. Audrey and Elliott got seats by the window, too. I said I was being squeezed. I was being "smushed." I said, "If I don't get a seat by the window, I'm going to be carsick." No one even answered. I could tell it was going to be," what kind of a day?, "a terrible, horrible, no good, very bad day."

Did you understand "smushed"? You're smushed together so tight you can't move? I don't know that you would find "smushed" in your dictionaries. "Smushed" is a word that children would use because it sounds like you feel. "Smushed."

"At school, Mrs. Dick, Dickens, our teacher, liked Paul's picture of his sailboat better than my picture of the invisible castle." Do you know what "invisible" means? Can't see it. "Invisible" means no one can see you. So if he drew a picture of an invisible castle, did he draw anything? No. He showed her a blank piece of paper. "At singing time, she said I sang too loud. At counting time, she said I left out sixteen. Who needs sixteen? I could tell it was going to be a terrible, horrible, no good, very bad day."

There is his picture and here's the sailboat. That's the invisible castle. Invisible castle. Sailboat. Now you know why his teacher liked the sailboat better. Okay.
"I could tell because Paul said I wasn't his best friend anymore. He said that Philip ___ was his best friend and that Albert ___ was his best friend and that I was only his third best friend. I hope you sit on a tack, I said to Paul. I hope the next time you get a double-decker, strawberry ice cream cone, the ice cream part falls off the cone part and lands in Australia."

Have you ever had a double-decker ice cream cone? Do you know what a "double-decker ice cream cone" is? If you go to the store and you want to buy an ice cream cone, okay, first of all, they'll ask you what kind of cone do you want. Do you want a sugar cone or they're going to ask you if you just want a regular cone. Okay. This would be a regular one. This one is very sweet and it's a brown color and this is a light tan. And then, they will ask you if you want one scoop or two scoops or three scoops. One, two. And if we say double-decker, it means two scoops.

Do you know why we call it a "double-decker"? It kind of, I would guess that it, I'm not sure and if you go to England, you're going to see that they have, they have buses. And on their buses, they have one floor and then there's two places and they call them "double-decker buses." And I would guess that's where we have just used the word to mean "double-decker" here. Whenever there's one above another. So he's saying, I hope your double-decker ice cream cone falls off and lands in Australia. Do you know where Australia is? Australia? Okay. We'll talk about Australia later.

"There were two cupcakes in Philip's lunchbag and Albert got a Hershey bar with almonds and Paul's mother gave him a piece of jelly roll that had little coconut sprinkles on the top. Guess whose mother forgot to put in dessert? It was a terrible, horrible, no good, very bad day."

They all have something sweet to eat and he doesn't. His mother forgot. Here's the jelly roll. Here's the candy bar and there is the cupcakes. There are the cupcakes. He's got two of them.

"A terrible, horrible day. That's what it was. Because after school, my Mom took us all to the dentist and Dr. ___ found a cavity just in me. "Come back next week and I'll fix it." said Dr. ___. "Next week," I said, "I'm going to Australia." She took, she took the brothers along but only Alexander had a cavity.

Have any of you been to the dentist in the United States? Dentist?

"On the way downstairs, the elevator door closed on my foot and while we were waiting for Mom to go get the car, Anthony made me fall where it was muddy and then when I started crying because of the mud, Nick said I was a crybaby and while I was punching Nick for saying crybaby, my Mom came back with the car and scolded me for being muddy
and (inaudible). "I am having a terrible, horrible, no good, very bad day," I told everyone. No one even answered."

He fell in the mud and his mother got mad.

"So then we went to the shoestore to buy some sneakers."

Does anyone know what "sneakers" are? We don't have anybody with sneakers on. They have sneakers on. It's another word for tennis shoes. The idea comes from, uh, tennis shoes. They're very quiet when you walk so you sneak up on someone. So sometimes you will hear people say "sneakers." "Sneakers" are tennis shoes or -

"Anthony chose white ones with blue stripes. Nick chose red ones with white stripes. I chose blue ones with red stripes but then the shoeman said, "We're all soldout." They made me buy plain, old white ones but they can't make me wear them."

(inaudible) couldn't get the kind of shoes he wanted.

"When we picked up my Dad at his office, he said I couldn't play with his copy machine but I forgot. He also said to watch out for the books on his desk and I was as careful as could be except for my elbow. He also said don't fool around with his phone but I think I called Australia. My Dad said, "Please don't pick 'em up anymore." It was a terrible, horrible, no good, very bad day."

See what happens when you play with the copy machine and the books? (laughs) Do you think Alexander's father wants 'em to come back again?

"There were lima beans for supper and I hate lima beans. There was kissing on TV and I hate kissing." Yuck. I think that's what he's saying. Yuck. Do you have vegetables that you don't like to eat? When my niece was here last week, she told me she didn't like, the only kind of potatoes she liked was french fries from McDonald's or when you fry potatoes. She didn't like baked potatoes, potato salad, any other kind of potato. Okay.

"My bath was too hot. I got soap in my eyes. My marble went down the drain and I had to wear my railroad train pyjamas. I hate my railroad train pyjamas."

He's wearing trains.

"When I went to bed, Nick took back the pillow he said I could keep and the Mickey Mouse nightlight burned out. I bit my tongue. The cat wants to sleep with Anthony, not with me. It has been a terrible, horrible, no good, very bad day. My Mom says, "Some days are like that."
And I'll go ahead and finish it. "Even in Australia."

Do you know what a "nightlight" is? This is a Mickey Mouse nightlight. It is a little light that you leave on in your room at night. Many children, many American children are afraid of the dark and so they like to have a little light.

Okay. Let me ask you some questions and see how much you understood.

We know that Alexander had a terrible, horrible, no good, very bad day. Mio, can you tell us one thing that was bad about his day? The worst thing? If I show you the pictures, will that help?

Why don't you make a list. Just tell me what you remember. We'll make a list of all of them. See how many we can, name one.

Okay, Can't go to Australia. Why does he want to go to Australia? Does anyone know? Why might he want to go to Australia? Have you ever wanted to go someplace else when you've had a bad day? How 'bout your first day at school in Forestview School District and you don't understand English and you don't have any friends? Where do you want to go? Most of you, you want to go back to Japan. Why? Why? Why? Why would you want to go back to Japan? Just to talk so that you can do things that you can't do when we're here. So Alexander's having a terrible, horrible, no good, very bad day. Why would he want to go to Australia? It could be anywhere in the world, might want to go to Japan. He wants to make his life better or worse? Does he want a bad day anymore? He thinks if he goes to Australia, he'll have what kind of a day? A good day. That if you could leave here you could go back to Japan and everything will be okay and you'll have no problems if you go back to Japan. Will you have problems, maybe? Maybe. You might fight with your friends.

Okay. Can you think, Keiko, can you think of something he had problems with? He had gum in his hair.

Sachiko, can you add one to it? Yes. Just a sandwich. Just a sandwich for lunch. He is mad 'cause he doesn't have, no dessert.

Can you think of another one, Mio? So he got no prize we would say, I guess, prize in his cereal. My son used to put his hand down in his box and dig to the bottom because America, they usually put the prize on the bottom so you have to eat all the cereal till you get there but my son would stick his hand (laughs) down in the box until he could find a prize. He would not always eat what he bought though.

I'll show you some pictures if you can think (inaudible).
He had two problems in the car. Can you think of one? Anybody can help us out with the car? What was his complaint about the car? A couple things actually. What was one? He said he'd get carsick. Why? Okay. He was squashed. He had no room in the back seat and he also wanted to be by the window so when the air came in, he wouldn't get sick.

What problem did he have at school? Remember? Can you tell me what was one of his problems at school? Sailboat. The teacher liked the sailboat. She didn't like his picture, did she? Do you like his picture? No? He also sang too loud, didn't he? And he didn't count, he left out sixteen when he counted.

What happened to (inaudible)? Remember? Can you think about that? Remember? He lost his best friend. Have you ever lost your best friend? When we, we, that is an idiom also. Normally, we, when we use "lost," it means I can't find something. I can't find my glasses. But, when we say "lost my best friend," it means you're no longer friends. Okay. And children in American schools, and I don't know how they are in Japanese schools, but we always say, "Well, this is my very best friend." She's a friend but she's not my "best friend." But sometimes we even say, "This is my best friend. This is my next best friend." So there's first friend, second friend, third friend, fourth friend and that is what his problem is. Do Japanese students, girls, kids do that? Yes? Sometimes? Sometimes. That's what you do when you know you want to make your best friend mad. That always works.

Okay. And we've already mentioned that he got no dessert. Where else did he have to go? Do you like going to the dentist? Who likes to go to the dentist? Do you like going to the dentist? Do you like going to the dentist? Do you like going to the dentist? If you have a good dentist, it's not so bad. I did not like my dentist when I was little either. He didn't give me enough, it was hurting one day and I kept saying it hurt and he wouldn't stop so I bit him. (laughs) He wouldn't let me come back. I had to go to a new dentist. He said when I grew up, I could come back. So, I don't like dentists either. So he went to the dentist and he didn't like that and he had to come back next week for more work.

What happened here? Anybody remember? What happened? The door closed on his foot and he fell in the what? Do you know what this is called? When dirt gets wet? It's called "mud." "Mud." It's muddy. M-u-d-d-y. Muddy. We say you are muddy or because you fell in the mud. It's when water and dirt get together. Then it becomes mud. So he fell in the mud and he got dirty and who blamed him? Who got in trouble for being muddy and crying? Did the brothers get in trouble? Mom blamed, she told him to stop. His mother didn't see that he got pushed into the mud and that he was crying. All she saw was that he was hitting his brothers for doing that. So, he's the
one who got in trouble. It's the last one she saw. Have you ever had that happen? When you're fighting with your brothers or sisters? The one who started it doesn't usually get in trouble. (Laughs) It's usually the one who's mad because the other one started it. Okay.

What kind of shoes did he buy? He bought sneakers. What color were his sneakers? Could he get those kind? No. He wanted red, blue striped sneakers and they didn't have any so he had to get white ones.

When he went to his Dad's office, what did he do? Lots of things, didn't he? (inaudible) supposed to do? Copy machine. Push the books on the table. And who did he call? Where did he call? He said he thought maybe he had called Australia. That's long, long distance so it's going to be very expensive.


What didn't he like on TV? Kissing. Yes. My, my, when mine were little, they didn't like to (inaudible) with all that kissing and stuff. Now they think it's just fine 'cause they're older.

And where did the cat sleep? Who did it sleep with? One of his, one of his brothers? So no one wanted to be with Alexander. Nothing went right. Just a horrible, terrible, day.

It is break time.

Day 4.

Yesterday, yesterday, we did the story, Alexander and the Terrible, Horrible, No Good, Very Bad Day and you may have made lists for me yesterday of some of the things that were bad that have happened to you. I'd like to have you work on a story for that, but, before you do that, I'd like to spend a little more time with you and have you (inaudible) define in your own mind what's, what would, can be a worst day, would be your best day, and what would be an okay day so that you're somewhere in the middle.

If we were to draw a con_, continuum, do you know what a "continuum" is? This could be your worst day and somewhere in the middle we have an okay day and somewhere up here we have a best day.

And what I did last night, I sat down and tried to think of different things that might be good days or bad days or might be okay days, but it might be different for each of you so I thought it might be kinda fun to find out what you would consider a bad day or what someone else might. So what I'd like to have, have you do, I'll read
these to you and if there's any words you don't know or don't understand, I can answer, but have you write out here "bad," "good," or "okay" and I'll know that's a "bad" day or a "good" day or an "okay" day.

So, let's try number one. "I receive an 'A' on a geometry test." Math test. Geometry test. Would that be "best" day, would it be an "okay" or "worst" day?

You can tell it's going to be a "bad" day, an "okay" day or a "good" day when my mother yells at me for being late. She's saying, "Shame on you, you're late." (inaudible) the car and she needed to be someplace. It makes her late. I know Japanese people aren't very often late, right? Americans are late more often.

Number three. "My best friend dates my boyfriend." That might work if you had somebody in Japan that you liked and your best friend writes and tell you that she's now dating him.

Four. "My hair is a mess." I can't do anything with it. Is that important to you or not important? Is that a "worst" day, an "okay" day, or does it matter? You know in some students that would be terrible for that to happen and then other students it, "eh!"

Number five. "There is a surprise quiz and I receive a 'B-' on the quiz."

Number six. "I have a hole in my pants and no one notices it." You discover it, but, as far as you know, no one else saw it or if they did, they didn't say anything.

"I oversleep and miss my bus." "I oversleep and miss my bus." It means I'm late. Or in my case this morning, my husband set the alarm clock for six o'clock and came down and wanted to know if I wanted to get up then. "Get out of here!" (laughs)

Number eight. "I stepped on my dog's tail and she bites me."

Number nine. "I forget my homework at home but the teacher doesn't collect it so she doesn't know that I did it."

Ten. "I receive honors on a state mathematics test." When you become juniors, you will take a test for which you may receive honors for. All students in the state of Ohio take this math test.

Eleven. "I forgot my lunch." In Forestview you are lucky because you could buy lunch if you forgot it. Where my son goes, they don't serve hot lunch so if you lo___, forget your lunch, you would have to go out for lunch.
Number twelve. I should make this, "I smashed my new car." "I smashed my car." Actually, it should be, "I just smashed my parent's car." That's big trouble.

Thirteen. "My friend invites me to dinner." "My friend invites me to dinner."

"I receive honors." That means you did very, very well on a state mathematics test.

Fourteen. This won't happen too much in high school, but when you go to college, this is very, this is very possible. "I stood in the wrong line for twenty minutes." When you get up there, they'll tell you, "You have to go to that line." And you may have to stand again. "I stood in the wrong line for twenty minutes." Sometimes when you have to work, go to the license bureau, you might get in the wrong line or if you go to a bank or in a store where they're very busy, they may have one that's "cash only" or one that you have to, you can write checks. Okay. If you get in the "cash only" and are going to write a check, then they'll make you go over. So there are other point places that might (inaudible).

Fifteen. "I won the lottery." For those of you who've been here a while, you know that in Ohio you can, uh, for a dollar you can, uh, buy a ticket that allows you a chance at a million dollars or more sometimes. So you could win a million in the lottery. That changed her mind.

Sixteen. "I fall on the ice and break my leg."

Seventeen. "My friends have a surprise party for me." A surprise party. (laugh) I left a word out of the next one (laughs)

Eighteen. I left out the word "book." "I drop a thirty dollar library book in the mud." "I drop a thirty dollar library book in the mud." I had one. I, my husband just had to pay (inaudible). We had a hardback book that had one of those plastic covers over it and it rattled and we had to, when my father was in the hospital, when he had his surgery, we had our dog and we had to leave her in the car when we drove from here up there and the plastic, when it crinkled she thought it was something playful, so she ate the cover off the (inaudible) of the book. It cost us five dollars. So maybe your dog could chew up a library book or something and you'd have to pay for it.

"I won a trip to Disneyworld."

Twenty is almost like nineteen but I added a little something to it. "I won a trip to Disneyworld during finals week when you have all your tests." I see another typing error here.
Twenty-one. "I spilled tomatoe soup, it's not "tomator," it's "tomatoe." It should be an e not an r. "Tomatoe soup on my white dress." Do you know what "tomatoe soup" is? It is a red soup and you spill it. Spill.

Okay. Number one. Eri, what did you put for that one? What kind of day would it be when you receive an "A" on the geometry test? A "good" day or "best" day? How many put a "good" day, a "bad" day or a "worst" day on Number One? Everybody have a "good" day? Would it be a "good" day?

Number two. Keiko, what'd you put for that one? Your mother yells at me for being late. It's a "bad" day? Did anybody have something different? Did you have it as an "okay" day?

"My best friend dates my boyfriend." Mio, what did you put? "Worst" day. Did anybody have anything different?

Number four may be different. Keiko, what'd you put for Number four? "My hair is a mess". A mess. A mess. (laughs) Would that be "okay"? Does it matter? "Bad" day? Did anybody say it was "okay" to have your hair a mess? Did anybody put "okay"? Mio has "okay." It would depend on how important neatness is to you whether that would be a "worst" day or an "okay" day, whether your hair is messed up or not. Some people don't care. I went to school with a girl who used to have, she put ponytails all over her hair and then sometimes she would spray one green and one purple and she wanted to be very different. Everybody , everyone thought she looked funny but that was just the way she liked to do it.

Uh, Sachiko. What did you say for, "There's a surprise quiz and I receive a 'B-'?" "Worst" day. Keiko, what'd you put? "Okay" day? Did anyone say that was a "good" day? If it was a hard subject, I might have said a "good" day if I did well and I hadn't studied.

Uh, Number six. Keiko. "I have a hole in my pants but no one notices it." It's a "bad" day. Did anyone say it was any other kind of day? Yes. Were you embarrassed? Okay.

Uh, Number seven. "I overslept and miss my bus." It would be a "bad" day.

Sachiko. "I stepped on my dog's tail she bites me." It'd be an "okay" day. For me, it'd be a "bad" day because my dog doesn't normally bite (laughs) so I'd be in trouble if she did.

Nine. "I forget my homework but the teacher doesn't collect it." "Okay" day? "Bad" day? "Good" day.

Okay. "I receive honors on a state mathematics test." Everyone understand honors? That's very good. You go up on the stage and
they'll give you a certificate. Sometimes they give money. People went up to, on a test that you take as, at the end of your junior year you can even win like twenty-five dollars or fifty dollars. Uh, I don't know if any of you remember, no, you wouldn't, you would remember J______, okay. Two years ago we had a student from Iran who won. He was third in the state on that test and he was offered all kinds of scholarships from all over the state of Ohio. Free education at least your first or second years at some university. And he went to Ohio State and I don't think he got anything (inaudible). But he could've gone several other places. So this, the test you'll take as a junior is very important as far as if you don't want, you know it'll help you as far as paying for your education. So it could be some honors like that.

"I forgot my lunch." Mio? "Worst." Okay. Did anyone say it was "okay?" Keiko said it was "okay." I need to lose weight so it's "okay." (laughs)

Eri. "I just smashed my new car." "I just smashed my parent's car." "Bad" day. Yes. Means I'd have to pay more for my insurance. Mom and Dad probably won't let me have the car.

"My friend invites me to dinner." "Good" day.

"I stood in the wrong line for twenty minutes." Sachiko. It's a "bad" day. I saw someone else had something else. Did anyone have it was an "okay" day? Did anyone have it was a "good" day. Okay. That one would depend how busy you are or if there is a big sign and I didn't read it. Then I'd feel like it's my fault. But if they don't tell me in any way, then I'm angry if I had to stand for twenty minutes and they didn't tell me. Sometimes it's my fault so then I (inaudible).

"I won the lottery." I can win anything from twenty-five dollars to a million dollars. Mio? "Best" day.

Sachiko. "I fall on the ice and break my leg." "Bad" day.

Uh, Keiko. "I drop a thirty dollar library book in the mud." "Worst" day. You'll probably have to pay for it if they can't fix it.

Eri. "I win a trip to Disneyland." A "good" day.

Mio. "I win a trip to Disneyland during finals week." It's a "bad" day. Okay. Anybody say it might be a "worst" day? Okay. Anybody put "worst" day? That's because you're missing all those tests. I might put "worst" because I couldn't miss all those tests.

"I spilled tomato soup on my white dress." Keiko. "Bad" day.
Now, you've looked at a lot of different ones that might be "bad" day, "okay" day, or "good" day. I'd like you to think about looking at that list or thinking about yourself. If you had to choose the very worst, what could make the very "worst" day for you? What do you think it'd be? What could be the worst thing that would happen to you? The one day that would make it the worst. Can you think of one, Sachiko? What would upset you the most that could happen to you? A car accident, bad grades. The very "worst" day, what would, what could happen that would make it your very worst? Can anyone think of one? Keiko, what would be your "worst" day? Number three and Number five. Would you read those to us? Okay. Those would be your "worst" days.

Sachiko, what would be your "worst" days? Number three and eleven. "I forgot my lunch." Twelve. "I just smashed my car?" I thought since you liked ballet that you might like sixteen. (laughs) That would be a "worst" day for you, fall on the ice and break your leg.

Mio, what would be your "worst" day? I didn't put getting an "F" on a test. It could be something, it doesn't have to be on the test. Do you know what your "worst" day would be? Seven? "I overslept and miss my bus."

Eri. Have you thought of one that would be your "worst" day? You don't have "worst," I had a lot of "worst" days this year. One of them was when my dog died. (inaudible) "worst" day. What was your "best" day? What would you like to happen to make it a "best" day? Nine. "I did my homework but the teacher doesn't collect it. Okay. Anyone have another one that would make a "best" day?

Okay. "I won a trip to Disneyland during finals week." Anyone else have a "best" day?

Okay. A couple of other things I thought we could look at was this. Let's see if I can expand your vocabulary a little bit. Do you know what an "adjective" is? An "adjective"? Anyone? An "adjective"? Anyone? An "adjective"? An "adjective" is a word that describes a noun like terrible day is an adjective. Uh, "bad" day would be an adjective. Okay. Describing words.

What words could you use then that could describe, you might use if you were describing your "worst" day? Could you say, you could say, "terrible." What else? Okay. "Horrible." Take 'em right off of there. "Not good," "bad," Okay. Now we've taken care of all of those. Can you think of any others? Can you think of the ones that you'd hear in the hallway? Today was the, my "worst" day. What other words might be, can you think of any other words that could describe a "terrible" day? I've heard one. How 'bout "frustrating" because you can't do what you want to? What about "embarrassing"? Any others? "Frustrating." Could your "worst" day be a
day when you're sick? When you don't feel good? So you might feel miserable. Miserable. It's raining outside. It's yucky. You might say it's gloomy. Can you think of any others. What you might hear in the hallway is, "the pits." And that's the one I hear people say, "It's the pits." What about "best" days? Let's go the other way. Mio, can you think of one? Good. (inaudible) describe going to Disneyworld. "Glad." What about "exciting"? I know the one my son uses all the time. This is one you might hear in the hallway. "Awesome." Hear this one? In the hallways? Have you heard students say that? "Awesome"? They use it a little bit differently than we would use it. We would describe generally to describe a view that's almost beyond expectation, I can't tell you how beautiful it is. It's so "awesome." So my son uses this. Or "badness" is the other one I've heard. It's really "bad." I will put that in quotation marks so that you know it doesn't really mean bad, right? We talked about that. What about "wonderful"? "Perfect"? It's a "perfect" day. "Fantastic." Okay. So these are all words that could describe your "worst" day and "best" day. You can go from "good" to "glad" to "fantastic" depending on how good your day is. We can have, today could be a "good" day but going to Disneyworld would be "fantastic." Do you understand the difference? You might say "good" or "glad" when everything's kind of going okay. Nothing's really going wrong. If I won a million dollars, I'm going to say "wonderful."

And you choose, the words here depending on what your problem is. Maybe you're just, you might even say, "depressing." It's "depressing." "I got my grades back and they were depressing," made me feel bad. Do I have that one up here? Let's add "depressing." Someone who's unhappy all the time who's around you. You might say they're gloomy. They're always frowning or you're real miserable. You have a cold. "Embarrassing" we all know. "Frustrating." Huh, "I've been to this office and this office and this office and this office and no one can give me the answer" or "I've worked on this problem for three hours and I still don't have an answer. I studied and I studied for the test but I still had a 'D'". "Terrible" or "horrible." Not "good."

The only other thing I thought of that we might wanna do is take a little bit of time to look at some of the phrases that you might hear people say on days that they feel good. You can add any you want.

What do you say when you're having a "good" day? What phrase might you say in English? Has anybody heard, what would you say if you're having a "good" day? If somebody asks you, "How are you doing today?", what would you say? "Fine." Okay, so one answer might be if somebody asks you how you're feeling today, "I'm fine.", "I'm great." Okay. If I just won a million dollars and a trip to Disneyworld, I might say, "It's the best day of my life." Can everyone say this one? My life. Okay. Day of my life. The best day of my life.
The best day of my life. It's the best day of my life. It's the best day of my life.

"How are you today?" "You're okay." "I'm fine."

Uh, Sachiko, "How are you today." "I'm fine." I'm...Okay. In English when you are talking among your friends, if I ask you how you are, you might just say, "Fine" or "Okay" or "Great." You don't have to say, "I'm fine, I'm okay, I'm great." But this is what you need. It may be in a more formal setting you would want to say, "I'm fine." Okay.

When Americans talk to you and if I ask you each day how you are, if you don't feel good, you can just say, "I don't feel good," but I don't want to know why you don't feel good. Generally, Americans don't want to know. It's just our way of making conversation. The other thing we do is ask, "What do you think of the weather today?" Those are usually the two things that Americans use to start a conversation. When I told you I was working with my Korean students last year, if you went to Korea, the things they would ask you would be, "How old are you?", "How much money do you make?", "What are your bills?", "How much do you pay for your house?", "How much do you pay for your car?" And that is their general greeting of getting to know you. But just on a very casual...And different countries have different ways of starting a conversation and ours is usually, "Oh, hi! How are you today?" Now, we're usually looking for a short answer. We don't want you to stand there and say, "Well, this and this and this and this has gone wrong." Or, This is why I feel great. This has happened, this has happened, this has happened. Because usually we're in a hurry so you would say, "I'm fine." "I'm great." We really don't want you to even say anything about it being bad. We just want to know everything's okay, on they go. "I'm great." "It's the best day of my life." Uh, you also might hear somebody say this. "What a great day this is!" "I'm fine." "Fantastic." So these are all phrases that you might hear that express that you're having a "good" day or an "okay" day.

Have you ever been around people when they're having their "worst" day? Keiko, what might you say if you're having a "bad" day? How would you say that to someone? "Darn." You can say "darn." We won't go any further than that, okay. Americans are well-known for saying stronger words but you could say, "Darn, I missed my bus." We'll go back to the word that I hear in the halls, uh, I'm not even sure if this is the way you, they spell, in the hallway, "this is the pits" and I know you spell pits "p-i-t-s" so I'm gonna assume that we just put an "s" on it. "This is the pits." Uh, one my son used to say when he'd come home from school when he was younger was, "Nobody likes me." If he got in trouble at school and he got in trouble with his friends and we yelled at him for something..."Nobody likes me." You could also say the same as this one. "It's the worst day of my life." "It's the worst day."
Or you could say, everything is going wrong or if I'm nosy then I can ask you what is going wrong and then you can tell me all the terrible things. Okay. Can you think of any others that you have heard? At all? You want to practice saying these? Let's start with, "Darn, I missed the bus." "Darn, I missed the bus." "This is the pits." Now this one you would say in the hallway. This is informal language, not formal. But you will hear this a lot in the hallway so you need to know this one. "Nobody likes me." Have you ever felt this way? I think most of the time when you feel this way, it's usually when you're (inaudible). It's, I left out "the,"...Been around you guys too long. It's the worst day of my life. "Everything is going wrong." "I'm fine." "I'm okay." "I'm great." "It's the best day of my life (inaudible)." I have been around you too long. (laughs) "What a great day this is." "Fantastic." "Fantastic."

And it's about breaktime.

Day 5.

Did you have a good weekend? Did you have a good weekend? Do you know what a "weekend" is? Do you know what a "weekend" is? "Weekend" is Saturday, Sunday? Did you have a nice weekend? What did you do? Did you go shopping?

While you're making the lists, we'll go over, I'll just pronounce and if there's any that look like we need to talk about, we will.

Tod, today. Today. Today is Monday. Today is Monday.


Did. It's the past tense and it's a helping verb. Uh, I could say, "I did that yesterday," or I can say, "Did you make that yesterday?" You use this helping word to set up your question. Okay.

Like. Did you like that movie last night? Did you like that movie last night?

"Six" is the number six.

Book. We don't have a book this summer.

By. Mio is sitting by Sachiko. You could say, uh, Mio is sitting beside Sachiko, also.

Have. Do you have a dog? Do you have a dog? Do you have a cat? No (inaudible) either? Do you have a pet? No.
Are. Are you happy this morning? Should say, "Are you sleepy this morning?"

Had. We use "had" as a helping word and you use it when it is, an event has happened in the past and has finished in the past. Uh, "He had gone to the store many times before." It is something that's happened.


"Must" means you have to do it. "You must study for the test." You must.

Make. Did you make a kimono? Yes. Did you make?

School. You learn in school this summer.

Street. Julep Street. Julep Street is up, runs up here and this is 216 or (inaudible).

Bay. This one is hard to explain. A "bay" is, if you have a country, a "bay" might be, and this is water. Okay. A "bay" is kind of like a small area that is (inaudible) protected by land or trees where you can still swim and perhaps do some boating. But it's usually a small area of water that is somewhat protected by the land. "Bay." "Bay." "Bay" can also mean, this is as a noun form, "bay" can also mean, do you know what a "wolf" is? It's kind of like a wild dog and at night they WOOF, and that is "baying." Okay. "Baying." It's when they howl at... "Baying." Other, uh, dogs today at least that live in our country bay when an ambulance or a firetruck goes by or a fire siren goes off because it hurts their ears so they'll howl. My dog before this one used to do that, so my neighbors told me. (laughs) Okay.

Come. Uh, do you come to school five days a week? To come? Let's see. Come over to my house to play. Uh, Americans misuse "come" sometimes. We use it to mean go also and that seems to be particularly a midwestern, if you live in this area, are the group of people that misuse that. They may say "come" for "go" or "go" for "come." We interchange them. "Do you go to school?" "Do you come to school?" And we will interchange them and you're really not supposed to but the midwest does that frequently.

Uh, try to think, there's another one we do that, can't think of it. "Take" and "bring" is the other one we do, we misuse. "I take, I take my books with me." "I bring my books with me." "I bring my books with me." Okay. If you're on your way to some place, it's kind of like "immigrant" and "emigrant." You "immigrate to," "go to," uh, you "take to" a party but you "bring with." Let's do those. "Go to." You take something to a party. You would go to a place but when you arrive you're, when you're on your way, you're, you're
coming to my house or you are, but you personally are going to my house. Can you see the difference? It's the difference in the action. Uh, in both cases you are arriving but it's a difference of viewpoint. You are doing the going here maybe on your own but when you, you, but you "come to" a place. You "go to." It's hard to tell you the difference (laughs). This one you always use "with," "with" here, to "bring with." Uh, this is more of a, "He comes from my house." "Go to the store." "Come to the store." Uh, this one is more of an invitation. Okay. And this one you start the movement. "I'm going to the store now." With the "come to," I have to say, "Would you come to my house?" or "Will you come to the store with me?" Okay. It has to be an invitation. You can also use "come" with "with." "Come with me to the store." This one's more of an invitation and this one's more you just (inaudible). "I'm going to the store now." This one, you, it's more of an invitation. You use this when they talk about an invitation. Oh, I might take something to the party. I am bringing it with me. Okay. I'm carrying it with me. I may take it to. But in the midwest you will hear these used as the same. (inaudible) If you travel to California, you won't probably hear that but for some reason in the Midwest this is an error that we (inaudible). Uh, while we're talking about mistakes in the Midwest, it reminds me of the bay. You may have leading into this bay a little bit of water and it may not be big enough to be a river and we have a word for it. Depending on where you live in the United States, it will be a creek [krik]. But, if you live in Ohio, particularly northern Ohio, it is creek [krik]. Creek [krik]. But it is the same word. I live close to Kresenha Creek [krik]. But if you go even into Wisconsin, they will call this creek [krik]. Beaver Creek [krik]. Okay. But it is the same word. So in our country depending on where you are, there are some, there are differences because of where you live on how we use some of these words. It's not a big difference but I don't want you to become confused. Okay. Come.

Hand.

Ring. It can be in the bathtub if your little brothers or sisters have taken a bath and they've been out in the dirt all day long and they get out and there's this little brown ring around the tub. Dirt. That is a ring. Uh, when you can, you take a jar and we put green beans or something in it and you, when you twist this you put a metal cap on top and when you put another little one, that seals it. That is called a ring. A jar ring. But it's, it's not a lid because it's not complete. There's two pieces to it. You have a, a lid that looks like this and then you have your (inaudible). Okay. And this is, has no lid. This sits over this on the jar. So this would be a ring. So ring has many meanings. Uh, when the, the telephone, when you hear it, that is, it's ringing. So it has many meanings so don't learn just one. Uh, "The telephone rings." "I'm wearing a ring." "I put the jar ring on the c - ," on the jar, this is actually a can. No, it's a jar. Uh, "would you ring for room
service?" That means call for room service. So it has many meanings so don't learn just one. There are many. You will see them used many, many times. "There is a ring in the bathtub." If you watch television, they used to have a commercial when you're doing laundry. OHHHHH! If you, if men had dirty a dirty collar around their white shirt, you'd say they had ring around the collar. Okay. It meant that it was, because it goes in a circle, then it's...

Live.

Kill. Do you know what the word "kill" means? It means "to die." Um, you can kill, uh, when you hunt, you could kill an animal. A bird. You can kill a bird or an animal even while you're driving. Sometimes they run into the car. You read about...let me give you another word. This is the word you're going to see more often in the newspaper for kill. "Murder" means to do with, you plan out an actual plan to kill someone. The person is killed but they are murdered and that's the other word that you will see. If you read American newspapers, you may read about "murder" and that's a planned killing. "Murder."

Late. Mio was late today. Not on time.

"Let" means to give permission. Uh, "Let me do that." "Will you let me go to the store?" "Will you allow me to go to the store?"

Big. Last week we had what? We had "small."

And mother. That one should be easy.

Do you have any questions on these words? We're starting to pick up a few harder ones. They will get harder as we go.

How are your stories? Do any of you have yours finished? Did you work on 'em over the weekend? No?

Does anyone know what is special about this week? Does anybody know what is special about this week?

You went to King's Island yesterday? WHOOA! Did you have a good time? What did you ride? The Cobra. Beast. The Beast. Was that f... what kind of, uh, ride is The Beast? See if you can tell me? A Roller coaster. Yes. Very, very fast. How long did you have to stand in line? One hour. That's good. Usually it's two or three hours. Very good. Oh, I don't know, I don't remember the name of that one either. It's new one. It's, uh, a water rapid. I can't remember just what it is. I can't, that's, was it fun? Did you get very wet? Yes. Did anyone else go with you? Or just your family? Your friend. You did take a friend? I thought maybe your father had to go on all these rides with you. Did he ride all of them? No. He took pictures of you. You'll have to bring them in and show us.
That's fun. Uh, they were just building that last year, uh, I guess we were down there two years ago and they took you past it on a train so you could see where it was going to be but they did not have it done. So now she can tell you about King's Island and Cedar Point.

This week we only have four days of school. Anybody know why? Okay. July Fourth. What do we do on July Fourth? Mio was here last year. Do you remember any of the things that they do? How they celebrate July Fourth?

Well, today I thought I would read you a story. Give you a little bit of history. Okay. For those of you taking American History later on, this will help you. Okay. This tells you about how our nation started and it tells you why the Fourth of July is important. And I'd like us to look at, first of all, why we celebrate this week and I'd like to talk this week how we celebrate the Fourth of July. What you might see, places where you might go so you can, you know, enjoy some of the things we have. Talk about the Statue of Liberty this week. I have some articles and things I can show you. They're bringing in special boats for the Statue of Liberty. The high mast boats that used to come when they first came over. I have some pictures that I can bring. Okay.

This one's called, The Fourth of July Story. And I think you'll be able to understand most of it (inaudible). It's fairly easily written.

Uh, does anyone know where Philadelphia is? Philadelphia? Philadelphia? Where? What state? In what state? You don't know. How close? Anyone know how close Philadelphia is? What's it close to? Okay. Moved to Pittsburgh. Okay. And Philadelphia is also in Pennsylvania and it's probably about the same level. If Pittsburgh is on this side of the state and Columbus is here, Philadelphia is almost directly across the state on the opposite side. Very close to Washington D.C., uh, in Delaware. There's a lot of states that all come together kinda real close to where Washington D.C. is. So you'd find Philadelphia over in this area. So for us, it's probably, I'm guessing about an eight hour drive because we have to go through all their tunnels and their mountains. That type of thing (inaudible) you down. But it would be on the opposite side of Pennsylvania going towards the east coast.

Okay. "It was the Fourth of July in the city of Philadelphia almost two hundred years ago."

"Children who lived near the State House," and this is the State House. And in every state there is a State House and that is the building where the business goes on kind of like Washington D.C. has the Senate and Congress are all located in one building. Okay. And in each state we also have one building that has most of our, you put your glasses on, it reminded me. So, "Children who lived near the
State House must have seen candles lighted there on that stormy afternoon." Lots of rain. "Something wonderful was happening in Philadelphia this Fourth day of July in 1776. It was the birthday of our country. 

After that, the children were often to hear the voice of the bell that hung in the tower of the State House. Once it even woke them (up) at three o'clock in the morning!

And always the bell seemed to say:

"Liberty throughout the land,
Liberty to all the people"

So that's one of the words we probably should take a look at. These will be hard to explain because they're not things I can touch or show you. "Liberty." Okay. In this State House, one of the important things, if you were to travel in Pennsylvania to visit, one of the things you'll find there is the Liberty Bell and it was a bell that was made to proclaim liberty in our country and the bell had not cooled long enough when we first received it and we rang it before it was ready to be rung and, as a result, there was a crack in our Liberty Bell and that's what you would do in Philadelphia. It'd be one of the things you would want to see. The Liberty Bell. If you look over here you're going to see, this would be the east coast of the United States and then little places that are in red are states. Uh, different states. Uh, Georgia, South Carolina, North Carolina, Virginia, Maryland, Pennsylvania, New York, New Jersey, Delaware, Connecticut, Rhode Island, Massachusetts, New Hampshire, and Maine. And these were all the original colonies. Colonies. Do you know what a "colony" is? Okay. A "colony" is when you have one country still owns or leads this particular group and many of these were run by different countries. England had many of these because we still belonged to England. England still has many colonies. But at one time we were a colony of theirs. They sent people over to start a new land. Uh, China, India were all colonies. I don't think Japan ever was. You were under the influence many times of other countries but I don't think you were ever considered a colony. But my history may not be right. Okay. The different groups of people that came over into our country, some of them came because of religion. They wanted to do something one way and no one wanted it. So they came over here for religious freedom. Uh, many of the ones in the southern states were prisoners. They were murderers. Uh, robbers. Poor people. And England didn't want 'em. France didn't want 'em, and Germany didn't want 'em and so they sent them over here. Said if, if you go over there, we'll forget that you're a robber and you can start a new land but money that you make, you must send back to us. So it gave people a chance to start a new life. So many of the people who first came were not such nice people but they were, uh, survivors because they had learned how to survive in the street by robbing and stealing and that type of thing so they had to learn a
whole new way of life (inaudible), but it was a chance for a new start.

Okay. The Story of Freedom. "This was how it happened. This (that) is why the Liberty Bell spoke to the people.

Our country was not always the big nation it is now. The land was there and the rivers and the mountains, the lakes and the forests. Part of it still belonged to the Indians, who lived here for a long, long time. Part of it had been settled by people from Britain and from other countries across the ocean.

On the East Coast there were thirteen colonies that belonged to Britain. Each one was like a little separate country. Each had its own name. Virginia was the place where the first Englishmen had landed and made their homes. Uh, The Pilgrims had landed in Massachusetts.

There came a time when some of the thirteen colonies did not want to belong to Britain, or to the English king. They did not think that men across the sea should make any laws, or rules, for them." Part of the problem was that England was so far away from the United States. They did not know, their problems were different than problems that England was having and they felt that the people here were not giving the true picture. And they would charge them lots of money for stamps which they needed. Uh, they charged them lots of money to use their ships to send out any goods (inaudible) and it was very hard financially for them, most of the colonies to do much business. Uh, some of the colonies did better than others. Massachusetts had a pretty good money base with what they were sending out. The South needed money but they were, they didn't like the northern colonies either because they didn't want them telling them what to do either. So there are a lot of problems when they were first starting and many of those problems are still in existence today. The South still doesn't like a lot of the things the North tells them to do. This part of the country became very industrialized, we had a lot of equipment, a lot of, uh, fast manufacturing where the South is much different. If you go down to visit, they have slower, they took a lot longer time to start using equipment. They still used a lot of hand (inaudible) for a lot longer time. There are still some differences that started way back when the colonies were starting which you can still see today. Okay.

"They wanted to make all their own laws, to be free and independent. So they began to feel more like one country instead of thirteen colonies, but it was still some time before they would learn that they must all work together.

People came together in (to) many places to talk about being free and independent.
On some village greens they raised Liberty Poles as a sign that they wanted freedom. This is a "green." In many of the towns, it depends on what town you go to, we have, uh, greens or we have squares. This could be called the village green. You have a village green in Forestview. Okay. And most of the time, a green or a square says that, along here, our, the business places are going to be. Okay. And the center of the town then is left so that you have a place to gather together as a whole town and enjoy and talk and just walk together and it's usually just a grassy area. In Forestview, it has been split up. Julep Street goes this way, 216 goes through the middle of their green. So this is a green, a green, a green, a green. They have four little greens where at one time they probably had one with one main street to (inaudible). So right up here, in the four corners, is the village green for Forestview and they will refer to it as a green. They have, depending on what time of the year, you might have an art festival on the green, you might have breakfast on the green, they may serve food at times? Sometimes they have sidewalk sales on the green where they have different things. People bring in crafts and that type of thing where they, but they do have various activities throughout, throughout the year when everyone can come together and still celebrate. Uh, in northern Ohio, where I'm from, most of 'em are called squares and this city was built on squares and instead of cutting across the green, what they did with theirs was they kept their, they had crossroads that would come into the town but the business districts were all along here. So their streets are like this and they have a little place where you can drive around the actual square. You can still leave town and (inaudible) all four corners. But, it still leaves then an intact green in the center. So this would be a street going out of town. This (inaudible). Okay) But that still leaves then a center, a grassy area and then you drive around the square and can go out. Uh, Washington Courthouse has a square which is just south of here. Uh, my town was not built on a square but all the towns around me were built on a square so that you have a green in the center. Then that is not divided by traffic. There is no driving so they kept (inaudible). And most of the ones in, in northern Ohio you will even find picnic tables and sometimes they even have a little bleacher area so that you can watch, uh, when politicians used to speak and run for office, they would stand in the village greens and talk and they have little stands that they had built. They used to have bands in the summer that would come and play and people could sit around and watch them. Uh, there are no greens, or, uh, squares in very many of the major cities. Most of them are in the small village areas. Forestview is one of the dis... one in a large city that has tried to keep their idea of being small so that they kept their green but many of them are no longer able to (inaudible) because they need faster ways. People want to leave. They don't want to spend a lot of time sitting around in the green. But Forestview is one of the cities that has made a big effort to keep their old ways; having a gathering place (inaudible) go to. So this is the Liberty Pole that
you can put up and it had, uh, different colored streamers hanging off of it and it was to stand for liberty. Eventually we would put a flag up here that was designed specifically as a United States flag. They put it together. Uh, you might see a pole like this go up one other time during the year and we used to do a lot of that but it's not happening as often. The first day of May we used to put up a pole. We called it may, a maypole and it was to celebrate the starting of spring in our cities and you would have also streamers on 'em and you'd wrap them around the pole and (inaudible) a colorful pole. So those are usually the two that you might be seeing (inaudible). If you look very closely, you can see some of the clothing that they wore. It might be typical, uh, last year, un, Mio went to, uh (inaudible) village, village, village, village. I'm blank. Williamsburg. Okay. If you go to Williamsburg, which is in Virginia, you will see a square and you will see people dressed like this. Uh, you can also go into Michigan to Greenfield Village and you will see some people dressed. It's not as big as Williamsburg and they don't make a big effort going up and down dressed like this. In Williamsburg they'll come up and talk to you, okay, pretend they're living in that stage. So you would see, there are several places you can go to see actual buildings that were standing at that time and give you an idea. Uh, Williamsburg actually was where they met for a good part of the liberty, when they were writing the Constitution and some of that. That's where they were (inaudible). Okay.

"Men made fiery speeches that everyone remembered. In the colony of Virginia, Patrick Henry made a speech which ended, "Give me liberty or give me death." And that is a phrase that you will hear in history classes. "No one could forget those words."

"The English king wanted to keep his American colonies. Many people in American colonies still wanted to belong to Britain. Some of the leaders on both sides tried hard to work things out (work out things) so that there would not be war. But at last the king sent warships and soldiers to the city of Boston. The first shots were fired at Lexington and Concord, in Massachusetts." Many of the people who were here did not, did not want to become involved in a war went home to England. They didn't want to fight. Some of the people who stayed here helped the British and some fought against the British so we had basically two groups of people at the time. There were many who did not want to be involved in the war.

"Now the thirteen colonies know they must work together. Men from all the colonies came riding to a meeting in the State House in Philadelphia. They called themselves, "The Congress," because Congress means "coming together." That's where we got the word Congress.

"It was a wonderful day when Richard Henry Lee of Virginia stood before the Congress and said that "These United Colonies are...free and Independent States." It took them, let's see, probably three
years to decide they wanted to be free and it took a long time for them, once they decided they wanted to be free, they had to write a letter, a petition saying the Declaration of Independence. It took them a long time. Thomas Jefferson wrote most of the Declaration of Independence and it was very long. It's not the version you see today. And when he finished with it, he took it back to this Congress and they had to read through it and they argued over little words -- and I don't like the way he said this and I don't like the way he said that -- and the biggest hangup that kept us a long time from having a Declaration was Thomas Jefferson did not think we should have slaves. He thought everyone should be free and the southern people were not for that. They had a lot of slaves (people working for them) and they didn't want to have to turn them loose and pay them. They didn't have money to do that and they argued for months and months and months about this slavery issue and they finally decided it would have to wait until they became a nation and then they would have to talk about it, but it took a long time for them to come to that agreement. So I'm guessing it was a good year to a year and a half when Jefferson first wrote the Con_, the Declaration of Independence before they finally agreed on it. And they kept, every time they voted they were in a tie. One man became ill and went home and his replacement was Richard Henry Lee. When Richard Henry Lee came, he voted for independence. Okay. He was the one who introduced the idea. So he made the (inaudible).

"A general had to be chosen to lead the Army, so the Congress chose Colonel George Washington of Virginia. A gentleman from Virginia, well-known to all of us." Now George Washington was not a part of the Congress. Okay. He was just a man that they all knew who had had leadership qualities. So he was not really involved in the original state of (inaudible) revolution. Okay. He was just one of the few people who had had any army training at all and so that's, they called on him to do that.

"Tall, serious George Washington, in his handsome uniform, told the Congress that he was proud to be chosen. Then he went to take command of the Army.

The men who represented the thirteen colonies talked a long time and thought a long time, trying to decide whether they could be free and independent States. There was thoughtful talk and angry talk, but they were beginning to agree.

They chose a committee of five men to write down the things they believed in, and all the reasons why they had wanted to be free. It would be a "DECLARATION OF INDEPENDENCE." If you go to Williamsburg, you can see the building where they did all of the talking. It's still there and you, they might tell you you can go and sit in the Thomas Jefferson seat or they'll tell you where they sat in the actual room (inaudible). It's really exciting.
"The committee asked a young man named Thomas Jefferson to do the writing. Thomas Jefferson came from the proud and beautiful colony of Virginia, with its red soil and tall blue mountains. He was not a good speaker, but he loved to write.

It was a very big thing to do, but Thomas Jefferson was willing to try it. So, using the plain little wooden desk that he liked to write on, he began. All day, and part of each night, he sat in his rooms in a three-story brick house, writing. Often he crossed out one word and put in another." You have to understand, too, that while he's been asked to do the Declaration of Independence, Thomas Jefferson had just gotten married so he had to leave his wife to come and do this and he wasn't very happy about it so it took a while, they finally had to bring his wife to Virginia to Philadelphia so she could be with him while he did the writing because he didn't want to be there. He wanted to be home with his family.

"The other men on the committee read what Thomas Jefferson had written and gave him advice. (Wise old) Benjamin Franklin (of Philadelphia) made suggestions. So did (sturdy) John Adams (of Massachusetts, who had worked hard for freedom).

But when the Declaration of Independence was finished, most of the words were Thomas Jefferson's.

They were wonderful words that said the United States of America had the right to form their own government. This government was to be chosen by the people. If it was not a good government, the people had the right to say so and to change it.

There were more wonderful words that said that all men were "created equal," that all of them had a right to "life, liberty and the pursuit of happiness." To live in their own country, to be free to do the things that they believed in, the things that they hoped would make them happy. What more could men want?

Now the word was done, but all the men from the thirteen States had to decide that the words Thomas Jefferson had written were true and good and fair. Once again there was thoughtful talk and angry talk. Thomas Jefferson sat and listened. It was not easy for him to sit there as the Congress made changes in the Declaration.

Then the names of the States were called and men from each State said, "I vote for Independence" - or voted against it.

When the men from all the States had agreed, they signed their names. John Hancock, (was) the President of the Congress, was the first to sign. He always wrote his name in big, bold letters, but on the Declaration he wrote it even larger." And that's John Hancock's signature. There is a phrase about John Hancock that you might hear.
When you go to a store, they may ask you to sign your "John Hancock." They want you to sign your signature, okay, and it would have to be written cursive like this is written. Okay, so if I ask you to sign your "John Hancock," that means I want you to write, mine would be Barbara Johnson, but that is a phrase that came out from this, is to sign your "John Hancock." And that, what they mean by that. It means to write your name.

"The (this) story is told that on the Fourth of July a boy had been waiting all day to give a signal to an old bell-ringer up in the tower. And when Congress had voted on the Declaration of Independence, the boy called "RING! RING!"

"Then the bell-ringer pulled on the ropes and the Liberty Bell rang out:

Liberty throughout the land,
Liberty to all the people.

A few days later, on July the eighth, the Liberty Bell rang again to call the people of Philadelphia together.

Many of them came to the State House," This looks very much like Williamsburg is today if you went there, down the narrow streets, past the red brick houses. Some stayed at home because they still wanted to belong to Britain. Some did not think there should be war. Some had read the news in their newspapers. But in the yard of the State House, which later was called Independence Hall, those who came heard the Declaration of Independence read aloud.

As the reader finished, the people cheered.

The Liberty Bell rang out, and all the bells in the city were set to ringing. They rang all day and kept ringing as the stars came out in the night sky.

Liberty throughout (the) land,
Liberty to all the people."

Do you know why they read the Dec, Declaration of Independence to people? Many of the people of that day could not read so they had to have, there were usually a few people in the village who could read and so any news that was important to everybody, they would gather on the square and someone would read that to them or on the green, whichever (inaudible) and that way they shared news.

"The news had to go to all thirteen States. Copies of the Declaration had been printed in Philadelphia in a little printing shop on the night of the Fourth of July.
No telephone, no telegraph, no radio, no television to take the news. No trains, no automobiles, no airplanes to carry the Declaration of Independence. How did it travel?

Men on horseback carried the news. They put the printed copies of the Declaration in their saddlebags. "And saddlebags are like backpacks only they're on horses so they hang (inaudible). "They rode far and they rode fast, over rough roads. Over mountains they rode, over shaky little bridges, or splashing through streams that had no bridges. And when one horse was tired, there was another waiting, for the news must go on and on -- (and on).

All through the country the riders went, taking the news that the Liberty Bell had told --

(Liberty throughout the land,
Liberty to all the people).

Some people heard the news in church(es). Perhaps the minister read the words of the Liberty Bell just as they were engraved (written) on the bell — for they (had) come from the Bible and sound like the deep tones of the bell itself:

"Proclaim liberty throughout the land unto all the inhabitants thereof."

Then the minister said, "God bless the United States of America. Let all the people say Amen."

"Amen," said the voices of the fathers and mothers and the small voices of the children.

Perhaps, as a rider went through the (rich) farm lands of Pennsylvania, he stopped to rest his horse, or to tell the news to a friend who was a farmer.

Then the farmer stopped work to listen and to think about this wonderful thing that had happened.

The farmer wasn't British like many of the people in the Colonies. He (this one) spoke German. His people had come to America to be free to worship God in their own way. Now this was his own country - THE UNITED STATES OF AMERICA.

The rider went on and the sound of the horse's hoofs grew fainter and fainter. But the farmer still thought about the news. (Now) this was his farm, his land, he would always be free to do the work he had chosen to do.

There was one messenger who had to carry the news from Philadelphia to New York, riding as swiftly (fast) as he could. He was
taking a copy of the Declaration of Independence to General Washington. The General was in New York because the British ships were expected to attack the city." Some of the fighting, the Lexington and Concord shots that were fired happened before the Declaration of Independence was signed. So there were actual battles that had happened before we agreed to (inaudible) because there was so much unrest and unhappiness. The British sent their troops over and were still talking about whether we wanted to be free or not. And they were already shooting (inaudible). And most of the original shooting was in the northern states, most of it in Massachusetts where they first started and the southern states said, "Massachusetts started, let them finish, we don't want to get involved in that kind of war." So that was part of all of this that was going on when they were talking all the time. Washington was so unhappy because he couldn't get money or food or clothing for his troops because it wasn't recognized. He was expected to lead a war and no one had said we were having a war yet so that was, he was very unhappy as a leader for a long time.

"When the news came, the General ordered the Declaration to be read to the soldiers. Now they know that they were fighting for their own country.

Before very long many of those soldiers would give their lives for their country.

But at that time they were gay and full of excitement. They pulled down a statue of King George the Third, of Great Britain. It should be melted, they said, and made into bullets for their guns. General Washington did not approve (like) this. He thought the people should celebrate in an orderly way." (Not be destructive or do that.)

"All over the country the people were excited and they were not always orderly. They went through the streets carrying pictures and figures of the King, and threw them on fires they had made. Bonfires blazed, bells rang, people cheered and shouted." Can anybody think of a, in our school every year we have before Homecoming we have a bonfire. We used to and I, they don't do it anymore, but it depends in what school you were playing. They used to stuff, they would take an old uniform so if we were playing Coopersville, we might put on a, put it in, dress a dummy in Coopersville colors and you'd throw him on the bonfire so that it would burn to show that they wanted to win. And we still do that today. That's something that has come down from when they threw pictures of the king on the bonfire, getting rid of. So we still do that every year. We do that in the fall and it's always before our Homecoming Dance that we have a bonfire.

"It took a long time for the Declaration of Independence to travel to all the thirteen States. It was two months before it came to the states far down in the South" (the southern states knew we had
voted). And so it took 'em, so it was two months later they found out we had a Declaration of Independence. So it's slow travel by horseback.

"In one small settlement on the border between the States of North and South Carolina, there lived a boy named Andrew Jackson. At that time many people did not know how to read, but Andy had been to school, and he had been able to read since he was five years old. Now he was nine and could (even) read the newspaper to people of the little town.

So when a copy of the Declaration of Independence arrived, a group of people came (eagerly) together to hear Andrew Jackson read it. He had to practice it first, so that when the time came he could read it clearly, and not stop to spell out the long words.

He began: 'In Congress, July 4, 1776
A Declaration by the Representatives of the United States of America'

He was only a boy with freckles and sandy hair that never seemed to stay in place. No one could have guessed that some day he would be the seventh President of the United States (of America).

All this time, while the news was being carried, and for several years after that, the American Revolution, or war for freedom, went on. General Washington was leading his army. It was a hard war, and sometimes our soldiers were cold and hungry. Sometimes they had only ragged clothes to wear, no uniforms, and no shoes for their feet. And many of the soldiers were only boys, fifteen years old.

Sometimes it seemed as if the British soldiers, in their fine red coats, would win the war. They won battles and captured towns and cities.

When the British were coming to Philadelphia, the Liberty Bell was taken down from its tower. It was hidden under the floor of a church so that no enemy soldier could find it.

The Congress had to move from Philadelphia to another city—and another—and another. Always, the Declaration of Independence went with them. The Declaration was taken to many different places. Once it spent the night in a barn.

It was a dark and sad time for the United States of America. But some of the countries across the sea in Europe sent help.

One day a young (French) general named Lafayette (from France) landed in America. He brought the news that ships and soldiers were coming from France to join the Americans in their fight for liberty.
Even brave General (George) Washington had tears in his eyes when he heard this wonderful news.

Soon the French arrived.

At last the war was over, and the United States of America had won it. The battle that decided the war was fought in the State of Virginia. Some of the first words about Independence had come from Virginia, and there, on the battlefield of Yorktown, the British surrendered to General (George) Washington. They gave up their flags and put their guns on the ground. When the news reached Philadelphia, the Liberty Bell rang at three o'clock in the morning.

Not long after this Britain agreed that the United States had a right to be free, and that they were a new nation. As time went on, Britain and America became friends. Many people in Britain had not wanted the war at all.

The soldiers went back to their homes and their wives and their children. The Liberty Bell was taken back to its tower in Philadelphia." And this would be American troops when they did have uniforms. Most of the time they did not have uniforms.

"The States still had not learned to work together as one nation. They needed a strong leader. And so George Washington was chosen by the people to be the first President of the United States of America. John Adams, who had helped with the Declaration of Independence, was the second President. Thomas Jefferson, who had written it, was the third.

Independence Day, the Fourth of July, became our most important national holiday.

Now the Declaration of Independence is in the city of Washington, where many children and grownups go to see it.

The Liberty Bell is in a room in Independence Hall in the city of Philadelphia. It is a very old bell, and it is cracked and cannot ring anymore. But it is still a very wonderful bell, and on it we may read the words:

"Proclaim liberty throughout (all) the land,
Unto all the inhabitants thereof.'"

A couple things that you will want to, I'll help you with for your history, give you some answers before you (inaudible). We changed, uh, Americans at that time changed the way you fight which I always thought was kind of interesting. If you have not read any European history, you will notice that they always, everybody said the generals got together and said, "We're going to fight today at 2 o'clock." Okay. There were no surprises. You just agreed we're all
going to meet at this field at two o'clock and we're gonna fight. And those sides would like up very nicely. One group here and one group here. And they would shoot each other and they thought this was the gentlemanly way to shoot. Now when people are in nice, straight rows, it's very easy to shoot a lot of people all at one time. Well, Americans didn't have a lot of people and so they couldn't line up like this. They thought, "If we do that we'll all be killed and we won't have any people left to fight." So they started, the British came, would come along in their nice, neat little lines and we would stand behind trees and shoot. We wouldn't come out in the open and let them shoot us. And when they would line up in nice, neat little rows, it was very easy to kill a whole row of British and they didn't like that. And that was one, a way that we changed the battlelines. We never agreed to, when we were in a fight, we always shot behind trees. We didn't get down on our knees and line up so that everybody could shoot us, but for hundreds of years this is the way battles were fought. (inaudible) If there's not many in numbers, you shoot from behind trees. Once in a while, we would meet on a battlefield but it was not, most of the time it was hiding behind, uh, tree trunks and all the different kinds of warfare that you see today so that's one of the things that we did that changed the way wars were fought. They thought we weren't very gentlemanly. "Shame on us." We weren't, we just thought we weren't being stupid. Uh, the soldiers that fought for the United States had already been, when they signed up to work for George Washington, they were only, they were going to go back home and farm. They only took time off long, they thought six months they could miss from farming and then it would be time to go home. So he had a hard time when he had soldiers coming every six months; keeping them trained so that they could fight. And a lot of them would get homesick and go home. Just leave so it was a very hard way to try and fight a battle and George Washington was very frustrated (inaudible). Okay. Uh, so this was not an easy battle. So every year on the Fourth of July, this, the Fourth of July, stands for the day that we declared ourselves free. It does not mean that it's the day that we signed the document. It doesn't mean the day we have a Constitution. Okay. There are a lot, it took, uh, it wasn't until I think the next to the last person signed our Constitution, something like '91, 1891. But I have understood that since then that there is a state's name who was not on the original document and was just signed within the last two, three years. I don't know what state it was that had not signed it. I'll try and find out for you. But there was one state they missed. They are, the person was sick or whatever when they did it and so it wasn't until just a couple years ago when we celebrated our in 18__, 1976 that the other state finally signed our Constitution that we originally (inaudible).

Did you have any questions on at least how it started? You probably have read some of this in your Japanese History or World History (inaudible). I don't know.
So this week they will be preparing for celebrating and we will talk about the different things during this week that you will be seeing on television or parades that are available or what you'll be seeing this week (inaudible). A lot of it will deal with the Statue of Liberty this year.

Let's take our break.

Day 6.

I think we should start by letting you read your stories to us. Are they finished? Are your stories finished? They are finished. Ah, you're still working on yours. Okay. Would you read it nice and loud? (inaudible) Who wants to go first? Just Mio? Are you ready? Would you like to read to us? Really loud so we can all hear you.

Are you finished with your book? Are you finished? I have not read yours so it will be a surprise. I utterly, utterly. Very good. Very good.

Can I see that? Oh, such good pictures. Are you going to color it or are you going to leave it finished? Very good. You have done a very good job. Some people aren't done yet. (laughs)

Did you work on sentences at all? With the words I put up yesterday? I thought we would review them and I (inaudible)... I have to ask a question of all of you. When you finish with your books, may I keep them? I'd like to put them in a folder and show the students that this is what we could do with some other stories as examples. I also have to give a speech and show students' work, but I won't tell 'em who did it. But it'll be in Miami and no one will ever know you there. Okay. (inaudible) Thank you. They are very nice. I can't draw like that. I could cr__, I could stay up all night and wouldn't even get one little one done. My son draws well but I don't. I'd be in trouble if I had to do something like that.

Let's try these and see how you do. I know some of you aren't quite done with your sentences, but let's see how you do with 'em. Most of the words I think you know anyway.

Mio? Mother. Can you make a sentence with "mother"? Will she?

Yes it is.

Okay. Make any sentence with the "make" word. Okay.

Big. Mine is too. Well, not real big, but she's plenty big.

We are going to (inaudible).
See. When little kids are playing, you might say, "let," hear somebody say, "Let me go!" and they're holding on to each other fighting. "Let me go!"

By. It's not a very good "y" but it's "by." Okay. (inaudible) Okay. By your house.

Street. In the street.

I have a card in my hand. Very good.

Like. I like to draw.

Bay. Bay at the moon. Very good.

Ring. The telephone is ringing.

I walked. Okay.

Had. I had a dog.

Live. I live in America.

Kill. You will kill him. My husband killed a bird yesterday. It hit the car and when he came home it was still sticking on the car. It was very sad and I made him take it off and bury it.

Must. Must. I must use English in America. And we're back to the beginning again.

I heard a grammar problem while we were doing this so we probably should review this. Keiko had trouble with this and I, I have heard it before and I th___, thought maybe we should take a bit of time (inaudible). This seems to be a grammar structure that bothers a lot of you during school. When you have a verb, "I am going," most of you always use, "I am going to." And you would say "to the store," "to shopping," "to horseback riding," "to the play." Okay. But we do not really do it that way. If you use "to," you must have the and a noun here. Okay. If you have just the word like bicycling which is taking a, uh, making an -ing word at the end, you do not use "to." It is just, "I am going bicycling." Do you understand?

Keiko? Make a sentence with, "I am going." Choose one. Any of those. "I am going to the shopping center." How is shopping center different from shopping? Can you tell me? Very good. Okay. So when would you use "to"? What's a better reason? You use "to" when you're going to... Those are what places? When did you use "-ing"? When you used shopping, what was your reason for not using "to"? Because it was what (inaudible) "to"? And that's usually an action when you do that. Going shopping. So you would not use "to" with an
action. That's kind of what you're saying. "I am going to the... that's going to the place..." So when you have a place, you use "to." You gave me the difference when you told me why this was different from this one. Okay. "Shopping" is a doing and when you have a "doing" like a bicycling, horseback riding or shopping, you would not use "to." But if you are going to a place and it's to the store, to the play, to the shopping center.

Sachiko? Can you do a sentence for us? This sign means nothing. Okay. You can say, "I'm going to the store" or "I am going shopping." Okay.

Keiko? Can you do one for me? Okay.


Sachiko? I am going shopping. Very good.


So we could do, uh, you could go running, motorcycling, "I am going to the library," "I am going to school." So there are a lot of them you could say. To school. We could do school, library, grocery store, park, to the park. "I am going to Cedar Point, I am going to see the Statue of Liberty." Okay. But "I am going riding, I am going driving." Let's see, what else could you do? There are probably a few more that I haven't thought of but those are (inaudible). I am going swimming. Okay. Everyone understand? When to use "to" and when not to? No? Yes? No. Yes, you under__, no I, no I, let's see, how is it in Japanese? No, I understand, right? Okay. Takes me a wh__, I forget about that sometimes.

Okay, I brought for you a picture today and yesterday and we talked a little about why we celebrate July Fourth in our country. Do you have a day like that in your country that you celebrate? To show that you honor your country?

February 11? What do you do when you celebrate February 11? What kinds of things do you do? Do you have school that day? No school? That would be important because that would be during your school year when it's February 11. Ours, July Fourth, is never during school except summer school. No school. Can you go shopping and do all those kinds of things or is that different? Okay. Can you bank on that day? Can you go to the bank? The post office? No bank? Banks are closed. Post office closed? Maybe. Okay.

have special foods? Do you have fireworks? No. Students like getting out of school. I think American students do, too. You play with friends. Do your fathers have to work on the Fourth of July? Do your parents have to work? Okay. So it might be a holiday for parents, also. Can you think of anything else you might do? Do you have special foods? Does everybody rest? Is that a rest day? Rest day? Think of anything else that you do (inaudible)?

Okay. In America, this would be true. We generally do not have school on the Fourth of July because it's summertime but summer schools would not have any. Many of our stores are closed or the ones that are open will have special hours. They might have like Sunday hours so that they close at seven o'clock or eight. You cannot go to the bank in America on July Fourth. It'd be closed. The post office is closed. It is generally a holiday for parents because there are very few businesses that work that day. The other thing you will find on that day will be no government working. No government offices will be open. They'd be closed. Uh, libraries will also be closed. We might have, we generally don't have History of the United States in ours but there might be special historical things that might be on T.V. This year we will be, they'll focus on the Statue of Liberty because she is a hundred years old this year. So this will be special. Uh, we might do this when we have a Bicentennial or when the country was a hundred years old they had something special in, in 1976 was two hundred years old then we had a special program, but we don't generally have a special T.V. program. Uh, the kind of thing you might see is on Channel 4 on Thursday night and I will get the exact information to you. They usually have a special lighting and a special fireworks downtown along the river and they will have that on television and Channel 4 was responsible for getting a lot of the lighting on the Leveque Tower about two years so they have an exclusive right every year to show fireworks. So you will, you might see part of it on Channel 6 and 10, but they won't be there. They won't have it live on television. So you might have a special program like this.

Uh, we use July Fourth as also one day to appeal for money for, uh, different groups of people. It might be to help, uh, mostly charities. So they might ask you on that, uh, you may see a lot of different things where people are working for medical, uh, money for research for kids who might have multiple sclerosis is a later group but it might be (inaudible), uh, and it might be for MS, it might be one for, uh, CP, cerebral palsy, but it's usually, they'll have entertainment and that kind of thing on television and I don't remember what this year's is. I've seen it in the newspaper but it's, I'm blanking at the moment, uh, but they may have a charity (inaudible). When they do that, then they may have, uh people come in and sing and dance and do different performances and I can't even tell you who's going to be on it this year. There are some very big names who are doing this. This is not as common on July Fourth as it is on Memorial weekend or Labor Day weekend before school starts. We
generally, do mar , the telethons where there are maybe forty eight hours, a day and a half or two days where they will have a lot of entertainment. People donate their time. But there are a lot of charities on July Fourth. Uh, maybe not quite nationally. There is a national one this year and I, I'm going to find out what it is so I can tell you about it. Uh, many of our kids will play with friends. It may be a rest day. It is generally a day for families to get together and they traditionally have a picnic so you go to the parks and you swim and you play with your friends and a traditional break , a traditional lunch, uh, July Fourth is going to be the all American hotdog. You'll see hotdogs. They'll have different kinds of salads like potato salad or macaroni salad, uh, macaroni salad, maybe hamburgers, but this is more traditional. Okay, so they may have hamburgers. There's usually one of the first times when we might have watermelon. Up north, where it's fresh, and this is usually on a grill where they'll cook outside. Okay, so most of it would be cooking that was outside. The rest of the foods will be , will probably be cold because they are, are things you can take to a picnic so they'll probably not be too much of a hot meal. Okay. And it's usually the, a very light where they're eating hotdogs and different kinds of salads that you can put together and the traditional dessert would probably be, uh, watermelon that day or you'd eat strawberries or some kind of fruit or cakes and cookies and that kind of thing. But that would be the traditional July Fourth. Just things that you could take with a picnic. Some people will do chicken or some people will make, uh, steaks or that type of thing but hotdogs is what they used to have and sell. Uh, lemonade might be the drink. If you'd gone to earlier times, they probably would have lemonade stands and they would have something on the village green and everyone in the town would come and eat and it'd be kind of a potluck. Everybody brought something and you just ate whatever they brought. Uh, today we don't have as many community dinners and lunches. It's more family or neighbors getting together. When I first moved into my neighborhood, they had three picnics in the year. We'd close off our street and no one can drive down that street and we have what we call a "block party," And we do it on Memorial Day, July Fourth, and Labor Day and everybody brings food and everyone eats and we have activities that the kids play. Several of the people have swimming pools so they can swim. Uh, where I live, there is a baseball diamond so the parents, men will play baseball with the kids and so we'll do something like that. So you might see something like a block party and that no one can drive down the street. They actually barricade it off (inaudible). July Fourth will be more traditional family but some of us still do block parties. That's probably because many people who live in Columbus do not have family or their family's a lot farther away and so they have some kind of celebration and get together with your neighbors or other people who probably don't have families. That's probably the main reason why our family unit is not as strong as it used to be. We have so many people having to move to different places to get jobs. But a hundred years ago, it would be definitely a family get-together. And this
week, this time you luck out and it's a three-day weekend because it's Friday, Saturday, and Sunday so you do a little more traveling or visiting. So there may be more people who go to Kings Island or to Cedar Point or to some other interesting places because they do have three days off and they see it as a chance, a chance to take a short trip someplace.

Uh, we generally celebrate it with a parade. Do you know what a "parade" is? Do you have parades for your holiday? For this holiday? On February 11? Do you have a parade? My son will be in a parade. This is a little article on what parades are that'll give you some examples.

Okay, "America loves a parade, and almost any special occasion calls for one. Parades march down the main streets of every town on holidays such as Memorial Day or the Fourth of July. At other times there are animal parades, children's parades, antique car parades, and Western parades. No matter what the occasion, parades always include" (have) "marching bands, celebrities," (who are people who are well-known) "clowns, and many floats. The floats are decorated with crepe paper" (which is a very soft, stretchy paper) "or flowers and may carry a queen or a clown. One famous American parade is the annual St. Patrick's Day parade" (and that's when everyone would wear green on St. Patrick's Day) "which travels down Fifth Avenue in New York City. Another famous parade is the Tournament of Roses New Year's parade in California, where there are more than fifty floats made from real flowers." And that's always honoring the New Year's but it's always tied up to football on that day and I have a picture here that shows you some of, this is what you might see, uh, parades where you have marching bands this is, uh, clowns. You won't see elephants around here in a parade but this might be a circus parade before a circus comes to town. You probably will see some of the military people march, dress up. It is a traditional day where people who are, who were in the World War I or World War II, World War I (inaudible) but World War II or Korean War will wear their, uh, they wear what we call American Legion uniforms. They are retired and belong, it is a, American Legion is an organization for people who have been in the Armed Services before and then you pay your dues and you stay in it and they will march so that you will see a military type of (inaudible). This is an example of St. Patrick's Day. On St. Patrick's Day, you will always have a cloverleaf and you will always be wearing green on that day and around here they even drink green beer. They put food coloring in their beer and drink green beer. So St. Patrick's Day is a little more of a party type than July Fourth. Uh, on July Fourth, you would see floats where they dress, uh, children might ride bicycles and you have to wrap 'em all up in red, white, and blue and they'll ride their bicycles and they'll all be decorated. Uh, you'll see, they don't show it in here, Uncle Sam. Do you know (inaudible)? Uncle Sam? He generally is on, he'll have very long legs, I don't know if I can even draw this (laughs) but he'll have his hat and this will be white and blue
striped and he'll be an old man and he'll have a beard. Okay. And he'll wear this, this'll be like a blazer and his pants are usually striped, they'll be in colors. Have you seen this figure? I don't know if you can even tell." (laughs) Uh, then he has a white beard and usually somebody will, he's usually this tall and he will put wood here and walk on it to make himself very tall and that is kind of something you would see if you went to an American parade on the Fourth of July. Oh, there'll be bands marching. It may be big bands or little bands. Uh, another thing you see and I don't, I don't know where there are dancing groups, children's groups who are in ballet or tap dancing. They will march also and I'm not sure what that came from except it gave them a reason to walk in a parade.

Uh, you will see Boy Scouts, Girl Scouts, usually will be marching on that day. Uh, each community will have a parade. Coopersville will have, Jefferson will have one and they're all at different times and then there'll be a big one downtown. So each of your communities will have one and here it will probably be mainstreet. They always have something in Forestview on those days. (inaudible) and give you the da__ times. Everyone's parades are at different times. Uh, ours is always at 10:00 and there'll be people who might throw candy to children. That would be something that you would see and usually on July Fourth evening. There will be fireworks and I would guess for you the best place to see fireworks would be to go to Hidden Valley High School. In their stadium, you can go in and they have their fireworks and it's very safely done. It's quite a ways out, but there's, you can see very easily there and I will get the information to you on, um, when theirs are. They usually have entertainment before and as far as I know it's free. That's where we usually go just because it's an easy place to go and see. Uh, Thursday night there will be fireworks down on the river and that's a fun thing to do. It is very crowded and there's lots of people and if you want to go down and stay you will have to find a place to park and it may take you a long time to get home but that's very pretty because it's out over, over the river if you can see those. Those are ones that you will be able to see on T.V. also. They won't be as pretty on T.V., but you can see them. If there happens to be a baseball team in town, like the Clippers if they were playing that night, they will have fireworks on a couple, each night of the weekend when it falls like that. Uh, if Cincinnati Reds happen to be home, they will also have a fireworks display. So most of the major sporting events will also do that so that gives more people a chance to see some fireworks. So, uh, when I was first, when I first came to Columbus, we used to go to them at West High School which is out on the west side of town and theirs, the way theirs, it was, there are too many houses too close and they used to drop on top of you and so they have outlawed that. Generally, you will have in the place like, uh, Jefferson has a huge hill out in the country that everyone can go and sit in their part and you can see them then for a long distance. They're safe, they're not gonna have burning things falling on you so, uh, most of the places now try to choose things that
are a little safer for the (inaudible). That's why I like Hidden Valley Stadium because they take 'em, they actually set them off out on the soccer fields and they come up over the stadium and what falls will fall on the actual football field and they have people out there who will (inaudible). It won't come anywhere near where you're sitting so it's fairly safe and that's a nice place to watch 'em so you have a seat. You go down on the river, you will probably be sitting on the ground or standing. That's why I like going to Hidden Valley. I can sit and watch 'em and they're very pretty. This year the ones at the river are supposed to be the best they have ever had and they've spent a lot of money on fireworks. Actually, from my house, I can watch them downtown, I can watch them from Jefferson and watch them from Hidden Valley and I can see them coming up from all sides. So it's kind of fun to even just to stay home and watch them.

Do you have any questions as far as what you might see on the Fourth of July?

This year you will see a lot on the Statue of Liberty. Have any of you seen it? Have you been to the Statue of Liberty? But you have seen it on T.V.? Have any of you visited the Statue of Liberty?

Up until (inaudible) you have not really been able to go inside of it this past year. They had the, they're fixing it. Does anyone know how we got the Statue of Liberty? That was brought here? There was a party and there was a Frenchman who was a very good designer of statues and had been doing this for sometime and he had been asked by a very wealthy man, a Frenchman, to do some statues for him and he decided that he liked America very much and he wanted to give them something and he thought it would be really nice to come up with some kind of a statue that could be given to the United States that would represent what he thought America meant and he saw America as being the Enlightenment.

And this is a big word for you. But you will hear this word in World History. Let's see. "Enlightenment." Okay. Do you know what the word "light" means? "Light"? Okay. That you have a light in the room. It makes you see better. "Enlightenment" means very much the same kind of thing. It's that you can see into the future. Um, you're willing to, uh, look at the whole to accept other people's differences. If they want to believe one thing, you will accept that if they do that. Uh, if their behavior is a little different, you're willing to accept that and that's what he saw. America as being very tolerant, very willing to let anyone come and if they could make their way, fine. You know, all the better. It was kind of like he thought should happen. Uh, when they first started, he gave some money to start building it, but he felt that Americans should also give some money. So Americans were responsible for putting up the base for the actual statue. We had to pay for that and the money did not come very easily because many of the people did not want the Statue of Liberty and they really thought it was not very exciting to
have and the money actually came from forty people so it was a very
small number of people in the United States and their names are
actually engraved on the (inaudible) of the base. So they worked
very hard to get anyone really interested in this. It wasn't until
it was actually lit and (inaudible) saw it and saw what it really
represented that the change came but first they thought it was a
crazy idea. "A statue? We need another statue? Right."

So that's how we actually received it.

There's some pictures in here which I thought were rather inter­
esting because they are printed for the very first time and it shows
them bringing the statue over. Let me get to the right part. Here
we go.

This shows the actual building when they were putting it up and
some of the things that they were doing when they (inaudible).

This is Frederic Bartholdi's actual room and this is the man who
actually designed the actual statues and this is where he is working
on the hand, the actual torch. They sent the torch to the United
States for awhile while they were working on the rest of her to get
them interested in this so they might come up with some money. And
these are some other liberty, liberty statues that he thought about
and worked from when he started 'em to get some ideas on what he
wanted to do.

And this is the size of the ear, was. This is still in France.
This is when he first started molding and trying to come up with a
size that he wanted to work with and this is still in France at his
home. So that'll give you an idea of the ear in comparison to the
rest of the house.

We, when were, I guess when they were doing the actual refurbish­
ing, when they were fixing the Statue of Liberty up, if you notice
in here there are some dents, uh, where the actual (inaudible)
supposed to be? There was a dent kind of right in here. The wind
blew one day and I guess her arm moved and one of these spikes that
are sticking out here actually dented it so they moved this. They
took and repositioned one of the spikes that did it but they left the
dent because they thought they should do that to show (inaudible).
There are seven of these and they're not really sure why there are
seven, whether it was representing the seven continents, uh, the
universe, or what his real intent was. Uh, I don't know what the
United States has come up with a reason for (inaudible).

And these are the chains that he felt, the chains at the bottom
are supposed to suggest, uh, a symbol of freedom and when they, if
you go to France or into Germany or many other places where they have
beautiful statues or even Italy, you're going to find that whenever
there are chains, this is supposed to be a sign of freedom. Okay.
At first he wanted to have them in her hand but he thought that would be too obvious. He didn't want to make anything, that big a deal about it so he did put them in and they're actually supposed to be coming up from under the edge of her skirt. So you will find those at the bottom of her skirt.

That tablet that she holds in her hand is supposed to represent justice, that everyone has the right to court of law, your day in court whenever you, if you should be picked up. This is the day we signed the Declaration of Independence in Roman numerals, July 4, 1776. In the original design that was not there and just before they sent it over to the United States, they decided to add that so that was added after the idea (inaudible).

And this is the torch and they've had a lot of trouble with this torch because it's not quite what they wanted and there were lights on the outside when they first got it but there was too much reflection so they took it off because it was bothering the ships when they came in and so the light that's actually been left, that is not a part of the original sculpture. It was redone and the (inaudible). This is what has been up there for all these years. It is supposed to be like a stained glass so that when you're looking at it from a distance, it's all gold but if you were to come up close to it, it's done like this.

They hired Frenchmen to redo this and we are going to have a flame like originally was put up here and there will be light around the outside and they will once again go back to the gold. They've tried, they have since this originally was built have come up with ways so that when you light it, it will not hurt sailors' eyes or boats coming up.

If you notice, there are streaks kind of in her face. It makes it look like she's crying. Okay. That is from the weather and they cannot fix that because if they do, it will ruin the metal that's on the front of her face and they'd have to redo the whole face and so they decided to leave them on her that way. The rest of her was just basically cleaned up and inside structurally (inaudible).

And I can show you here some of the things that they did.

This is the group of men from France who came over and rebuilt this. Okay. They used basically the techniques that were first designed and have just added these modern techniques.

This was the torch when they were taking it out.

This is the actual making of the new torch. When they were finally done they took gold, very light gold and they sent it (inaudible). Five thousand dollars worth of gold, very thin gold that was
pressed on the outside of it when they were finished so it is made of actual gold.

If you look at this map right here of the inside, it will show you what they have worked on. It has cost them two million to just fix this torch. They had to make this arm stronger so they went inside and they put up new metal and that cost them and into the crown five million dollars. Okay. They washed the outside of her. They had to strengthen all the, the whole interior part was getting a little loose and so they decided to come up with a different way of putting together steel beams and they have learned a lot since she was first up so that they have reinforced her and they figure she should last five thousand, another, uh, last at least another thousand and without having to have any repairs done. So they have really come up with a way that's better inside to keep (inaudible). But that cost about three thousand, three million, three point three million to redo the insides (inaudible) this section. One point two million were put in a new escape elevator. They have an eight, seven million museum. Uh, they had to put new water, water and new heating system, some electricity in. Uh, they had to do waterproofing so when it rains it won't get in there. And that's probably a little over six million. And they put up a new transportation system which is six point four million. So there's a great deal of money involved in the actual refurbishing of this.

Up here they give you some vital statistics.

She is a hundred and fifty-one feet one inches tall.

Her nose is four feet six inches. So she's about Mio's size, maybe is her nose. (laughs) Maybe a little shorter than Mio, but very close.

Her index finger is seven feet eleven inches.

Her fingernail is thirteen by ten so her fingernail is probably about like that. Thirteen by ten.

She weighs, well she wouldn't want everyone to know how much she weighs. She weighs two hundred fifty tons and a ton is equal to two thousand pounds. So in English we would have her weighing, she weighs two thousand pounds. She weighs five hundred thousand pounds. She probably wouldn't like that.

Her waist, which she probably wouldn't want anybody to know either, is thirty-five feet. (laughs)

And there are about two million visitors that come here every year. I know you have to pay to go up there and I assume since they have had all this (inaudible) the price will probably go up some for you to go and visit her but it is something that is really very neat.
And we’ll take our break.

Day 7.

I have some books I want to share with you today but I think we have a couple, well, Sachiko’s going to share hers, right? And I brought Mio’s back thinking maybe Keiko would come and we could show her.

Would you read your book? Oh, I get to look at it first? Your “worst” day. Uh, we have the same problem in our house where someone flushes in the other bathroom and it’s, oooohh, (laughs), hot water! Okay, would you read it to us?

Very good. Very good.

When I’ve listened to your stories, there’s a couple of little things that I thought I should talk about. Uh, do you know what words you always use when you say, "I______ a cold?" "I caught a cold." And for, in English, we always use the past tense. "I caught a cold." Okay. It’s because you already have it. When you’re saying it to someone, you’ve already, you already have that cold so you would always use past tense. "I caught a cold." Could everyone say that? I caught a cold. Again. A cold. I caught a cold.

Okay. And let’s see. It doesn’t, I guess it really doesn’t matter whether it’s "I was" or "I am taking." You would say, "I am taking orchestra." Do you see what I have missing here? You do not use "taking the," uh, and I can’t think of exceptions to that. You can say, "I take orchestra." You can say "I am," the only time I can think of an article being used after "taking" is, "I’m taking a test." You might use "the" if it’s like the big test. Okay. You might sometimes hear somebody say that, "I’m taking the test." It may make the difference whether you pass or fail so you might say something like that but most of the time you’re going to hear, if any of the articles are going to be used, it’d be "a." And this is something I hear a lot in class. Uh, let’s see. "I am taking the study hall." We were talking about your schedules. I have heard that. "I am taking the math class." Okay. You would just say, "I am taking the math class." Okay. You would just say, "I am taking math class." "I am taking English class." "I am taking study hall." But I do hear that a lot in the fall when we first start class and I thought maybe we should spend just a minute to talk about it.

There’s something else. Oh. Another one I’m, I’m starting to hear some confusion among you and this is a vocabulary word. Okay. And you’re not, you’re not the only one who does this. I have seen this in some writing, uh, when you did your winter stories.

People fall or, "I fell on the ice," and I’ve seen this one being used whenever I, I might hear, what I’m hearing is, "I fell the
eraser," okay, when the eraser fell to the floor. What really is happening is you drop the eraser or you drop the ice cream cone. You can say, "The ice cream cone fell to the ground," fell to the floor because it's doing the falling. It's doing the falling. If I fall, "I fell on the ground," I'm doing the action. But when you say something like I, the difference here is, I'm doing something and this is what's actually doing the falling and it comes after the verb. Okay. So when it's after the verb you need "dropped" but when it's bef__ , when the thing that's doing the falling is before, then you can use (inaudible). If I said, "I fell the ice cream cone," who's doing the falling? Who actually falls when you say this? I do. No, the "I" does. Okay, because this is before the verb "fell" so this is what's supposed to be falling but this is what you want to fall so you have to use "dropped" to get rid of so that I'm doing it and I'm causing it to fall. Okay, so when you want it to be a cause then you'd have to use "dropped." If I want it to be, "the ice cream just fell to the floor," then it has to come before fell. And I've heard a lot of that confusion. Keiko was asking about this Monday so I, "She's dropped the book," she said, "Is that felled?" So there's been several (inaudible). So whenever there is action and you use "fell," whatever comes before "fell" is the one that, is the thing that's supposed to be doing the falling. Does that help? "I drop my book." "I drop my pencil."Uh, "I dropped the ruler." "I dropped the paper." But I could say, "The ruler fell to the floor." The book fell to the floor," or I can say, well, that's good. So that'll help you, I hope, with some of the confusion that you might be having. Any questions so far?

Does anybody remember, let's review a little bit about what you learned about the Fourth of July. Can anyone tell me why we celebrate the Fourth of July? Who can tell me? Why is the Fourth of July important? Can anybody tell me why we celebrate the Fourth of July? Why do we celebrate? I'm going to write that word up here, too. Celebrate? Why do we celebrate the Fourth of July? What does it mean? Why do you celebrate the February, February, why do you celebrate February 11? It's to honor the people who built a new country? Would you say that? Uh, who are the people who built the new country?

For us, also, July Fourth is, when I read this story to you, what happened on July Fourth? What did Thomas Jefferson write? Do you remember? What was the name of the paper that he wrote and everyone signed? Do you remember all of it? Anybody remember? Declaration of Independence. "Independence" means that you are going to be on your own for you to b__, we declare ourselves separate from England and we're going to do everything our way. Okay. "Independence" means, and we talk about kids having either "independence" or "dependence" from their parents. If you, I took this "in" off of here, "dependence," it means that you depend on people. You have, mother and father provide food for you, clothing, place to live. If you're "independent," you're going to live by yourself and take care
of yourself so that's how we would talk about it in, in terms of your
family. "Independence" and "dependence." Okay. So for us it is a
sign of freedom and for most cases that freedom, you can do what you
want as long as it doesn't bother somebody else or cause them prob­
lems. So some of the things that you might hear on T.V. or see in
the newspaper might be issues that they talk about. Smoking. Does
that bother somebody else's airspace? And that may end up before our
Supreme Court, deciding whether we can do that, whether you're
allowed to smoke in public places. It's a very big issue in Ohio
right now and I understand it is in, in Cincinnati right now. It's
in their court system to decide whether you can smoke in any office.
They may ban it from all public transportation; offices, restaurants,
any place where a lot of people go. So that will be something they
have to decide whether everyone has the right to clean air or is that
something that we take for granted? The original writers of the
Declaration of Independence smoked. They smoked a lot so I don't
know how they would have felt about something like that. That was a,
they liked to smoke their pipes and do all those kinds of things.

I brought for you today two stories. Uh, one is called
Relatives are Coming and, uh, one of the things about the Fourth of
July, Memorial Day weekend is usually the start of the vacation
season, but the Fourth of July there will be a lot of traffic on the
roads and so I thought this might be kind of fun to look at people
coming to visit you.

There's something else, a new law that goes into effect on the
Fourth of July. Do any of you know about it? It involves cars. In
the state of Ohio. In the state of Ohio, starting July Fourth,
people who are in the frontseat must wear seatbelts. Okay. Up until
the Fourth, they could stop you and tell you you should wear them.
Okay. But as of July Fourth, they can give you a fine. I believe
that is twenty dollars for the driver if they're not wearing it, and
ten dollars for a passenger. And one of the ways you can, instead of
paying, they're going to allow you to come into school districts,
like you might come next door, uh, and watch a movie where there's
accidents so you can see why you should wear one. But it is import­
ant starting July Fourth in the state of Ohio you must wear your
seatbelt at least the frontseat passenger. Okay.

Okay. The Relatives Came. Relatives are people who are related
to you so it might be grandparents, cousins, aunts, uncles. It could
be a sister who's grownup and brings her family home to visit. But
this one is kind of a funny one, but I wanted to share this one with
you because this is more typical of earlier America than it is today.
Okay. This would be like my husband's family. It's the way they
used to travel and they did come from not Virginia but West Virginia
and that is the type of little house they used to live in. They
thought, when they went to visit West Virginia last week, they dis­
covered the house has been torn down where all of them were born. So
it is no longer standing, but it was a house very much like this.
"It was the summer of the year when the relatives came. They came up from Virginia." Do you know what "came up from" means? "Came up from"? That's a two-word verb with a third part to it. "Come up." If you live south of one state, you are going, we would say you're going up. If you look at the globe, you're not really going up, but we say you're going up. If I live in Ohio and someone comes from Virginia, that is south of here. I would say they came from Virginia. But if you go on to West Virginia and some of the southern states, they have, uh, a little different way of saying it and they would say "came up from." If you live in Ohio, you're not gonna hear "came up from," you're gonna hear "came from" which is more proper. But "came up from" would be a southern accent and it would probably be a sign of someone who may not have had quite as much education. Uh, my husband's mother and father did not graduate from school. They, his father went through eighth grade and his mother went through sixth grade but they both came from very, very large families and they were the oldest ones in their family and they had to stay home when there were too many little children at home and needed to take care of them and the farming so they had to drop out of school. But they have continued to read and do things to try and help themselves so this might be a language that you would hear particularly in West Virginia. "They came up from Virginia." "They left when their grapes were nearly purple enough to pick, but not quite." Uh, in, in Virginia or West Virginia, they date things. They used to date things when crops came due, when certain vegetables were ready. Uh, tomatoes, I date my life around tomatoes and strawberries. Strawberries always come at the end of the school year, the last week when you have finals and I don't have time to take care of them. Tomatoes usually come on during Labor Day. Others, we have a couple sayings about corn. We date corn. When you look out on the fields in Ohio, corn is supposed to be "knee-high on the Fourth of July" or else it's going to be late so if you wanna look at the fields, you might decide if it's knee high or not and you'll know whether it's going to be early corn or late corn. See their little car that they have? "They had an old station wagon that smelled like a real car, and in it they put an ice chest full of soda pop and some boxes of crackers and some bologna sandwiches, and up they came from Virginia. They left at four in the morning when it was still dark, before even the birds were awake." So they carried their baggage on top of their car. This used to be very traditional in the United States. Uh, probably anywhere around 1920, 1930, maybe even as late as 1940, we used to carry, our cars were usually made so that all luggage and suitcases would be put on top of the car, not inside, primarily because they were big families and they all had to have room. My husband can remember sleeping on the floors of the car because there was so much space between the front seat and the back seat you could actually have people lay on the floors. They don't make cars like that anymore. Okay. And here they are. In Virginia or West Virginia, it is very windy because there are mountains so this picture is to represent mountains. If you were to travel into West Virginia still today, you will see houses that look like they're
actually on the side of the mountains and they are built right into the side of 'em. So this would be a common sight. "They drove all day long and into the night, and while they traveled along, they looked at the strange houses and different mountains and they thought about their almost purple grapes back home. They thought about Virginia—but they thought about us, too. Waiting for them." So they're homesick and yet they're looking forward to what you're going to do. Like their car? "So they drank up all their pop and ate up all their crackers and traveled up all those miles until finally they pulled into our yard." This would be like a family reunion, we would call today. But this would've been more traditional in earlier, American times. In the summertime, they usually would get together at least once a year where all the relatives from everywhere came together and you would spend some time. Now we do it, you might have a family reunion every year or it may be every five, and it's usually just for a picnic someplace in a park for one day that you get together. This is one where they spend several days because it takes them so long to get there. Okay. "Then it was hugging time. Talk about hugging! Those relatives just passed us all around their car, pulling us against their wrinkled Virginia clothes, crying sometimes. They hugged us for hours." Lots of hugging because they hadn't seen each other. Do you know "hugging"? "Hugging"? The word "hugging"? "Then it was into the house and so much laughing and shining faces and hugging in the doorways. You'd have to go through at least four different hugs to get from the kitchen to the front room. Those relatives!" And here's when they make the big meal. "And finally after a big supper, two or three times around until we all got a turn at the table, there was quiet talk and we were in twos and threes through the house."

If you went to, when I still go to my mother-in-laws and she invites you for dinner, you will have four or five vegetables on the table, two or three different kinds of meat. Uh, that was the type of thing you would have for breakfast. You might have ham and bacon and steak and eggs and pancakes and sweetrolls and toast and that'd just be breakfast and they would do the same thing at lunch and the same thing at dinner. The women cooked all day long and they were very good cooks so that there'd be big piles of food. Uh, I still, we still have cousins in West Virginia and they still do that. If you go ever there, there's more food than you could ever think you could eat. You've never seen so much. So there are many families still (inaudible) that are very traditional. Very big meals, three times a day. I couldn't eat that (inaudible), but they do. This is sleeping arrangements. This is the way it was when I went to my grandmother's, too. We use to sl____, we'd sleep on the porch because it'd be too warm on the porch for all of us to sleep on the floor. "The relatives weren't particular about beds, which was good since there weren't any extras, so a few squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another." So some of them would sleep two and three or four in a bed if they could and then if not, you'd just sleep on the floor. My grandmother used to have a mattress and she'd just throw
two or three on the floor and everyone would sleep on the floor. It'd be like a big party. "It was different going to sleep with all that breathing in the house." And I would imagine some snoring. See the dog? This is the way my dog sleeps. Right on her back. But her legs aren't like this, they're straight and they're just, they won't move. You wake up and you see this leg right in your face. So she likes to sleep on her back, too. "The relatives stayed for weeks and weeks. They helped us tend the garden and they fixed any broken things they could find." So this would be earlier America where they would stay and they'd help with any of the farming or any of that kind of thing that was around to help with. So a lot of times you'd get things fixed up. Uh, most of the parents would cut their children's hair. You would not be going to barber shops. Uh, in, even in southern Ohio you might have to drive an hour to go (inaudible) on the farm and it takes them an hour and twenty minutes to go to the closest grocery store. So you go once every two weeks and you have to be sure you have everything because you can't just go to Lawson's or Stop-n-Go. So that is why you stay at home a lot of the times. "They ate up all our strawberries and melons, then promised we could eat up all their grapes and peaches when we came to Virginia." So they're fixing doors and this is a watermelon. This, you should start seeing these now. The sweetest ones are striped and generally they are a little more expensive but they have a dark stripe and a little lighter green stripe and those you probably won't see for another week or two weeks yet before they should be ripe, little rounder. The other ones are, can be sweet, but you're never quite sure. Sometimes they're a little tart. Americans eat these, uh, some people just eat 'em. You cut 'em open and then you eat 'em but some people put salt on them. Salt is supposed to make them sweeter and I've never tried that and I don't know that I'd like it. I have watched some of the teachers in, in our, when we eat together put salt on apples because it's supposed to make them sweeter. (laughs) I can't imagine that it would but... Do you know what this is called? I didn't hear what you said in English. Do you know what this is called? Oh, you don't know how to spell it. It's a bass. That's one of the wonderful English words that has two different pronunciations. When it's bass [bas], it's this. When it's bass [bes], it's, let's see here, I can do a little better than that. (laughs) Looks like I'm drawing a seal. Okay. Bass [bas]. Black bass. Yes. When you fish, it's bass [bas]. Kind of a shorter sound. When it's bass [bes], it's this. We also call this a fiddle. Could be when they get together and they fiddle, sometimes they call it a fiddle. Uh, most of the time fiddle would be another word for violin but all of them I have heard at times called because they're just playing around they call it a fiddle. And this would be a banjo. And a guitar. Banjo. Guitar. And here's your fiddle. It would be a fiddle when they're playing country music. It's a violin when you're playing classical (inaudible). Banjo, violin, fiddle, guitar. You will probably hear music over the Fourth of July and you can go to different places and they may have some country show. It's usually not going to be classical music that you hear in the summer.
Sometimes they'll have orchestras come in but they will play easy listening type music or they may play traditional songs like our national anthem or songs like "America the Beautiful" or "America" just because it's the Fourth of July and you would play things that would be American oriented. And here we have a family picture, waving the flag, so I, you can guess this is probably around the Fourth of July. "But none of us thought about Virginia much. We were so busy hugging and eating and breathing together." So they're having a good time. And there's their little lunchbag where they would carry their food and the thermos to keep things hot or cold. Picnic baskets. For a while, you didn't see these in America and they are now coming back. People are starting to buy picnic baskets and you will see them in the stores and this would be a thermos to carry a lot of drink, usually Kool-Aid or something like that. And Americans used to travel. When they, and when they did travel, they always carried their food with them because you didn't have McDonald's to stop at or Rax or Wendy's. So you did carry your food with you to save money and if you go anywhere with my mother and father-in-law, you will carry your food with you because they still don't stop at McDonald's or Wendy's. And see what the dog is doing? He's cleaning up after all of them. In West Virginia, they always feed their dogs whatever they are eating. Very rarely did they ever buy dog food. They still don't. It's just not something that happened too often. Looks like the relatives are going home. "Finally, after a long time, the relatives loaded up" (that means "picked up." Remember we saw that?) "their ice chest and headed back to Virginia at four in the morning. We watched the relatives disappear down the road," (did they really disappear or you just can't see them. Okay. When we say disappeared down the road, it means you stand until you can't see them anymore. They really aren't invisible. It's just that they become so small.) "then we crawled back into our beds that felt too big and too quiet. We fell asleep. And the relatives drove on, all day long and into the night, and while they traveled along they looked at the strange houses and different mountains and they thought about their dark purple grapes waiting at home in Virginia. But they thought about us, too. Missing them. And they missed us. And when they were finally home in Virginia, they crawled into their silent, soft beds and dreamed about the next summer." And next summer then this family would go visit that family so they used to alternate.

My next story doesn't have any words. You're all going to have to tell me. I had a hard time finding stories for you at the library, but I did find one that talks about, shows you a story about a holiday and since the July Fourth is a holiday, I thought I would share this one with you. It also is kind of like Snoopy when he took his group camping. This is going to involve camping and it's also going to be like your "worst" day; all the things that can go wrong. So you can pull really close together. Just scoot this way. This one has no words. It's only a picture story so I thought maybe you could try and help me and we'd try to tell a story.
We're going to have little pigs for our characters in this one and he's getting ready to do what? What is he carrying? Backpack.

This is a stick to help. This is a walking stick that you carry when you're walking along. They're waving goodbye to him.

What do you think he's doing? Can you tell me what they're__, how's this starting? What's he doing? What is he doing? Is he walking? Or? What's it look like he's doing? There are bees around him and he's sitting and this, this little drip, those little drops on his face are supposed to show that he's tired and so he's relaxing. He must have walked a long time. Do you think? And so he's resting. The bees are flying, have you mowed the lawn in the summer and when you get real sweaty, then bugs start flying around your face. Bees. Somehow they like that. But he's very tired.

Let's see what happens next. Do you know what we call this action? Have any__, they tell you not to do this anymore. Have you seen people along the road doing this? Do you know what they want? They want a pickup. They want a ride so he's, we say "hitchhiking." "Hitchhiking." This is not good to do anymore. My, um, let's see, even twenty years ago it was safe to do this across the United States. Now it is not. You never know who's picking you up or what they want, so it's not a good idea to do this anymore.

What do you think of this? What kind of people are these? They're piglets. (laughs) Are they poor? They're very rich. How can you tell? Smoking? And what is this person. Okay. He's a driver. Is he going to be nice and pick him up? Is he going to stop? No, he's going to leave him there, isn't he?

Now what do you think? What is this? A horse. And this is a...? Wagon. You used to see this in our country when you, when people first moved out west. This is what we would've called a conestoga wagon but people actually lived in these and carried all of their, their furniture and their babies and everything and went out west and started new homes. Uh, if you go to Europe, you might see this still because gypsies or small circus groups may still travel around the country (inaudible). People used to come and sell things out of 'em to you. Pots and pans. So it's still a wagon that you might see where people just travel around (inaudible).

And what's he doing here again? He's hitchhiking. Do you think this one will stop? Maybe? Maybe?

Well, did he get a ride? Can you see right down here? What's happened? That's that neat little car, isn't it? What has happened? Any idea? Can you guess? Are they driving anymore? Is it moving? Yeah. We have a problem. There's something that's happened so he has had to stop and here he comes and they wouldn't stop, would they? Looky here. And it's a tire, isn't it, that he's looking at? What's
he doing? Do you know what this is? It's raining. Do you like sleeping outside in the rain? No. Not on the ground, in the rain? Do you think there's going to be anymore, any problems?

What kind of problem? Oh, come a tornado. How 'bout lots of wind. (laughs) What happened? What happened to the tent? Do you know what happened to the tent? It's gone. It blew away. You would say...weww! The wind blew it away. Blew it away. And he's now in the rain, isn't he? And what else? See. It blew away part of his supplies. He lost his cup and his, it looks like a little bag that he was carrying.

Now what is he going to have to do? What would you do? Run? You'd try to catch them. There he goes. (laughs) Where is his tent? What does he have to do? He has to climb the tree now and try and catch his tent. Do you think he's going to (inaudible)? Is he gonna have trouble trying to get the tent? Is it going to be easy? No. There he is.

What's coming? A train. What's going to happen? Think he's going, what's the word? Okay. The tent will fall to the train, fall down to, onto the train an then where will he go? (laughs)

She was right. Do you know what we call this stuff right here? It's coal. Coal. And you burn coal for heat and it's, they look like, they're rocks kind of like this and they're black and they're very dirty. They used to have what we call coalshoots and they were like tunnels that go into your house, and the coalman would come along and he'd drop it down the shoot and it'd be by your little furnace and you'd burn that. And kids used to play in those and they'd come out and they'd be black from head to toe and mothers would get very angry so it has...

His tent is falling and he's falling. He's going to fall into the coal. Look at that. Is he clean or dirty? He's dirty, isn't he? Would you pick this one up if he's hitchhiking now?

What happened? What's he trying to do? He's got off the train, right? Off the top of it. Now what do you think he's going to try and do? Yeah. He's gonna try to get a ride on the train. Do you think they'll take him when he's this dirty? Would you take him on your train if he's dirty like that? (laughs)

He didn't get a ride, did he? Now he's gonna have to walk. What doesn't he have? He doesn't have his tent or his sleeping bag. His backpack is gone. Things for his food.

Now what's he going to do? He's going to swim and try and get clean. Maybe he'll get a ride.
What's this? Can you see? What do you think's going to happen when this dog comes? Any ideas? Have you ever had a dog that would do this to you? (laughs) What'd the dog do? He took his clothes. We would say that's "stealing." (laughs) He stole his clothes and he's yelling, "No, no!" Do you think he's saying, "No, no?"

Now what's he going to do? He doesn't have any clothes, he doesn't have his backpack, doesn't have his sleeping bag, doesn't have his tent...

Do you know what this is? Have you seen this? Have you seen one of these before? Do you know what it's for? What does it do? You see a lot of these cut in the country, in Ohio or (inaudible) and it's always where there's food growing and it is a stick usually and underneath the stick, it looks like, what the farmers do will put up a stick like this. Looks like a cross. Okay. And they'll put a hat on it and clothes to make it look like a person but they don't put any arms in it. Okay. And when the wind blows it flaps. It makes noise and it's to scare the birds so they won't take away the food and we call this a scarecrow because it's to scare the crows away. Crows are a black bird, a big black bird. Crows. It's a scarecrow. S-c-a-r-e-c-r-o-w. Scarecrow. Scarecrow. You see scarecrows in, at Halloween, when we have our, our Halloween. They use scarecrows to scare people. That's the other place you'll see them. But they're supposed to be on farms to scare away the birds so they won't eat your food or the seed.

What do you think he's going to do now? What do you think? Yeah. He's gonna go over here and steal those clothes. He's gonna take the clothes. Ta-dah!

So that was not such a fun holiday, was it? You would have a lot to tell people if you had an adventure like this, wouldn't you?

I hope, hope your holiday, your three-day holiday is not like this one; that you have lots of fun. Do you have any plans? For your three days? Do you have plans? Are you gonna go anywhere? Will your fathers have to work? No?

It's time for your break.

Day 8.

Last night there was a special on the Statue of Liberty so I'd like to let you watch it.

(Video on the Statue of Liberty)

Okay. Tonight on television, you can do several things. Tonight there will be what we call a Red, White, and Boom and at, from 6:00 until 10:00 there will be three different stage bands. Then
there will be a "Salute to Liberty" parade from 7:00 to 8:00. From 9:00 to 10:00 the Columbus Symphony Orchestra will play and the fireworks at 10:15.

Most people will tell you to take a COTA bus and go (inaudible) because it's very hard to find any places to park down there. If you don't want to do that, if you watch television, all the stations will be having special programs tonight. And I understand at 10:00, 10:00 tonight Eastern time, President Reagan is to turn on the new light on the Statue of Liberty so you might want to watch that. Might be a little, this will be fun but that would be just as exciting. And those are, will be the things that are today.

Uh, tomorrow morning if you are up early, the Today Show will be having a four-hour special on the Liberty (inaudible).

Uh, I wanted to tell you what fireworks will be this weekend. They have changed Hidden Valley's. It's not going to be at the high school this year. It's going to be at Eller Park which is, uh, on Av__, 216 near Hidden Valley High School (inaudible).

Forestview has moved theirs to the high school this year and Forestview's show will begin at 10:00 July Fourth; the fireworks right there at the high school (inaudible). I know a lot of people just drive their cars up and watch. You might be able to see 'em from your houses, some of 'em. It's kinda hard because you have a hilly area and it blocks them (inaudible). So there are fireworks that you'll be able to watch right here at the high school.

Any questions about Liberty? There was a lot there you probably didn't understand but you did at least get to see how she was built and you saw the scaffolding that's there that will be re__, has been removed and they still have part of her covered up so you can't see her (inaudible).

Day 9.

I would like you to tell me about your weekend. This weekend. Friday, Saturday, Sunday. And this is not really very clear.

Did you see a parade? And if you did, what did you see in the parade? Were there bands and people marching? Did you see fireworks? Uh, did you see any bands, I mean even some on television? Were the fireworks nice? Think about that. Did you watch any of the Liberty shows on T.V.? And it depends on what day you were watching and what station. There were some that went almost all weekend and there were some that were maybe two, three hours on a day. Did you do anything special this weekend? Did you picnic? Did you go someplace together as a family? Or do something with your neighbors? Sleep? The whole weekend away? So I'm going to give you some time to just write.
Do you have any questions on this? Do you understand what I'm asking? Uh, bands...where they march in place.

Remember when we did this on Thursday? We talked about, "I go shopping?" but "I go to the store?" Okay. It holds when you go to past tense also. "I went shopping."
"I went to the store."
So if you're using the action, there's no "to." Okay. I saw that showing on a couple papers (inaudible). "I have gone shopping."
"I will go..." Any form, okay? "I had gone to the store." "I will go to the store." So any form.

Okay. Are you close to being finished with your writing? You're finished? Keiko? Are you finished? Almost? Mio? Are you almost finished or do you have quite a bit to go? Uh, why don't we stop for a new minutes and I'll let you write the second half if you need time to finish, okay?

I'd like you to look at the words on the board. Some of these will be difficult. You may not have seen some before and some of them you will.

Uh, Sachiko? Can you think of a sentence for "answer"? "She gave no answer?"
Okay. "She gave no answer."
Do you know how this is used in this sentence? No? Uh, Mio, can you think of another sentence using "answer"? Let me give you one. "Answer" is used in both of those sentences. Can you tell me if they are used in the same way? Do they have the same use in the sentence? Can you tell me what's different (inaudible)? Do you know the, this, uh, do you know what a "verb" is? Do you know what a "noun" is? I know you've had it in grammar. Okay. A "noun" is a person, a place or a thing. So a table is a thing. "It" is a noun. "Keiko" is a person. "She" is a noun. "Book" is a noun. "Paper" is a noun. "Pen" is a noun. If I jump up and down, that's a verb. It's an action. Okay. Uh, not all verbs are action verbs. We have verbs like "is," "are," "was," "were," which are not action, but the use is that there is some action or movement involved usually. Okay. In this case, "answer" is a noun and this "answer" is a verb, carrying basically the same meaning but they're used differently.

Uh, can we use "call" the same way? Does it have a noun version and a verb version? Can we use it two ways? "You have a call."
Yes. You'd have a call. That means somebody has called for you and there's a telephone and you are to go answer. Okay. A call. Or call__, uh, "She called me last night." That'd be using it a different way. "Call when you are home." "Call when you are home."

All the words on the board can be used in at least one, if not, would have to be at least two different ways. It can be a verb or a noun.
Uh, act. "We saw an act, a ballet act on television last night." "She acted very strangely." Okay. So that would involve an action.

Aid. "I gave aid to the injured child." "She aided me with my homework." "She aided me with my homework."

Air. This is one that has an idiom tied to it when you use it as a verb. Uh, we breathe air. And this one, the idiom, as you'll see, kind of an idiom, at least it's a phrase that you always hear. Another one that you hear when it's used as a verb is, "air her clothes or blankets." When you take 'em out and let the wind blow 'em so that they're fresh, have a fresh smell. But when you do this one, "She aired her opinion," it means you tell everyone. You're putting it into the air so that everyone can hear it. You're not taking your opinion out and hanging it on the line or something like that. You're "airing your opinion." "Aired her opinion."

Anger. Do you know what "anger" means? "Anger"? To get mad. Uh, "Her anger was very apparent." "You could tell from the look on her face she was angry." Uh, "She was angered when a dog dug a hole in her garden."

Why am I putting these up here? All of these words can be used as a noun or verb and they all keep the same form.

"Anger" we can change. We can add a letter to it and we can get a third form which is "angry." Take the "e" out. Okay. So you could do that. So you could have other forms, but I wanted you to see that all of these words and there are many, many, many words in the English language that do not change their spelling but can be used as a noun or a verb. We have others that can be used, keep their same form, may be used for different parts of speech. But I just want to look at two parts of speech.

Uh, are there any words up there that you don't know?

Attack. Do you know what "attack" means? Uh, that, that is one that we could use as an adjective also. We could say, "She has an attack dog." We could say, "The attack was unsuccessful." Okay, we'll just say successful, it's easier. And we can say, uh, "She attacked me," with a knife or a verb, she can verbally attack you like, "Ooh! What did you (inaudible)?! That would be attack also. Okay. So this could be physical attack or it could be talking attack. But this one can be used three different ways because this tells you what kind of dog. This makes this, and I know you've had this in your language somewhere along the line. An adjective tells us more about a noun. It tells us more about things or more about people. Happy person. "Happy" would be an adjective. Okay. Let's see. "Lazy" girl tells us that she's lazy. Tells us more about girl. Uh, "red"
boat tells you what color it is and that would be an adjective. So that is a word that could be used three different ways.

When you are using your dictionaries to look up words that you do not know from reading, it is very important, then, that you decide whether, how it is used in the sentence to be sure you have the right meaning. Or when you look up a word that you be, that you are aware that it may have more than one use. It may have more than one meaning. Okay. I know when we use the Word Program, it gives you only one definition and you're constantly getting that, but it may have other meanings so it might not hurt you to check the other meaning sometimes because I don't want you to get, thinking that it's only this meaning ever, ever, ever.

Uh, do you know what "attempt" means? Uh, this is one that would describe many, all of you. "I am attempting to learn English." Meaning to try. Uh, "His attempt or try was unsuccessful." Attempt. So this is a good word for you to know.

Bank. "You go to the bank" and "I bank on Mondays." That can be an action.

Base. Uh, there's a lot of different meanings for "base." Uh, when you play baseball, you have to run to first or second or third base and then home to score. Home base. Score. Uh, it could also be the bottom of a, the Statue of Liberty had a base that holds it so it can be a bottom. So it can have a little different meaning. So "base" can have many meanings just as a noun, by itself, so it can have more than one meaning as a noun. "She based her story on the newspaper." Uh, the information in the newspaper. So if I tell you a story that I've read in the newspaper, I'm basing it, I based it on the newspaper.

"Battle" means to fight or you can, you can go into battle. You can battle with your brothers or your sisters. You can battle with your, other countries.

Block. We talked this weekend about a way that could've been used as an adjective. "I went to a block party." It shows you what kind of party. It was a block party which means neighborhood. I'm blocking Mio's view. She can't see. And children play with big blocks. They play with a block which is usually a square. This is not a square. Okay. But a block is a square and you build things.

And a bomb. Do you, everyone know what this is? Bomb? Uh, a phrase that you will hear sometimes. American students will say, "I really bombed that test!" Did you take a bomb and explode it? What do you think it might mean? "I really bombed that test!" What do you think that means? No study. Right. You did not do well. So if
you think you failed a test, you can come out and say, "I really bombed that test!" Or, "I bombed that presentation!" Or, "I bombed that class!" when you get your report card and it says an "F" on it, "I really bombed that test!" So that would be a phrase you will hear frequently.

Bone. You have bones in your body so those are nouns. Uh, another idiom that we can connect to this one, this one you don't hear as often as you used to. That is another one that we hear for a verb. You can hear, "I boned the chicken," which means you remove the bones from a chicken but when you hear this one, "I boned up on Algebra," you can hear "boned" or sometimes they'll use "brushed up." Okay. Those are the two verbs that you'll hear, then. That means you went back and studied a little bit. Uh, when you go to take the TOEFL or an AST test, you might "bone up" on vocabulary or you might "bone up" on grammar which means you take, go back and review things that you have already learned and studied and do it could be "boned up" or it could be "brushed up." It means you're taking some time to go over very quickly things that you should already know. "Boned up" you usually see, hear used when it's, you're talking about taking a test. Okay. Uh, you might hear "brushed up" maybe your mother has been home for many years and taken care of you and she decides to go back to work. She might "brush up" on typing by just practicing. This one you hear most often when you're referring to a subject that you might have a test on.

Border. This can be, uh, "There is a border between Canada and the United States." Water. A good part of it is water. Uh, let's see. You can also, somebody has one, you can put a border or an edging around your clothes and that would be called a border. It can be a ribbon. It could be rick rack, which looks like, have you seen rick rack? That would be rick rack. That could be a border. It could be even on her dress. This could be like a border. Or, uh, you could have a ruffle. That could be a border. So it could be an edging. It still carries the idea of edge. And one, uh, a (inaudible) sentence that you might hear or see in the paper, uh, "We are bordering on a cure for...The way you see it used as a verb most often is, "He is bordering on a cure for polio." You will hear that on television when they talk about, they interview doctors and research people and ask, "What have you accomplished so far?" And they may be bordering on a breakthrough. They are almost there. That means you are on the edge. One more step and we'll have it. And so that's the way you will hear that one used most often. They're bordering on a new discovery. And the people who generally use this would be scientists or (inaudible). Border.

Uh, burn. "I burned my hand" or "He has a burn."

Call. We already did that one.

Dance. "She went to a dance and she danced all night."

Drop. We worked on drop last week. "We dropped the book." Uh, "He put a drop into his eye." (inaudible)

Face. This is my face and this one you may (inaudible) hear. This also has a little different meaning. What do you think that might mean? "I faced the problem?" "Faced"? Can you think of what "faced the problem" might mean? Have a guess? "Faced the problem." It means you, I looked at it, I stand squarely and, "Okay, I know there's a problem. Let's do it." It means you look at it and instead of saying it's something I don't want to do, I'm going to do it. And it's especially unpleasant. Something I don't like. Uh, it could be cleaning the house if it's been very messy for many days, and I (inaudible). "Face the problem." We have to clean the house today." Okay. Uh, it use, it's usually a problem that you don't want to have to do. You keep putting it off but you finally have to face it. You have to do this. Uh, let's see. What would be another one? "I faced the problem that I would have to have surgery." Okay. They're going to have to cut my knee open or something. It means you turn and you look at it because you have to and not necessarily because you want to. "Face the problem."

The other one you hear is, "I faced up," uh, let's see, I faced (inaudible). Let's see if there are anymore that deal with face. "Face up to a problem," idioms using face. Want to see all the different ones you can use "face"?

Okay. We can do a lot of different things using the word "face." We have idioms and idioms are those phrases that don't translate. You might have examples in your dictionaries, I don't know how, what yours are. But these are generally phrases that you have to look up. On the first one, "He did an about face," you need to know what "about" means also when it's used there. "He did an about face." Uh, it can be an actual physical, you can do an "about face" when you turn and go the other way. Uh, you can do an "about face" in, "I believe this," and somebody tells you all those reasons why you shouldn't and that, "Well, okay, I don't, I don't believe." It might be, "I believe in abortion," and by the time everybody tells you all the bad things about abortion you can say, "I don't believe in abortion." You've done an "about face" and it's usually a very quick change of mind, quick change of mind.

"Face to face." That means, I, if this is my problem, I'm going to face her. "Face to face" where you, right there. So it might be a problem that you come "face to face" with. Uh, you might come "face to face" with, "I'm not graduating." Okay. Have to "face the problem." "Face reality." "Face to face."
"He is two-faced." We have another one that we use with "face." "Two-faced" means, I'm going to tell Keiko she did really well today, but I'm going to tell Sachiko, Keiko did very bad. Okay. "Two-faced" means I say one thing to one friend and then I tell a different - "Two-faced."

"You may as well face the music." That doesn't mean I'm going to go and face and listen to music. "You may as well face the music." This means I have done something wrong and it means I might as well go in and face the fact that I've done something wrong and I'm going to get punished for it. My son may take my car without asking. Okay. And when he comes home, he might as well come in and tell me he took it and what he did instead of hiding because he'll be in more trouble. (laughs) Okay. So you might as well "face the music." It's a phrase that we use for that.

A clown makes faces to get kids to laugh. Make faces. A clown makes faces at children. If you go to our elementary school, you may hear teachers say, "Don't make faces at your neighbor," because you'll make them laugh. I don't want them to laugh. Or we talk, when I put, uh, if I serve fish, my son will make a face because he doesn't like it. Yuck!

Uh, "He took her remark as a slap in the face." It's an insult and it's like somebody just hit you. So usually they said something so mean that you feel like you've been hit. So hard. So nasty. Uh, it would not be nice to go up and tell somebody that they're ugly and very fat. And they would be very hurt and they would feel like that was "a slap in the face," especially if it is from a friend. That hurt even more if (inaudible) that you wouldn't think that they would ever say to you.

And Japanese students do not like "to lose face." Does anybody know what this one might mean? In the Orient, face is very important. That everyone see that you are doing well at school. And if you don't do well, it looks bad for your family. Okay. Uh, if Keiko came home with "F's" on her report card, her family would be so ashamed. And that's what this means. You do not like to "lose face." You want everyone to see you as doing very well and that's what we say. You "lose face" when you don't do well or if you, somebody finds out you were lying, found out you told a lie. You "lose face." It's when you've become embarrassed because you have done something and everybody has laughed at you.

We have a couple more to do.

Uh, I fear that we are late for our break. I fear that we are late for our break. And "his fear" or "my dog's fear makes her shake when it thunders and lightnings outside because she's so frightened."

This is my hand. "Hand in your papers."
And help. "Will you help me?" and "He gave help when I needed it." (inaudible)

We'll take our break.

Day 10.

These are all things that your mother might ask you to do. Uh, what I'd like you to do is go through and indicate the things that you like to do and the things you don't like to do. That's first. And the second thing I'd like you to do with them is put a check mark next to the things you actually do at home. I do. (laughs) A couple of these are the same. There's two that are. We interchange them.

Vacuum the floor. Do you know what "vacuum" is? "Vacuum the floor"? Do you like to do that? Don't like to do it? And I asked you to check.

Do you unders, do you know "dust"? "Dust your room"? I don't really want to tell you what that one means. (laughs)

Number three. Rinse and dry the dishes. When you wash dishes, you put them in water to clear the soap off so that's rinse and then you dry them. Do you rinse and dry? Rinse and dry the dishes? Do you like to do that? That was my job when I was home. My sister washed and I rinsed and dried. We used to fight.

Put the clothes in the dryer. When you're done with them in the washer, you have to move 'em into the dryer so they can dry. Did you ever have to put them in the dryer? I know what I forgot. I should have had you take them out and fold them.

Clean the mirrors. Do you know what a "mirror" is? What you can see yourself in?

Do you have to wash the windows? Wash the windows outside? Wash and dry? I don't like to do that. I get tired washing all those windows. (laughs) When we first bought our house, we only had eight windows, but my husband put a porch on it, and when we put the porch on, we got eight more windows to wash. (laughs) I don't like it as well now. It takes too long.

Okay. Make your bed. Straighten it up some. My sons don't like to do that.

Do you know "wax the floor"? To make it shiny? "Wax the floor"? Upstairs they had a sign, "Don't go up," yesterday because the floor had just been waxed. You can't walk up there. So now you'll fall the first day of school. It'll be so slippery.
Rake the yard. Do you know what "rake" is? "Rake"? I was going to have my son draw you pictures (inaudible). I'm a terrible drawer. Actually, I should just go, it looks like a broom if I do it that way. (laughs) And then you rake grass, grass after you cut the grass. And it has, it looks a lot like a fork only it's bigger. And then you rake up the grass. When you cut it and it's really long sometimes there may be cuttings left, then you might want to rake. If you have a nice mower, it's got a bag and it picks it up for you. You don't have to do that. I don't have a bag so I have a big yard to rake.

Weed the flowers. Do you know what "weeds" are? Those are the things you don't want growing in with your flowers. They spread out so you have to pull them out. Weeds. They don't have flowers. It might be grass that is growing in your flowers that you don't want so you pull them out.

Okay. Run the sweeper is like vacuum the floor. It's the same thing only it's a different way of saying it. Run the sweeper or vacuum the floor. We have another, we use sweeper as another word for vacuum so it's the same as Number one.

Wash dishes. Wash the dishes. If you have a dishwasher, you might not have to do this. Oh! So now you're washing the dishes. Oh! That's not fun, is it? I don't mind when it's not hot but when it's hot, it's all that hot water.

Do you ever have to wash the clothes? That are in the washer? Or wash by hand some things? No? (laughs) Washer. Wash the clothes?

Scour the sink. Do you know what "scour" means? It means you really have to scrub hard. You might use like an SOS pad or you might have to use scouring powder sometimes especially if you clean strawberries or something and it leaves little red stains sometimes you have to clean it. If you have an aluminum sink, you don't have to scour very much.

Pick up your room. Do you know what "pick up your room" means? "Pick up your room?" Pick up the clothes that you might have on the floor. Put away. Straighten up a little bit. "Pick up your room." That doesn't mean you have to clean. It just means put some of the things away that are out.

Mow the grass. You might say, "Mow the grass" or you might see, "Cut the grass." You might say, "The grass needs cutting. I'll have to mow it tomorrow."

To water the flowers. Especially the last two days you're probably doing a little more of that or water the grass. It's really hot.
Give me another verb. "Scrub." On the floors. You've to get right down on the floors and clean them really good and then you can wax them. (Inaudible) Scrub the floor. I usually think that means that you're down on your hands and knees 'cause, otherwise you could use a mop, which is easier. Scrubbing. It means you're down on the floor.

Sachiko? Can you tell me two that you like to do and two that you don't like to do? Were there two that you liked? Or don't you like any of 'em? Uh, the other way you might hear, "Mow the grass," would be, uh, you cut the grass and you mow the lawn is usually the way you hear it. You mow the lawn and you cut the grass. That's usually the way you hear it. I had combined them and shouldn't have. So lawn and grass are the same.

Keiko? What two do you like to do? Okay. Is there another one you like to do? Clean the mirrors? What don't you like to do? Okay. Is there another one you don't like? Okay. Wash the dishes.

Mio? What would you like to do? Pick two of these. Rake the yard and weed the flowers. Are there things you don't like to do? Wax the floor. Do you like to work outside? I like to mow the lawn because, well, it takes me an hour when I ride the mower. It's two hours if I walk it. But no one bothers me. It's so quiet. All's I hear is the hum of the mower. I can do whatever I want, think what I want. Nobody, I can't hear the phone. Kids can't ask me questions 'cause I tell them I can't hear them. I like to mow the lawn.

Okay. Uh, do you have to do many of these? Does your mother make you do these? Are there ones that you do that I didn't put on the list? Can you think of any? That I should add? Are there any other jobs you do around the house? Or outside?

Is there any room you don't like to clean in the house? I don't like to clean the bathrooms. My sons are very messy. Always have things all over the bathrooms. Are there any rooms that (inaudible)? Yes. I don't like bathrooms. They get dirty fast.

I like, like to vacuum the floor but I don't like to dust. It takes me less time to vacuum than it does to dust. Do you have to dust with a cloth or can you use a feather duster? Feathers are faster. I have not used those. My mother always made me do it the hard way. Okay.

Now, I gave you these because I want to read a story to you where a, a lady is hired to come to your house to clean and she is given a list of things to do but when you say, "Dust your room," what does that mean to you? If I tell you to "dust your room," what will you do?

And let's see. What's another one? Uh, I know, well, I don't think that one's in the story.

I have a list of a couple things here. We have really three books we're going to work with and I guess I didn't copy the one first that I wanted to do. What I did was pull some of the things out for us to look at.

We will read **Amelia Bedelia** first. The second one first. But let's look at all three of them.

Okay. In the story, Good Work, Amelia Bedelia, she is like a maid or a housekeeper and she cleans and cooks for these people. And the man of the house tells her, she asks him, "What would you like for breakfast?" And she tells him, toast, she's told a toast, some "toast and an egg." What would you fix if you were told to bring "toast and an egg"? Mio? Do you know what "toast" is? Okay. What would you bring, then? Can you describe for me? How would you fix them? Is there information you don't have here? Is there information here that you don't have? Do you know how to fix toast? Yes. Would you know how to fix an egg? Does it tell you to fix an egg? It just says, "toast and an egg." Does it tell you to fix an egg? It just says, "toast and an egg." Do you have any idea what you would bring if I said, "toast and an egg"? Would you ask me any more questions if I told you, "toast and an egg"? How do you cook your egg? Do you cook eggs? How would you fix them? What kind would you make? Okay. You would scramble an egg. Uh, does he tell you how he wants it fixed? So if you want, if somebody told you, "toast and an egg," you wouldn't be wrong if you just brought him out a piece of toast and an egg. Or a raw egg. Either one. Okay. Just bring out an egg.

Do you know what the phrase means, "Go fly a kite"? If somebody told you to "go fly a kite," what would you do? Do you know what a "kite" is? Uh, Japanese knows, know what kites are because I have seen them. You just don't know the word. You do dragons, very fancy ones, very beautiful. "Fly a kite." But if I were to tell you that, "Go fly a kite," that means get lost. Okay. It doesn't mean to really go and fly a kite. Uh, it's usually when my sons are bothering me, asking me questions, I'll say, "Go fly a kite" or "Get lost" or something. Or do something, just leave me alone. Okay.

Okay. Amelia Bedelia is told to clean out the ashes in the fireplace and ashes are what's left when you have a fire and you burn wood. So you'll have, it's like little pieces of dust and fill the woodbox. Do you have any idea what you would do if you were told to "clean out the ashes in the parlor fireplace and fill the woodbox?"
Clean out the ashes. How might you do that? Do you know what a fireplace looks like? (Inaudible) drawing lots of drawings today. So you are being____, you will be told to clean out the ashes and then it's usually the dirt and the things that are right here. And a fire____, woodbox can be just a box that you keep wood in or it can also be like a bucket. Okay. Or some of them are shaped like this with a handle. Okay. So it's kind of curved. What do you think you might do if somebody told you to clean out the ashes and fill the woodbox? Do you have any idea what you might do with ashes? It's like dirt or dust. Would you want it in the house? No? Yes? Any ideas? What that might mean? What you're supposed to do is take a broom and sweep out the ashes into something and carry them outside and get rid of them. Okay. So you would dump them. They are good for your garden. You can put 'em on your garden if you have one. It's good for fertilizer. It can help you to clean out the ashes and fill the woodbox. You would be, not, you'd not be wrong if you swept them out and put 'em in this box. My (inaudible) told you to do this.

Make a sponge cake. Do you know what a "sponge" is? Do you know what a "sponge" is? If I told you to make a sponge cake, do you know what a sponge cake looks like? It's like angel food cake, kind of like what we make. Would you use sponges to make a cake? Maybe? If I told you to make a sponge cake, you might use some. It wouldn't be very good to eat, would it? If I were to look at this and ta, if I believed everything that was on here, make a sponge cake, if I thought sponge only meant the kind I wash with, I might put it in a cake. But sponge has more than one meaning, kind of like the ones we looked at yesterday.

"A chicken dinner will be fine." If I told you, if you asked me what I'd like for dinner and I told you, "A chicken dinner might be fine," what would you fix for me? Fried chicken. Would you ever give what a chicken might eat? Corn. Chicken dinner might be fine. Something a chicken might like rather than something I might like?

Let's look at Amelia Bedelia's story. "Change the towels in the green bathroom." Does your mother ever tell you to change the towels? What, what do you do when you change towels? Okay. Okay. When you washed, wash your towels, you take 'em out and put clean ones in. Is there any other meaning for "change"? Do you know what "change" means? To make different. Is there another idea you might have if I told you to change towels? Do you have any ideas? Okay. Might do it that way. We'll have to see what Amelia Bedelia does.

Dust the furniture. We've talked about that. That's where you get your polish out. Is there another, what else do you dust? How do you dust? What else do you dust? Make more dirty. Yes. You can dust with, with powder. Okay.
If I told you to, "Put the light out when you finish in the living room," what does that mean? "Put the lights out"? "Put the lights out"? Sachiko? If I told you to put the lights out, what would you do? (Inaudible) a guess? Do you have a guess about what you would do? Off? Yes. Might turn the lights off. If I, what else might you do with the lights if I told you to put the lights out? Any ideas? Would you put 'em outside? I might tell you to put the dog out and that would mean put outside, right? Put the dog out means to put him outside. So if I said, "Put the lights out," it might mean, put 'em outside. Do you think that's what she means? We'll find out.

"The meat market will deliver a steak..." Wait a minute. "Meas__ measure two cups of rice." (Inaudible) mean measure? Measure two cups of rice if you're cooking. Measure two cups of rice. Do you know how to measure? How would you measure? Could you draw a picture of how to measure? Want me to draw a picture of what would, what do you need to measure rice? What do you need when you need to, to measure rice, what do you need? If I said two cups what do you need then? Okay. You need one cup. It's usually got a little handle and it's got little things on here to tell you. Okay. You need a cup. And if I, then what do you do? Okay. So you pour it in here. How many times? Two times. Would you ever, if this is a ruler for measure__, would you ever measure two cups? Measure? How tall? Measure? No? Okay. Does "measure" mean to do this sometimes?

Next one. "The meat market will deliver a steak and a chicken. Please trim the fat before you put the steak in the ice box." Do you know what the word "trim" means? "Trim"? "Trim" has many meanings like yesterday. "Trim" can mean to cut the fat off of the steak. At Christmastime, we bring a tree into our room and everybody puts things on it and we'd say that we are "trimming the tree." We're decorating. And if you cut your hair just a little bit, you're trimming. Trimming. So "trim the fat" might mean trim, either, to, could dec__, could mean to decorate. Make it pretty. Or it may mean to cut off. Okay.

"And please dress the chicken." What are you going to do when I tell you to dress the chicken? Some of you will be taking cooking class next year will hear the word, "dress the chicken." Do you have any idea what you might do with it when I say, "Dress the chicken"? Either a funny way or can you think of a, anything possible? "Dress the chicken." So you know what "dress" means? Okay. You might put clothes on a chicken. Okay. When you are cooking, you "dress the chicken." You clean it and get it all ready to be cooked. It may also mean including putting something inside of the chicken, something where you just stuff it. But most of the time "dressing it" means to clean it. Wash it really good and prepare it so everything's ready to be put into the oven.
Let's look at the story, Amelia Bedelia. Amelia Bedelia. I'm not sure how old Amelia Bedelia is, but she is working for people, so we would know she must be out of school. Okay.

And I'll show a picture of Amelia Bedelia. Here's what she looks like. The house lady coming to help in your home.

There's a very big, uh, series of stories, uh, Amelia Bedelia and some of the things that happen to her. So what you're seeing here is the first page which tells you that. Okay. So there's, doing what? What is she doing here? This is when she comes, what is she doing when she's doing this? She's going to what? Wash the clothes? And this one. She's probably looking at a list. Okay. She, what has she done here? Okay. She's cooked something. She's reading her list again. Now she's going to, can you think of the word? Dust. Very good. She's dusting. And this one looks like she's going to mop the floor. That's not one I gave you but that is a mop. She's gonna have to mop the floor. And now she's resting. End of a hard day.

Okay. Shall we read our story?

She has a fancy house. I have seen a house very similar to this in Hayden Run in a new park area that they're developing, except it doesn't have the round, but it's very, very similar to this.

"Oh, Amelia Bedelia, your first day of work. And I can't be here. But I made a list for you. You do just what the list says," said Mrs. Rogers. Mrs. Rogers got into the car with Mr. Rogers. They drove away. "My, what nice folks." "Folks" might mean what nice people. What nice folks. "I'm going to like working here," said Amelia Bedelia.

"Amelia Bedelia went inside. Such a grand house." It means it's very beautiful. Very nice. "Amelia Bedelia went inside. Such a grand house." That means it's very big and very beautiful. Uh, expensive because it has chandeliers and fancy curtains. "These must be rich folks." Or rich people. "But I must get to work. Here I stand just looking." At the beautiful house. "And me with a whole list of things to do." Amelia Bedelia stood there a minute longer. "I think I'll make a surprise for them. I'll make a lemon-meringue pie. I do make good pies."

So Amelia Bedelia went into the kitchen. She put a little of this and a pinch of that into a bowl. She mixed and she rolled. Soon her pie was ready to go into the oven. "There, said Amelia Bedelia. That's done." If I asked my grandmother for recipes, how to cook, she always told me, "A pinch of this," which means taking a pinch between your fingers or a little bit of this. She never measured exactly, so it was always kind of odd amounts. My grandmother would use coffee cans or tin cans or whatever she had that she
would measure with. So it was never exact. So good cooks many times can't tell you how they cook because they don't measure. They just know from experience how much it took.

"Now let's see what this list says," Amelia Bedelia read, "Change the towels in the green bathroom." Amelia Bedelia found the green bathroom. Those towels are very nice. Why change them, she thought? Then Amelia Bedelia remembered what Mrs. Rogers had said. She must do just what the list told her. Well, all right, said Amelia Bedelia. Amelia Bedelia got some scissors. She snipped a little here and a little there. And she "changed those towels." So she's cutting the towels up. She's making them different. And we've already talked and we know that making, changing towels means putting, taking the dirty ones and putting clean ones in.

"Draw the drapes when the sun comes in, read Amelia Bedelia." Do you know what "draw the drapes" is? If I told you to draw the drapes in the classroom, what would you do? Draw the drapes. Draw the curtains. Okay. She's sketching a picture of them. "Draw the drapes" to us means to close them to keep the sun out. So close the drapes or draw them. And you say draw because it's the ones that would have a string that you would pull. "She looked up. The sun was coming in. Amelia Bedelia looked at the list again. Draw the drapes? That's what it says. I'm not much of a hand at drawing, but I'll try. So Amelia Bedelia sat right down and she drew those drapes." So she made a picture. So draw has more than one meaning.

"Amelia Bedelia marked off about the drapes. Now what? "Put the lights out when you finish in the living room," Amelia Bedelia thought about this a minute. She switched off the lights. Then she carefully unscrewed each bulb. And Amelia Bedelia put the (those) lights out. So those things need to be aired out, too. Just like pillows and babies. Oh, I do have a lot to learn." So she hung the light bulbs outside.

"My pie! exclaimed Amelia Bedelia. She hurried to the kitchen. Just right, she said. She took the pie out of the oven and put it on the table to cool. Then she looked at the list. "Measure two cups of rice." That's next, said Amelia Bedelia. Amelia Bedelia found two cups. She filled them with rice. And Amelia Bedelia measured the rice. Amelia Bedelia laughed. These folks do want me to do funny things. Then she poured the rice back into the container." So what has she done? She just measured how high and put it away. (laughs)

"The meat market will deliver a steak and a chicken. Please trim the fat before you put the steak in the icebox. And please dress the chicken." When the meat arrived, Amelia Bedelia opened the bag. She looked at the steak for a long time. Yes, she said. That will do nicely. Amelia Bedelia got some lace and bits of ribbon. And Amelia Bedelia trimmed that fat before she put the steak in the
icebox. Now I must dress the chicken. I wonder if she wants a he chicken or a she chicken? said Amelia Bedelia. Amelia Bedelia went right to work. Soon the chicken was finished. She, she made him a pair of pants. So it's a he. She made a he.

"Amelia Bedelia heard the door open. The folks are back, she said. She rushed out to meet them. Amelia Bedelia, why are all the light bulbs outside? asked Mr. Rogers. The list just said to put the lights out, said Amelia Bedelia. It didn't say to bring them back in. Oh, I do hope they didn't get aired too long. Amelia Bedelia, the sun will fade the furniture. I asked you to draw the drapes, said Mrs. Rogers. I did! I did! See, said Amelia Bedelia. She held up her picture."

"Then Mrs. Rogers saw the furniture. The furniture! she cried. Did I dust it well enough? asked Amelia Bedelia? That's such nice dusting powder. Mr. Rogers went to wash his hands. I say, he called. These are very unusual towels. Mrs. Rogers dashed into the bathroom. Oh, my best towels, she said. Didn't I change them enough? asked Amelia Bedelia."

"Mrs. Rogers went to the kitchen. I'll cook the dinner. Where is the rice I asked you to measure? I put it back in the container. But I remember it, it measured for and a half inches, said Amelia Bedelia."

"Was the meat delivered?, asked Mrs. Rogers. Yes, said Amelia Bedelia. I trimmed the fat just like you said. It does look nice. Mrs. Rogers rushed to the icebox. She opened it. Lace! Ribbons! Oh, dear! said Mrs. Rogers."

"The chicken—you dressed the chicken? asked Mrs. Rogers. Yes, and I found the nicest box to put him in, said Amelia Bedelia. Box! exclaimed Mrs. Rogers. Mrs. Rogers hurried over to the box. She lifted the lid. There lay the chicken. And he was just as dressed as he could be." Think he's cute? (laughs)

"Mrs. Rogers was angry. She was very angry. She opened her mouth. Mrs. Rogers meant to tell Amelia Bedelia she was fired. That's what happens when you lose your job. "But before she could get the words out, Mr. Rogers put something in her mouth."

"It was so good Mrs. Rogers forgot about being angry. Lemon-meringue pie! she exclaimed. I made it to surprise you, said Amelia Bedelia happily. So right then and there Mr. and Mrs. Rogers decided that Amelia Bedelia must stay. And so she did. Mrs. Rogers learned to say undust the furniture, unlight the lights, close the drapes, and things like that. Mr. Rogers didn't care if Amelia Bedelia trimmed all of his steaks with lace. All he cared about was having her there to make lemon-meringue pie."
Now you can see what it's like if you don't quite understand. It would be very much like learning English if you sometimes don't know what the word is, if you use it wrong, what can happen. Okay.

Do you have any questions about this story?

What I'll do is let you take this home tonight and look through it and I'll ask you some questions tomorrow. Do a little dictation. So you might want to look over "Mow the lawn." This list. A lot of what goes on. Some of the things on that list aren't in the story but read through the story again and tomorrow we'll do a dictation. I'll ask you some questions.

We'll go ahead and take our break.

Day 11.

I drew last night, some pictures. Please don't laugh. (laughs) My son was busy so this is my version. (laughs) My husband laughed at me and laughed at me. I should shuffle them. (laughs) I have not done this before so...Ohhh...The book we used for our TESOL class had directions on how to draw but I couldn't get my book. It's upstairs. (laughs) It showed you how to draw stick pictures. And I didn't have it to use, so...Ohhh! These need work. (laughs) The very first one I picked up. Let's move to this one. It's not, oh, I guess they're just as bad.

Okay. Mow the lawn or cut the grass. Cut the grass. Cut the grass. He is mowing the lawn. He is cutting the grass.

I have to look at my pictures. I'm not sure what she's doing. She is, wash the dishes. Wash the dishes. She is washing the dishes.

Weed the flowers. Weed the flowers. She is weeding the flowers. She's pulling out the grass or whatever that is I have growing in the flowers.

Scrub the floor. She is scrubbing the floor.

Wash the windows. She is washing the windows.

Wash the clothes. She is washing the clothes.

Vacuum the floor. She is vacuuming, actually it should be the carpet. She is vacuuming the carpet.

Run the sweeper. She is running the sweeper. Hoover is a brandname. You'll see many Hoovers advertised and Westinghouse or a lot of different kinds, but Hoover's a big name.
This one my husband thought looked like a blowtorch (inaudible). Dust your room. She is dusting her room.

Let's see. Rinse the dishes. Rinse the dishes. Rinse the dishes. She is rinsing the dishes.

Dry the dishes. Dry the dishes. She is drying the dishes.

Put the clothes in the dryer. In the dryer. In the dryer. Put the clothes in the dryer. She is putting the clothes in the dryer.

Fold the clothes? That's a new one. Fold the clothes? She is folding the clothes.

Wash. Clean the mirrors. She is cleaning the mirror.

Pick up your room. She is picking up her room.

Scrub the sink. She is scrubbing the sink. We might use an SOS and it's a little, blue pad that scrubs very well or you might use a powder that you sprinkle, like COMET or AJAX or the ones you see advertised on T.V.

Make your bed. She is making her bed.

Wax the floor. She is waxing the floor.

Rake the yard. She is raking the yard.

Water the flowers. Water the flowers. She is watering the flowers.

Okay. Let's see how many you can do (inaudible). Oh well. I had fun making them. (laughs) My son actually does this for me.

Make the bed. Okay. She is making the bed. Okay.

Those are weeds. Weeding. Very good.

Clean. Clean. She has a messy room. Tell her to...pick up. You could say, "She's picking up her bedroom." "She's picking up her bedroom." Usually if I say, "Clean your room," they know which room that is.

She is putting the clothes in the dryer.

And this is fold. Fold. She is...folding. Okay. Or we would say, "Fold the clothes." Mothers are not very polite. You don't say, "Please fold the clothes." You usually say, "Fold the clothes." (laughs)
Or we might say she's scrubbing. Scrubbing the floor.

Wash. Uh, scrub. She is scrubbing...the...sink. Okay. She is scrubbing the sink.

Wax.

What, how else might we say this? She is running...sweeper. Sweeper. This, the name of this is a vacuum sweeper. Okay. So we can use either vacuum, everyone knows when you say vacuum (inaudible), or sweeper. "Vacuum" means to, uh, huh, it means, it holds. Sucks.

Rake.

Rinse. Rinsing.

Dry. Yes. (laughs)

Okay. How else might we say it? He's mowing the lawn.

Wash.

Watering.

Weed. Weeding the flowers.

Picking. She's picking up. She's picking up her room. You might say she's cleaning. But more mothers would say, "Pick up your room." Okay. At least American mothers would.

You can say, "She is drying the clothes" or "She's putting them into the dryer." Or you could say, the short way would be to say, "She is drying the clothes." "She is drying the clothes." What has she done here? She has...folding. Folding. When you are, take 'em out of the dryer and then put them (inaudible).

You did this one last time, didn't you? Okay. She's soaked in water so she's...scrub.

Washing.

Scour. Scour? This is a sink. Sink.

Vacuuming...the floor. And she is also...the other one? (laughs) Running...the sweeper. Sweeper. Sweeper. Vacuum sweeper. Sweeper.

Raking.

Rinse.
Mowing...the lawn. Mowing.

Watering. We call this a "sprinkling can" because it comes out in little drops. Or watering can. Sprinklers.

Scrubbing.

Scour? Scouring?

Rake? Raking?

Rinse. Rinse. Do you know what you do when you rinse? You put them in clear water to get the soap off. That's if you do them by hand. Otherwise you put 'em in the dishwasher. You might even rinse your dishes off before you put 'em in the dishwasher if they're really dirty.

He. He's bald. He has no hair. (Inaudible) (laughs) Watering flowers. Lots of "f's" and "l's" and "r's."

Okay. Let's stop. We'll review tomorrow. These aren't the best copies so at the bottom the numbers didn't come out very well. But Amelia Bedelia went, and I'm going to give you a word and I'm going to ask you to fill them in. Do you understand? Uh, so you can write them at the bottom if you would like. There's more space there.

Amelia Bedelia went inside.

Such a grand house.

These must be rich folks.

But I...but I...must get to work.

Here I stand just looking.

And me with a whole list of things to do. And me with a whole list of things to do.

Amelia Bedelia stood there...a minute longer.

I think I'll make a surprise for them. I think I'll make a surprise for them. I think I'll make a surprise for them.

I'll make a lemon-meringue pie.

I do make good pies.
Okay. From what I can see, there's one, a couple sentences we'll redo: I think I'll make a surprise for them and I'll make a lemon-meringue pie.

Want to check them?

Amelia Bedelia went inside - i-n-s-i-d-e.

Such a grand house - so just the letter "a."

These must be rich folks - r-i-c-h.

But I - letter "i," capitalized, must get to work - t-o.

And me - m-e - with a whole list of things - t-h-i-n-g-s - to do.

Amelia Bedelia stood there - t-h-e-r-e - a minute longer - l-o-n-g-e-r.

And this one I'll write on the board.

I think I'll - "i"-apostrophe-l-l - a surprise for them - f-o-r - them.

I'll make - m-a-k-e - a lemon-meringue pie - p-i-e.

I do make - m-a-k-e - good pies.

This is the one I think threw you from when I watched. Uh, do you know, what do we call this? Do you remember what we call this? What is it? "I will." Right. And it is, since it is a short form, it can be "I will" or "I shall." It means, we call these "contractions." "Contract" means to make smaller. Okay. When I put my arm like this, I'm stretching my muscles. When I pull them in like this, I'm making them smaller. They are contracting. So in biology class, you will hear "contraction" because muscles contract. Here we call them contractions.

In Japan, do they tell you when to use "will" and when to use "shall"? Do you know when you use "will" and when you use "shall"? There is a difference.

In English, particularly if you went to England, the United States is not very good about using these properly. If I were to ask you to go through the persons using future, I would say, properly, I should say:

I shall go
You will go
He, she, it will go
It's only in the first person, right?

We will go
You will go
They will go

In everyday conversation, this is the way I would use it. (Inaudible) I think it is only singular. I will double-check on this. I think it is only singular. This is, I think it changes only when it is one person.

I shall go to the store tomorrow. I shall go to the store tomorrow. You might say to your mother, "I shall go to the store tomorrow." And she'll say, "No, you won't!" "I will, too, go to the store tomorrow." You use "will" when you're angry or emphasize. This becomes "will," these become "shall."

I shall go to the store.
I will go to the store tomorrow.
You shall go to school tomorrow.
You will not stay home. Okay.
He/she shall go.
We shall go tomorrow.
You shall go.
They shall go.

For emphasis when you're angry. Mad. As Keiko would draw her picture. (laughs) Okay. So for emphasis.

The United States mixes these up. Most people will just say, "I will go" and they will use "shall" for emphasis. You may never hear "shall" in American English but if you went to England, you will hear the difference because they are very particular. They want you to use it properly. So there is a difference between "shall" and "will." Depending on, if you were to have English teachers, they will expect you to know the difference. But most students will mix them up and just use "will." "Shall" is kind of being lost. But that is, most of the time, you use it when you're emphasizing.

I would like you to turn your papers over and I'm going to give, I want to dictate to you a small section from the story. Everything. So we'll do one sentence (inaudible). And I will put the names on the board for you to help you out a little bit. I will spell Amelia Bedelia's name. Amelia Bedelia. Mrs. Rogers, the lady. Mr. Rogers.

This is what we do when they're, they're married. Do you know, how do you show if somebody is not married, a girl? What word do you use? If "Mrs." means married and "Mr." means married, what does, if you're not married you would say..."Miss." We also have a word for unmarried men which you never see very often. It's called "Master."
Okay. Mrs. Rogers. Mr. Rogers and Amelia Bedelia. Those are the names of the people.

Everybody ready? We'll do one sentence at a time. I will repeat, listen once, then I will repeat slowly and then I will repeat fast for the third time. So listen the first time.

Mrs. Rogers hurried over to the box. Mrs. Rogers...Mrs. Rogers...hurried over...if you don't know how to spell a word, just draw a line and go on to the next one. Leave a space if you don't know how to spell it and go on...to the box. Mrs. Rogers hurried over to the box.

Next sentence. She lifted the lid. She lifted...the lid. She lifted the lid.

Next sentence. There lay the chicken. There lay the chicken. There lay the chicken.

The next sentence is a long one. And he was just as dressed as he could be. And he was...just as dressed...as he could be. And he was just as dressed as he could be.

Mrs. Rogers was angry. Mrs. Rogers was angry. Mrs. Rogers was angry.

She was very angry. She was very angry.

She opened her mouth. She opened...her mouth.

End of the dictation. What happened when she opened her mouth? What did Mr. Rogers do? Can you tell me? What did he do? Do you know how to say that? He put pie in her mouth. Pie. You might say, "He fed her pie." "He stuffed a fork in her mouth." "He put something, pie in her mouth." There are many different ways we could say that.

Okay. Shall we check these?

Mrs. Rogers is on the board. Mrs. Rogers hurried. No new sentence. These are, I want, to check your sentences not write 'em. You don't have to write a sentence. Let's check your sentences. Okay.

Mrs. Rogers hurried - h-u-r-r-i-e-d - over - o-v-e-r - to the box. And there should be a period at the end. Period.

She lifted the lid. Lifted is - l-i-f-t-e-d - the lid. -L-i-d - period. Lid.

And he was just - j-u-s-t - a-s - d-r-e-s-s-e-d - as he could be.

Mrs. Rogers was angry - w-a-s - a-n-g-r-y. There should be a period at the end of each of these sentences.

She opened her mouth - o-h, wait a minute. Did I skip one? Yes.

And she opened her mouth - o-p-e-ned - mouth.

There are a couple things I, I noticed that you were having trouble with. Most of it was spelling. Uh, "lid" was a new word, I think, for you. This is a lid.

Do you have any questions on this story so far?

Did you read this story again last night? Did you read the story last night? Yesterday? Did you read it? No? Yes? No, you didn't. Okay.

Can I ask you some questions? Could I ask you some questions? About the story? Do you remember the story? Could I ask you some, you may take your papers out.

Keiko? What does Amelia Bedelia do that's very good? Everyone likes her because she can do this. Make pies. Yes. Very good. She makes pies.

Can you tell me? Sachiko? What does she do when they tell her to change the towels in the green bathroom? What does Amelia Bedelia do? She cuts. Do you know what this is? The...the towel. She cuts the towel.

She is told to dust the furniture. What does Amelia Bedelia do? She puts powder on it. She puts powder on it.

She is told to draw the drapes when the sun comes in. What does she do? The sun. Okay. She actually draws a picture. A picture.

"Put the lights out when you finish in the living room." What does Amelia Bedelia do? She takes the light bulb. What does she do with the light bulb? What is she doing? She is hanging the bulbs on the line. She is hanging the bulbs on the line. Lightbulbs on the line.
In English we would say that this is a light. But these are lightbulbs. If you go to the grocery store or to a hardware store, you can buy lightbulbs - l-i-g-h-t - b-u-l-b-s. Whoops. No. (laughs) B-l- (laughs) - b-u-l-b-s. Lightbulbs. So she is hanging the lightbulbs on the line. She is hanging the lightbulbs on the line. Okay. H-a-n-g - on the line - l-i-n-e - that's a clothesline. L-i-n-e. This is a line that you would hang clothes on outside. Blankets or pillows. Clothesline.

Amelia Bedelia is told to measure two cups of rice. What does she do? Measures with a ruler or a tape measure? Tape measure? Okay. She measures how high or how small? How does she measure? How high. Okay.

This is called a "tape measure." "Tape measure." And a "tape measure" is at least three feet if not longer. Okay. Twelve inches is a, do you know what we call the wooden ones? It's called a "ruler." It's made of wood or plastic. It's straight and doesn't, it's not cloth. It is a ruler. It may be a very long ruler, could be very small. We would, a long ruler would be a yardstick if it has more than a foot. But a foot is a ruler. And you'll use rulers in class.

She is told that "the market will deliver a steak and a chicken. Please trim the fat before you put the steak in the icebox." "Icebox" is another name for refrigerator. Refrigerator. What does she do with the steak? What does she do with the steak? She dressed the chicken. She puts clothes on the chicken. What does she put on the steak, Mio? Remember what she puts on the steak? She puts bows, she puts bows on the steak, doesn't she?

Are they mad at her at the end of the story? Are they still angry with her? At the end of the story? (Inaudible) Mrs. Rogers and Mr. Rogers come home and they see what she has done and they're very angry. But is, are they angry at the end of the story? At the very end of the story, are they still angry with her? She's angry when she sees the furniture. She's angry when she sees the towel. She's angry when she sees the meat. She's angry when she sees the chicken. But what happens? The pie. And was she still angry? No. She liked the pie so they're not angry at her anymore.

Does the family have to make a change? When they write lists for Amelia Bedelia, what do they have to do now? What did they learn how to do? It's in this part here. Remember what they learned how to do? They had to do what to her? "Amelia Bedelia must stay. And so she did." Mrs. Rogers learned to say what? "Undust the furniture." "Dust" usually means to put dust on this because if you have a garden, you will put dust, to keep the bugs out. You put dusting powder on yourself. So to keep her from putting it on, they have to say "undust," "take it off" or "unlight the lights," "turn them out," "close the drapes" instead of "draw the drapes." Okay. So they had
to be very careful what they told her so she would do what they wanted.

Did you like this story?

What do you have to do on your list of things to do? Do you have to do dishes? Washing or rinsing dishes? What will you have to do? Today at home? What will you have to do? Can you tell me one thing you have to do today?

Do you wash dishes every day? Do you have a dishwasher? Yes. Yes. Do you have to load the dishwasher? Put the dishes in the dishwasher? Load? And unload? Take them out? Yes. Do you have to put them away? Put the dishes away?

What will you have to do today? Can you tell me one thing? You have to pick up the room? Vacuum. Vacuum the floor.

I need to cut the grass, but it's raining so I guess I won't do it today.

Okay. It's breaktime.

Day 12.

Good morning.

What jobs did you have to do at home yesterday? Did you have to do any on the list? Or any extras? Can you tell me what you had to do at home yesterday? Did you have to clean your room? The bathroom? Wash dishes? Clean the bathroom? Yuck! I don't like to clean bathrooms.

What did you have to end up doing?

I did mow my lawn yesterday. Got it in before the rain came and I picked up the whole house. (laughs) Ick. Very good.


Do you like to watch T.V.? I don't either. My husband watches it all the time. He has a T.V. in every room. He just goes from room to room to room and then he's got a little T.V. that he keeps in the car to watch television programs. He can listen to the baseball games. It just plugs right in to the lighter. He's terrible. (laughs) He likes to watch old movies and any sports programs. You can ask him questions about old television shows and he'd give you
all the answers 'cause he's watched them over and over and over again.

What did you do for fun? Anything? OHHH! When will you get your glasses? Do you know? August? So you won't get 'em 'till then? Have you picked out glasses? I hope you get them soon so you can see.

Shall we review our cards from yesterday. We'll let Mio do all the hard work. (laughs) You can laugh at my pictures. I was going to add a couple, but I didn't. Oh, I also washed clothes yesterday, took 'em out of the dryer. I washed my dog's bed and my bed and my kids' clothes. I have a son who is going to Maine today to vacation so I had to wash up all his clothing and he's packing this morning.

What is she doing? She's making the bed.

What is she doing?

What is she doing? My son's room looks worse than this. He has a drum, drums, many drums and he piles his clothes on the drums. (laughs) Clothes on the drums and records. I told him this morning when I came home, it better be clean.

I don't know if you know this one. Do you know this one? "Weeding"? She's weeding the flowers.

She's washing her clothes.

Very good. She's scouring the sink.

My husband asked me if this was a fire. (laugh) Anyway...Good.

Rake. This is a rake. The grass and raking the lawn. Raking the yard.

She's washing the dishes.

Okay. She's watering the flowers.

(laughs) Forgot the hair.

And if she did this, she is...do you remember the word? Folding? Folding the clothes. Clothes. She's folding the clothes.

Scrubbing. She is scrubbing the floor. And I use a brush sometimes, or sometimes I just use an old rag. Have to use a brush if it's really dirty. She's doing it the easy way. I usually do it on the floor.

I need to do this. (laughs) The rain has been terrible.
This would be dry. This would be rinsing. Rinsing. Rinsing the dishes. Rinsing the plate. Rinsing. Rinsing.

She's picking up like Sachiko yesterday.

Scour. Very good.

Washing.

What is another way we might say "mowing the lawn"? Okay.

Folding?

Rinsing the dishes or the plates. Rinsing. Rinsing. Rinsing is a hard letter.

Very good. Very good.

Okay. I have a new story for you today about Amelia Bedelia. Actually I have three stories about her but I copied another one. This one is a long, long story. I have another one but it's just as big.

Before we look at this story, I would like to ask you a couple of things. First of all, I don't know that you know this word. I don't know that you know this word. It's "homonyms." "Homonyms." And in English, we call words that are homonyms, that are, that sound alike but are spelled differently and they have different meanings also. An example that would be easy for you would be: to, too, two. Uh, the other one that we see a lot is there, their, and they're. They also have the same sound but they are spelled differently and they are used differently. When people are talking, I may say there, their, or they're. You know which one I mean by how I use it. Okay. Amelia Bedelia has a problem. When she hears people say "there" or "their," she doesn't know there's a difference. She knows one meaning. And that's going to cause her some problems.

Uh, I'll give an example. This is from the story. Do you know what a "steak" is? "Steak"? Can you tell me what a "steak" is? Do you know what either one is? Can you tell me what "steak" is and then I'll tell you which word it is? Okay. It's a kind of supper so it's going to be a...piece of meat. Okay. This is meat. Okay.

A "stake" is a post usually that we use for flowers. Stake that we put into the ground and you tie flowers to or it can be used, that is a noun form. This word can also be used as a verb. This is only used as a noun. This one has more than one meaning. So this one means it's a "stake" as a noun. It can be used for, when you are reading American History, they will talk about the Gold Rush. Everyone went out West because they heard there was gold in the mountains and there was gold in the water and rivers and they went out and they
looked for gold. And if they found gold, they would go in and they would do something called, "You stake your claim." You write down on a piece of paper where you have your place, what part of the mountain you want and you tell 'em this is mine and you register your stake. "Stake your claim." You place a claim. "This is my area and anything I find there is mine." And you usually had to pay for a piece of paper. Okay. So that's what that means by "staking." Putting money on the line for this piece of land. So it can be used as the verb. Uh, but for our story, it's going to be these two. Okay. Meat and where it holds plants. You can put a stake in the ground to mark land. Uh, if my house is here (Boy, I'm not very good today. Let's at least get the roof on.) I could put a stake here, a stake here, a stake here and this is where my land is.

You can play a game outside and you use, uh, in front of it they put, you have a ball, you have mallets. You're supposed to hit the ball and it's supposed to go through the wickets and hit the stake. Okay. So it's a post. And this is a croquet game. Croquet. And if you watch on, uh England, in England this is a very common...you might see when the princess gets married, Prince Andrew gets married, you might see some of the croquet games that they play. But it's a long game that you play outside. And there is a post here that is called a "stake." But it is any kind of piece of wood that you pound into the ground. You stake your trees so they don't fall. You place a stake.

Now let's take a look at Amelia Bedelia. On the back of my book it says, "Need help? Send for Amelia Bedelia. Miss Emma did and guess what happened?" I may have some of the pages upside down but I think they are all in order.

Okay. Everybody ready to start?

"Have a good day," said Mrs. Rogers.
"And you help your aunt, Effie Lou." 
"I will," said Effie Lou.
"I'll come back for you later this afternoon," said Mr. Rogers.
He drove off.

Uh, do you remember in yesterday's story, who Mr. Rogers was? Who was Mr. Rogers? Yeah. That was Mr. Rogers. Very good. Okay. Mr. Rogers must be help, loaning her out for a day. Okay. She normally works for Mr. Rogers. He drove off.

"What a grand house," said Effie Lou. 
"Miss Emma is a grand woman." said Amelia Bedelia.
She went to the door and knocked. 
"Come in," called Miss Emma. 
Amelia Bedelia and Effie Lou went inside. 

"I am glad to see you," said Miss Emma. 
"Sumter is sick."

So Sumter is the person who usually works for her. It is not a very common English name so it, it isn't usually (inaudible). 

"Don't you fret," (Don't you worry) said Amelia Bedelia. 
"We will take care of that. Just tell us what to do."
"First," said Miss Emma, "weed the garden."
"all right," said Amelia Bedelia. 
"Is there anything else."
"Yes," said Miss Emma. 
"But go ahead and start before the sun gets hot."

Don't turn the page yet. What do you think she's going to do? How is she going to weed the garden? You have to think like Amelia Bedelia. How would she weed the garden, do you think? How did she clean, how did she dust the furniture? She put dust on it. What is she going to do when she weeds the garden? Any guesses? She'll put weeds in the garden. You think? Let's find out.

"Come on, Effie Lou," said Amelia Bedelia. 
"Let's get busy." They went to the garden. 
"It does have a lot of weeds," said Effie Lou. 
She started to pull one. 
"Stop!" said Amelia Bedelia. 
"What are you doing?"  
"Trying to get the weeds out of the garden," said Effie Lou.

"Get them out!" said Amelia Bedelia. 
"She said to weed the garden, not unweed it."


"Those weeds are little," she said.
"Maybe vegetables get hot just like people. They need big weeds
to shade them."

Do you know what "shade" means? "Shade"? It's from the sun? "Shade"?

"That's why Miss Emma told us
to weed before the sun gets hot."
"That makes sense," said Effie Lou.
"I see some really big weeds."
"Let's get them," said Amelia Bedelia.
They did.
Soon that garden was weeded.

Amelia Bedelia and Effie Lou
went back to the house
"The garden is weeded,"
said Amelia Bedelia
"Good," said Miss Emma.
"Now I want you to stake the beans.
Here is the string to tie them.
You can use this saw
to cut the stakes."
"All right," said Amelia Bedelia."

Wait. What do you think she's going to do? She has to stake
the beans. What is she going to do? She's going to use meat instead
of wood. What is she going to cut, then, with the saw? She's going
to cut the_, what kind of steak? How would you spell the steak
she's going to cut? So she's going to use the saw to cut this, not
this. Is that what you think? Okay. Let's see.

"There are bugs
on the potato plants.
Take this bug powder
and dust them,"
said Miss Emma.
"If you say so,"
said Amelia Bedelia.
The telephone rang.
Miss Emma went to answer it.

What is she going to do with the bug powder, do you think? What
is she supposed to do with the bug powder? Take this, there are bugs
on the potato plants. "Take this bug powder and dust them." What is
she going to dust? Okay. Do you think she's gonna dust the potato
plants or is she gonna dust the bugs or is she gonna dust both? You
have any ideas? What kind of powder might she use? A guess? Any
guesses? Okay. Well, we'll find out. Turn to the next page.
"Amelia Bedelia found
all the things she needed.
She and Effie Lou
went back to the garden.
"All right," said Amelia Bedelia.
"We will steak the beans first."
"Have you ever done that?
said Effie Lou?"

Can you look at the picture there and tell me what she has? What is this? Can you tell what that is? Do we know what that is yet? Do you ever get any of these in the mail? It is what? Do you know how to say it in English? It is a what? It is a package. Package. And this is a...? Saw. And this is...? A string. To string. String. You use it to tie a rope (inaudible). And this is...? Bug powder. Bug powder. And this you should know from my drawing. It's like a fire. (laughs) Do you know what this is? It's a duster like you'd use in the house. It's a duster. A duster. It's called a feather duster. A feather duster.

"All right," said Amelia Bedelia.
"We will steak the beans first."
"Have you ever done that."
said Effie Lou.
"No," said Amelia Bedelia.
"But she just said to steak them."

Can you see how she's spelling steak? See the difference in the spelling? She was told to do this, but Amelia Bedelia is saying "steak."

"Anybody can do that."
"Can I help?" said Effie Lou.
"Yes," said Amelia Bedelia.
"You count the bean plants."
Effie Lou counted and said,
"There are fifteen."

Amelia Bedelia
unwrapped a package.
She shook her head and said,
"That's a mighty little bit
of steak for fifteen plants.
But it was all she had."

So in her package she had what? Steak. If you buy from a butcher (and you can call them and have it delivered to your house), they will put it in a package like that. In small towns, they still do that and I believe there's a grocery store still in Forestview (inaudible). But there aren't very many.
"She took the saw
and cut the steak
into fifteen pieces.
"I could have cut better
with a knife," she said.
"Why didn't you use one."
said Effie Lou.
"Didn't Miss Emma say to use
this saw?" said Amelia Bedelia.
"Yes," said Effie Lou.

So she follows her word in using the saw, but she misunderstands "steak" for "stake."

"Then that's why," said Amelia Bedelia.
"Now hold the steak while I tie it."
Amelia Bedelia and Effie Lou
steaked those beans.

"All right, beans."
said Amelia Bedelia.
"Enjoy your steak."
Effie Lou laughed.
"Your work is fun," she said.
"That it is," said Amelia Bedelia.
"Now those bugs
are waiting to be dusted."

Has she changed what she's supposed to do? What's she going to dust? What, she's going to use bug dust, but what's she going to dust? Well, let's see.

"Now those bugs
are waiting to be dusted.
"How do we do that?"
said Effie Lou.

"I'll catch and you dust,"
said Amelia Bedelia.
"Here bug, here buggy, buggy, bug."

She's supposed to dust the plants so that when bugs land on 'em, they will die. But she's going to catch each little bug and dust the bugs.

They caught and dusted every bug.
"Why did she want us to do that."
said Effie Lou.
"Most people want bugs killed."
"But Miss Emma is not most people," said Amelia Bedelia.
"Those bugs may be her pets. They are pretty little things."
"If you like bugs,"
said Effie Lou.

"That takes care of that,"
said Amelia Bedelia.
"Let's go in."
"I made lunch for you,"
called Miss Emma.
"After you eat, throw some scraps to the chickens."
"All right," said Amelia Bedelia.

Do you know what "scraps" are? "Scraps?" Do any of you sew? Sew clothes? When you cut out clothes, there are always little pieces left and we would call those "scraps." When you eat your dinner, if there is a little bit of food left that you're not going to use, we would call those "scraps." So they're things, it's what's left over that you are not going to use or you're saving for some little thing. Uh, many people save scraps from material to make blankets or quilts. You might save scraps of wood after you've cut something out to start fires. You may take scraps that you have left from your food and feed it to your dogs or on a farm you might give it to pigs to mix in with their food so that they get a variety. So scraps can have, can be a lot of different things. We could have scraps of paper left after you've cut out, if you've done some (inaudible) maybe you get to cut, you might have little pieces of scraps that you might use for a nose or an ear on something else. But you would save 'em, thinking you're going to use them someday. Okay. So Amelia Bedelia is to, "After you eat, throw some scraps to the chickens." What do you think she might throw to the chickens? What is she supposed to throw? What would you think you might throw to chickens or horses or dogs or cats or pigs? You would throw scraps of...? Normally you would throw what? Yeah. You're going to throw out...what kind...of scraps? Let's see. We talked about...you could have food scraps, you could have wood, paper, material as in, when we use, sew, material and this is kind of when you sew this is what we call "fabric." Scraps of fabric or material. What kind of scraps would you throw to chickens? Sachiko? Food scraps? What do you think Amelia Bedelia might give her, give to the chickens? Do you thing she's gonna give food scraps? No. Do you have any idea what she might use? Let's see what kinds of scraps she's going to use.

"After you eat, throw some scraps to the chickens."
"All right," said Amelia Bedelia.
"And Amelia Bedelia,"
said Miss Emma, "my garden club
is meeting here this afternoon.
Please make a tea cake."
"I'll be glad to," said Amelia Bedelia.
"I do love to bake."

What kind of cake would you make if you were gonna make a tea-
cake? Yest, uh, in the other story, she had to make a sponge cake
and what did she do? What'd she make the sponge cake out of? How
did she, what did she do? What did she cut up? She baked it but
what did she do? How did she make it? Would you eat her sponge
cake? Do you remember her sponge cake? Would you eat her sponge
cake? Remember what she (inaudible)? A sponge takes water and you
can use it to, when you wash the floors and so she cut up a sponge
and put it in her cake. Yuck. Okay. How do you think she'll make
tea cake, then? What will she put into the cake? Tea. (laughs)
Okay. Uh, a real tea cake is a cake that you would serve with hot
tea. If you go to England, they do serve fancy little cakes.
They're very, very, very sweet. Sweeter than what Americans would
make. Uh, I make, in my family that's from Norway, they would not
make a tea cake. They would make tea rolls so it'll be like a
breakfast roll. But it's not as sweet. But it is also called a tea
ring because it's in a circle or a tea cake or a tea roll. But it's
a, something, uh, a dessert you would eat when you are drinking tea.
And you don't always have to have, you can have coffee, but we still
call it a tea cake.

"Amelia Bedelia and Effie Lou
ate their lunch.
"I wonder where she keeps
her scraps?" said Amelia Bedelia.
"I'll ask her."
She went to Miss Emma's room.
She came right back.
"We will have to look for them,"
said Amelia Bedelia.
"She's asleep."

Which means "she's sleeping." "She's asleep." It's the same as,"She is sleeping."

"They looked and looked.
"Here's a whole bag of scraps,"
said Effie Lou.
"Good," said Amelia Bedelia.
"Take some and we'll throw them
to the chickens."

Everybody ready?
"They went out to the chicken pen. Effie Lou threw the scraps. The chickens came running. "Look at that!" said Amelia Bedelia. "I never knew chickens liked to play."


"Aren't they funny?" said Effie Lou. "They sure are," said Amelia Bedelia. "But I've got to get that tea cake made."

So she thinks the chickens are playing. The chickens were hungry. (laughs)

"I've never heard of tea cake," said Effie Lou. "Neither have I," said Amelia Bedelia. "Then how can you make one?" said Effie Lou. "Well," said Amelia Bedelia, "I know what tea is and I know what cake is. I'll put them together and I'll have tea cake." "That's easy," said Effie Lou. Amelia Bedelia got a mixing bowl. She put a little of this and some of that into it. She mixed and she mixed. "Now for the tea," she said.

Remember when I told you that, a little pinch of this or a dab of that, when it's not very accurate? That's what this means. She put a little of this, which means she probably put a little bit of sugar, a little bit of flour, but not exact amounts. Good cooks don't have measurements.

Amelia Bedelia opened some tea bags. "It's not going to be Japanese tea, obviously. It's going to be their (inaudible) tea, "and mixed the tea into the batter."

Do you know what "batter" is? "Batter"? Okay.

"It looks awful," said Effie Lou. "Different folks have different tastes," said Amelia Bedelia. She poured the batter into a pan. Soon that cake was baking.
Amelia Bedelia began to mix another cake. "What kind are you making now?" said Effie Lou. "Nut cake," said Amelia Bedelia. "Miss Emma loves that." Finally the cakes were baked.

"Are you going to put icing on them?" said Effie Lou. "That's a good idea," said Amelia Bedelia. "It will fancy them up."

It will make them look pretty. You would probably not hear, "It will fancy them up." That would be poor English. You would hear, "It would make them pretty." "It would make them look nice." Uh, the real verb for that instead of, "It will fancy them up," is "decorate." You would decorate a cake or frost. Frost a cake. This would mean "fancy" because you're gonna put little things on it. I think she's really meaning this. Frost. With decorate, you would put flowers or different things on it to make it look pretty. Pretty. But we generally "frost" a cake.

She mixed white icing and pink icing. "You ice the tea cake pink," she said. "I'll ice the nut cake white." They finished the cakes and put them away. Miss Emma came into the kitchen. "The cake is ready," said Amelia Bedelia. "It smells good," said Miss Emma.

"There's one more thing I want you to do. There is a bare spot in my front lawn."

"Bare spot" means there's no grass growing. For some reason the grass has died or maybe a dog dug a hole.

"Please sow these grass seeds on it."

If you are sewing clothes, do you know how you spell that "sew"? How do you spell it? If you are going to sew? Do you know how to spell it in English? This is when we're going to do a little...okay...stitches. These are also homonyms. "Sew" and "sow." This means to throw seeds. Okay. You're going to, you sow seeds when you plant a garden. You sow seeds when you plant flowers. You sow seeds when you are going to plant grass. So it means to kind of, not really throw or toss. Throw seed. But they're, they are pronounced the
same way. I sew clothes and I sow grass seed. "Sew" and "sow." Amelia Bedelia is told to do what? She's told to..."please sow these grass seeds on it." What is she going to do? What is, what is she, uh, Sachiko? Which one do you think she's going to do with the grass seeds? Will she do this? "Sew" or "sow?" What do you think she's going to do? This one? This is what Amelia Bedelia's going to do? No. That's what she's supposed to do. Which one is she going to do? This, do you think? Yes. If you look at the page on, the picture on the next page, you're going to see her.

"That spot is bad," said Effie Lou.
"It sure is," said Amelia Bedelia.
She sat down and took two needles and some thread from her bag.
She threaded the needles.
"Here is yours" she said.
"Now, let's sew."

So she's going to...turn to the next page. She's making little strings of...grass seed.

"Amelia Bedelia and Effie Lou sewed those grass seeds on the bare spot.
"Tie the ends together," said Amelia Bedelia.
"We don't want the seed to fall off."
They went into the house.
Miss Emma was in the kitchen.
"Let's walk around some," she said.
"Show me what you've done."
"All right," said Amelia Bedelia.
They walked by the chicken pen.

"Lands sakes!" said Miss Emma.

Means, "My goodness!" "Oh, no!" That's what you would say if you're surprised. "Lands sakes!" If you go, probably in southern states, you might hear that or farther in the Midwest. Uh, I don't know if I've heard that very much in Ohio. I have heard it occasionally from my, some of my aunts and uncles in Wisconsin. But it's a little farther. Uh, you might hear, "My goodness!" or "Oh, gosh!" or they might say four-letter words sometimes when they get very mad.

"Lands sakes!" said Miss Emma.
"What are those colored things."
"Scraps." said Amelia Bedelia.
"Those chickens did have fun."
"My quilting pieces!" said Miss Emma.
"My good quilting pieces!"
"Did we use the wrong scraps?"
said Amelia Bedelia.
"Go get them, Effie Lou."

Quilting pieces. And she has saved her, her little pieces of material to make a blanket. So she's not happy.

"Miss Emma walked to the garden.
She stopped and stared.
"Those weeds!" she said.
"Those big weeds!"
"We got the biggest we could find,"
said Amelia Bedelia.

Miss Emma looked at Amelia Bedelia.
"Thank goodness Sumter will be back soon," she said.
"Why didn't you stake the beans?"
"We did!" said Amelia Bedelia.
"There just wasn't much steak to give them.
Show her, Effie Lou."
Effie Lou held up a bush.
"There goes my dinner,"
said Miss Emma.

She looked at the potatoes.
"I see the bugs are dead," she said.
"Dead!" said Amelia Bedelia.
"Did we dust them too much? I'll get you some more."
Miss Emma laughed and said, "I can live without them. You've done enough."
"We enjoyed doing it," said Amelia Bedelia.

So she did do one job okay as far as she did kill the bugs.

"I've seen all I want to see," said Miss Emma.
They all went inside.
"The ladies should be here soon."
said Miss Emma.
"The table is set.
The tea is made."

Do you know what it means when I say, "The table is set"? "The table is set"? Oh, that's one I could have given you. "Set the table." Are you ever asked to "set the table"? "Set the table"? What would you do if I told you to "set the table"? Do you know?
When I ask my son to set the table, it means to put the dishes on the table so they are ready to eat. So if she says "the table is set," that means it is ready. The table cloth is there. The dishes are ready. Okay.

"You can put the cake on this tray."

And that is a picture of a tray that she’s going to use.

"I’ll let the ladies in," said Miss Emma.

"All right," said Amelia Bedelia.

"Let’s get the cakes ready," said Miss Emma.

"I hear the ladies coming now," said Amelia Bedelia.

Soon Miss Emma called,

"Amelia Bedelia, please bring the tea."

"Coming," said Amelia Bedelia.

Amelia Bedelia set the tea tray in front of Miss Emma.

"Go ahead and pass the cake."

"In front of Miss Emma," said Amelia Bedelia.

"Every lady took some cake."

"I’m starved," said Mrs. Lee.

"Im starved," said Mrs. Lee.

"That means she’s very hungry. Starved.

"Delicious!" she said.

"I’ve never tasted this kind before."

"You’ve never tasted nut cake?"

"This isn’t nut cake," said Mrs. Lee.

"Try the pink kind."

"I can’t wait for the tea."

"I won’t wait," said Miss Emma.

"I’ve never tasted nut cake."

"You’ve never tasted nut cake?"

"This isn’t nut cake," said Mrs. Lee.

"Try the pink kind."

"I’m starved," said Mrs. Lee.

"It is good," said Grandma Wilson.

"Hand me another piece."

"No, Mrs. Mark," said Miss Emma.

"I can’t wait for the tea."

"I want more pink cake."

"You can put the cake on this tray."

"I’ll let the ladies in," said Miss Emma.

"All right," said Amelia Bedelia.

"Let’s get the cakes ready," said Miss Emma.

"I hear the ladies coming now," said Amelia Bedelia.

"You can put the cake on this tray."

And that is a picture of a tray that she’s going to use.

"I’ll let the ladies in," said Miss Emma.

"All right," said Amelia Bedelia.

"Let’s get the cakes ready," said Miss Emma.

"I hear the ladies coming now," said Amelia Bedelia.

"You can put the cake on this tray."

And that is a picture of a tray that she’s going to use.
"Emma, do tell us what kind of cake this is," said Mrs. Bloom. Miss Emma took some cake. "My favorite," she said. "Nut cake." "No, the pink kind," said Ella Jean. "Try the pink kind." But all of the pink cake was gone. "Stop keeping secrets," said Grandma Wilson. "What kind of cake was that?" "Ask Amelia Bedelia," said Miss Emma. "She made it." A car horn honked outside.

Toot toot.

"Mr. Rogers! said Amelia Bedelia. "Come on, Effie Lou."

Miss Emma followed Amelia Bedelia to the kitchen. "What kind of cake was the pink one?" she asked. Amelia Bedelia looked puzzled.


"Tea cake," she said. "That's what you said to make."
"Tea! You mean? said Miss Emma. She began to laugh. Amelia Bedelia saw something. "Oh, I plumb forgot," she said.

That is also an old word that you won't see very often. "Plumb." It means, "Oh, I just forgot," she said. "Plumb forgot" means completely forgot.

"Your grass seeds," Miss Emma looked at them. She laughed harder and put them around her neck.

"Amelia Bedelia," she said. "you are really something. Effie Lou, you are lucky to have Amelia Bedelia for an aunt." "I know," said Effie Lou. "Amelia Bedelia knows everything."
The horn honked again.
"Hurry, Effie Lou," said Amelia Bedelia. 
"We can't keep Mr. Rogers waiting."

What problems did Amelia Bedelia have today? What words didn't she understand? Can you name one? What were some of the words she didn't understand? Can you think of one word she didn't know? She didn't know what it meant or misused? Can you think of one word? I've got two of 'em. Sachiko? Can you think of one word she didn't know? That she didn't do right? What did she do with the seeds? No guess? Did she know this word? Did she know "scraps"? She knew what it meant but did she know what kind of scraps? She thought it was this kind and this is what she was supposed to do. So she had one meaning for "scraps" only. She didn't understand that it could be food scraps or wood scraps or paper scraps.

Did you know this one? She didn't know this one, did she? She knew this one so this is what she did. She didn't know "sow." Is there another one she didn't know? Are they are more word she didn't understand? "Tea cake." She didn't know "tea cake." So she made, she knew what "tea" was and she knew what "cake" was so she put it together. She didn't know "tea cake." What else didn't she know? "Steak." Right. She didn't know "steak." Very good. And she didn't know "weed" as in "Unweed." "Unweed." We would never say that in English. But if you have Amelia Bedelia come to your house, you'd have to say "unweed."

Did you like this story, too? I have one more about her. She's a very funny lady. Would you like to have her as your aunt? No? (laughs) No? You don't want her to show you the wrong things, do you? Okay. Break time.

Day 13.

Good morning.

First of all, do you have any questions on these words? Do you want me to go through and pronounce them first?

This is "three."


Land.

Cold and hot. Opposites.

Hat.
"Child" is for one. How do you make it more than one? What's the word for more than one child? Children. You have one child but you have two...children. Very good.

Ice. You haven't seen ice in America yet, but you will see ice this winter.

Play.

Sea. And this is as in the ocean. What is the homonym? What is the homonym? We looked at homonyms yest___. S__, s-e-e. Right. The homonym would be s-e-e--.

Day.

Eat. What is the past tense of eat? Ate. Good.

Sit. Sit, sit, sit.

Lot. Do you understand "lot"? Yes?

Box.

Belong. Belong.

Door.

Yes.

Low.

Soft.

Stand.

Yard. Can be several different words. Can be yard as in (inaudible). As in year. To measure. Your front yard. Back yard.

Bring.

Towel.

Five. What is the opposite of "soft"? If it's not soft, it's -is this soft? Hard.

Okay. Let's see how you do. I will mix them up though.

Everybody ready.

Start with Keiko. Cold. I have a bad cold. What else might this mean? I am cold. Okay. So this one has several meanings, too.
I want something hot to drink. Something hot to drink. That is very hot. It is hot in here.

Okay. Did you eat breakfast this morning? What did you eat? Bread and coffee.

I need a hat in the summer. To keep the sun (inaudible). You will need a hat in the winter to keep your ears warm outside.

She is an only child. She is an only child.

We sit on the grass.

It is Friday. Or you can say, "What day is this?"

Yes. She said, "Yes, of course." Very good. Do you know where to punctuate "yes" when it's in a sentence? When it's first? If I wrote, do you know how to punctuate this sentence? Where? Here? Okay. You would put a comma. "Yes, you may go to the store." (Inaudible) when you're giving permission. You would do the same with "no," also.

Low. Ohhh! You got a low grade in your history class. Uh-oh. You'll do better this year. You won't take history, right? No history? (laughs) Next year. The year after next.

Soft. I have a soft (inaudible).

Stand. The man standing by the...is my cousin. I didn't hear the one word. By the train. Okay. The man standing by the train is my cousin. Good. Good sentence. Complex sentence.

Lot. There is a lot of people.

We have three kinds of...three kinds of, uh, languages. Let's see, how would we say that? Forms of language? Three types of language? Are they writing? Are they three different types of writing? Or are they three different types of speaking? Or are they both? Three different kinds of writing? You have three different writing systems, then? Okay. Three different writing systems.

Throw. Good. He throws the stone into the water.

Land. Okay. Let's see. We need to do the__, work on this one. We'll come back to that. This is gonna involve a, a good grammar exercise. Uh, instead of "many," you would use there is "a lot" of or there's, uh, actually I would start the sentence with "land" and say that, "Land covers three quarters of the earth." It doesn't, but one-half, not even one-half, is it? One third? Two-thirds of the land covers the earth is water. So maybe one-third of the land covers
the earth. Land covers one-third of the earth. I'll explain to you why you can't use "many."

Box. She put away her pencils into the box.

She belongs to the baseball club.

See if she can remember what word you use with that, though. It's the word when you...okay. In the winter, my garage is...icy. Roads are icy. Many people fall. I fell on the ice. It hurts. Do you have much ice where you live? In winter? In Japan? Is there much ice? Do you have ice in Japan? In winter? No? There is a lot of ice here so you have to be very careful, especially, yes, especially in the parking lots because they don't put anything down so that they're very icy.

The door is locked by, by Tom. Okay.

Sea. (laughs) Are you going to be Amelia Bedelia? I have never seen the sea by the Atlantic Ocean. Okay. Baltic Sea or...what other seas do we have? Mediterranean Sea. Caribbean Sea. Down by Florida.

Yard. Very good. (laughs)

Bring. She will bring a big present. That's exciting.

Tell. Tell me what, what is this, uh, big present she's bringing? Tell me what's inside that present. (laughs)

Five. She will be five years old next month. Your sentences are so good today.

We'll do 'em one more time.

(Laughs) She lies. (laughs)

You get hot in, in the summer. Yes.

Eat. At McDonald's. McDonald's. Yes. I can't say it. We, we were, when I took my Japanese class, she made us practice saying McDonald's and now I can't say it. There was too many syllables. I couldn't get my tongue (inaudible). Let's see. What is Mrs. Carlson's name? Anyone remember what that is in Japanese? I have to practice.

Hat. I have many hats. Very good.

Yes, in our Japanese class, in our textbook, the name in the textbook that we use is always, Mr. T________. So when M________ came, ohhh!. T_______! (laughs) We always had to practice.
Child. Okay. Very good. Very good. Childhood. Do you know "childhood"? "Childhood"? The word "childhood"? It is when you talk about your past. That's when you were a little chi... Little girls. That would be your "childhood." It is a noun version explaining the experiences and the life you've had as a child. You would refer to that as your "childhood." You are now in adulthood because you are adults and experiencing adulthood.

Sit. Okay. Please sit down in this chair.

Day. It's raining... it rained day after day. Okay.

Yes. She answered "yes" to my question.

Low. Let's see. I am low because... I didn't hear your last word. I am low... lower?... lower than Sachiko. You can also, there is an idiom for this one where you hear people say, "I feel low." "I'm low today." That means you feel depressed and sad. "I am low."

Soft. AHHH! Mine is too! (laughs)

Stand. Someone was standing by the door.

I will be able to see a lot of people on the street.

There are three girls in this class.

Throw. Can you use a different form of this? Could you use it in past tense? "I throw the ball today."... do you know what the past tense is of "throw"? Usually, well, that would be (inaudible) because it's an action still continuing. "I threw the ball at my brother yesterday" or "I threw the grass." No. Ohhh! You're giving me a homonym. "She threw the ball through the glass." To the glass? Oh. "I threw the ball to the glass." Okay. This is a homonym. "I walked through the door."

I probably should give you, "throw," these are irregular verbs. They don't make a past... tense.

This one is sit, sit, sit. Eat, ate, eaten. What is the past tense for "bring"? Do you know? It's "brought." Uh, "I throw the ball today, I threw the ball yesterday, I have thrown the ball many times before." "I throw the ball today, I threw the ball yesterday, I have thrown the ball many times before."

While we're doing this, let's do the eat, ate, eaten. "I eat breakfast every day, I ate breakfast yesterday, I have eaten breakfast every day for the past ten years." That's not true. (laughs) Many times I don't eat breakfast. That's one meal I don't eat. Drink coffee instead.
Okay. Sit. "I sit in the chair." Gave you the wrong word here. Let's get this, I'm not thinking. I'm thinking of "set." "I sat on a chair yesterday." "I have sat."

The one, the word that Americans confuse...we have some irregular verbs that Americans have trouble with. The one I'm thinking about, that's why I wrote that. Americans confusion, uh, students mix these two up all the time. The other one they do is "lie" and "lay."

Part of the problem is this...because of this same form. The other part of it is that the sentence has to be written in a certain way to use this one. Has to be written a certain way for this one.

Have you tried to use "lie" and "lay" before and had trouble? Did you work with this in Japan? "Lie" and "lay" at all? Do you want to look at it a minute?

Uh, this means to "put" or "place." This one means to "rest."

I'm not going to explain it in terms of grammar but I will show you what is different. I would like you to look at this sentence. After this verb, what is different between what follows "lie" and what follows "lay"? Can you tell me? How is this sentence different from this one? Can you tell me? Okay. And whenever you have any form of "lay," "laid," or "laid," you are going to have a book, the book, something that you are doing it to. Okay. So you will always have a noun without a preposition. "I lay the pencil on the tray." "I lay the...plate on the table." Yeah. But that's past tense. (inaudible) But "lie" is always followed, any form of "lie" will always have a preposition with it. Always. And this is a preposition. On, over, under, around, into. And this is the person that does the action and this one has a receiver. But I don't like to explain that part because unless you've had a lot of grammar, that's hard to understand. But American children, kids always have trouble because of this having "lay" and "lay" here. Cause you can "lay" on the bed. Resting. And if you listen very carefully, you'll know that Americans do this wrong because they tell their dogs to "lay down." "Lay down." "Lay down, lay down." And we should be using the command, "Lie down." We should always teach them to "lie down." But if you look in all the books they teach you for commands for teaching a dog to, for obedience, you tell him to "sit." "Stay."

But we always tell them to "lay down." And it's printed in all the books and it's very, it's very poor English. And I also see it in British books. I have bought a couple books of obedience written by British people and they also teach their dogs to "lay" down. So it's not just Americans who are not using it properly. British also use this one incorrectly when it's a command. But "lie," and "lay" is a problem for American students. And "sit" and "set." This one also means to "place." You "set" the table. Put something down.

I'll give you some sentences. I need another board.
Who can fill in the first one? "We blank the book on the table." What form would go there? We lay. L-a-y. Do I mean this "lay" or this "lay"? This one. Okay.


I'm going to give you a hard one. When it says "has" that immediately puts it into (inaudible) "lain" or "laid"? You sure? What follows? This is, when you go to using helping verbs is when it really throws American students between "lain" and "laid." But remember, you always have to see if there is a preposition afterwards, you're going to be using "lain." We will review this in the fall because this is, everyone needs this review. We have, there are several other ones in English that are very difficult, but this is probably the hardest one. When you listen to people talk, they will most often make this mistake.

And, okay. Bring. "I bring my books to class, I brought my books to class, and I have brought my books to class."

"Tell me a story, she told me a story, she has told that story many times before."

Do you understand why we call those irregular verbs? Irregular verbs? Why are they irregular? How do we do endings for past tense for irregular verbs? What are the ways? Okay. There are three. As in bitten. Driven. Right. Yes. Okay. This is the most common, this is the second most common and this is the third most common. These are irregular because they, they change spelling completely. Sometimes they look very close to a regular verb but the only way you can learn those is to just memorize 'em and say them in lots of sentences over and over and over so that you can practice using them. Uh, another reason they're irregular is they change. Uh, let's see, I'm trying to think...the ones I am seeing that are changing, and this is not the one, you will sometimes see this, the -oke verbs listed as speak, spoke, spoke or speak, spoke, spoken. In America, if this is the proper way, but we start saying it this way, most of the time this one will be ruled out and this will become the proper form. So you need to check the dictionary, a current dictionary to see what is now (inaudible) proper because there are several on the irregular list that I learned when I was in school that have now changed. And it's very hard sometimes to know which one to use. So if you use a very up-to-date dictionary, uh, what we usually have you use in our classroom is the Oxford Dictionary, and the Oxford is printed in England and it lists the first major changes. Uh, in your dictionary, they may list both of these. The first one will be preferred and the second one is acceptable. So there are several of our irregular verbs now that are more (inaudible). I've been a bit
surprised a few times. So English changes from year to year. Sometimes you have to look in the dictionary. A kid will say something to me, "Well, this is okay now," and you'll look in the dictionary and he's right. It's something that has changed and they don't send out a note and tell everybody. You just have to find out sometimes by (inaudible) dictionary.

Any questions?

Let's practice, uh, quick question. What work did you do yesterday at your house? Keiko? Could you tell me? Did you do any work yesterday? Very good. Was it good?

Sachiko? What did you have to do yesterday? Did you work at all yesterday? Or did you rest? Did you rake the yard? Did you clean the house? You didn't work at all yesterday?

Did you work yesterday? We didn't learn that one, did we? Planted. Plant. You buy plants and you plant them. In the ground? That is a plant. Plant. Right. It's a plant. I planted some flowers yesterday. I planted some flowers. So plant may be used as a verb and a noun both because you can buy plants and you can plant flowers.

Well, I have one last Amelia Bedelia story and I did not copy this one. It was very long and I will share it with you.

Remember the first day we started Amelia Bedelia we talked about ordering toast and an egg but we didn't talk about how it was cooked? Okay. Amelia Bedelia's gonna have trouble with that and I'll sit close to you so you can see the book and I'll look at it upside down and we'll see how it works.

"Amelia Bedelia," called Mr. Rogers.
"Is the coffee ready?"
"Coming right up," said Amelia Bedelia."

This you might hear in a small town restaurant. "Coming right up." It means it will be ready very quickly.

"She poured a cup of coffee.
She took it into the dining room.

"There," said Amelia Bedelia.
"Would you like something more?"
"Yes," said Mr. Rogers.
"Toast and an egg."
"Fine," said Amelia Bedelia.
She went into the kitchen.
Very quickly
Amelia Bedelia was back.
Mr. Rogers picked up the egg.
He broke it over his toast.
"Confound it, Amelia Bedelia!"
he said. "I didn't say raw egg!"

So she just brought him a, took an egg out of the refrigerator and just brought it in.

"But you didn't say to cook it," said Amelia Bedelia.
Mr. Rogers threw down his napkin.
"Oh, go fly a kite," he said.
Amelia Bedelia looked surprised.
"All right," she said. "If you say so."

So you remember what "go fly a kite" meant? It means, "go away" and she's going to do what?

"Soon Amelia Bedelia was out in a field.
She had a kite.
"Now that was nice of Mr. Rogers," she said. "I do love to fly kites. But I better get back. Mrs. Rogers might need me."

Sure enough, Mrs. Rogers was calling,
"Amelia Bedelia."
"Here I am," said Amelia Bedelia.
"There's a lot to do," said Mrs. Rogers.
"Do you know how to make bread?"
"I make good corn bread," said Amelia Bedelia.
"No, I want white bread," said Mrs. Rogers.
"You are a good cook.
Just do what the recipe says."
"All right," said Amelia Bedelia.
"Here's a list of the other things I want you to do," said Mrs. Rogers.
"I'll be out until dinner time."
"Don't worry," said Amelia Bedelia.
"I'll get everything done."
Mrs. Rogers left.

"I'll start with that bread," said Amelia Bedelia.
She read the recipe.
"Do tell," she said.
"I never knew
bread did magic things."
Amelia Bedelia got everything
she needed.
Quickly she mixed the dough.

Amelia Bedelia
set the pan on the table."

Here we have "set" and it has "the pan" so it is the correct
version. Correct choice.

"Now," she said,
"you're supposed to rise.
This I've got to see."
Amelia Bedelia sat down to watch.
But nothing happened.
"Maybe you don't like to be watched.
I'll come back," said Amelia Bedelia.

So there's something in the recipe she didn't do.

"Let's see."
Amelia Bedelia got her list.
"Clean out the ashes
in the parlor fireplace.
Fill the wood box."
Amelia Bedelia went into the parlor.
She cleaned out the ashes.
And Amelia Bedelia filled
the wood box."

So she cleaned the ashes out and she put 'em in there. And
what's she supposed to put here? Remember? Wood. That's where you
stack your wood. That would hold wood and that's where you put your
ashes. Your ashes you dump outside in your garden or in the trash.

"That's done," said Amelia Bedelia.
"What's next?"
She read, "Pot the window box plants.
Put the pots in the parlor."
Amelia Bedelia went outside.
She counted the plants.
Then she went into the kitchen.
"My goodness," she said.
"I need every pot for this."
So she took them all.
Amelia Bedelia potted those plants.
And she took them inside.
What kind of pots is she using? Cooking pots. What kind of pots are you supposed to use? Plant pots or flower pots? Pots. So she’s using like scraps yesterday. She’s not using the right kind of pots.

"Now I better tend to that bread,"
said Amelia Bedelia.
She went into the kitchen.
But the bread still sat on the table.
"Now look here," she said.
"You are supposed to rise.
Then I'm supposed to punch you down.
How can I punch if you don't rise?"
Amelia Bedelia sat down to think.
"Maybe that pan is too heavy," she said.
"I better help it rise."

Amelia Bedelia got some string.
She worked for a bit.
And that bread began to rise.
"That should be high enough," said Amelia Bedelia.
"I'll just let you stay there awhile."

Amelia Bedelia picked up her list.
"Make a sponge cake."
Amelia Bedelia read that again.
"I know about a lot of cakes," she said.
"And I never heard tell of that.
But if she wants a sponge cake,
I'll make her a sponge cake."
Amelia Bedelia put a little of this and some of that into a bowl.
She mixed and mixed.
"Now for the sponge," she said.
Amelia Bedelia got a sponge.
She snipped it into small pieces.
"There," she said.
"Into the cake you go."

Is this going to be a good cake? No. It's not going to be like her tea cake, is it? At least that was a type of food or that you could use, but you would never eat sponge cake.

"Soon the sponge cake was baking.
"I don't think Mr. Rogers will like this cake," said Amelia Bedelia.
"I'll make my kind of cake too."
He does love butterscotch icing."
So Amelia Bedelia
baked another cake.
"There now," she said.
"I'll surprise him."
Amelia Bedelia put
the butterscotch cake in the cupboard."

These we sometimes call cupboards.
She put the sponge cake on a shelf.

"My, this is a busy day,"
said Amelia Bedelia.
"Let's see what's next."
"Call Alcolu."

That is the name of a person.

"Ask him to patch
the front door screen."

Do you know what "patch" means? "Patch" means to fix or repair.
But it can also mean if you have a hole in your clothes that you sew
a patch over it. You can buy patches that you can iron on that
covers the hole. Okay. So you can do a patch with fabric or you can
fix it by putting in new screen. A patch.

"Amelia Bedelia shook her head.
"Alcolu can't patch anything,"
she said. "I better do that myself."
She got what she needed."

She didn't do the right kind of patching, did she? (laughs)

"And Amelia Bedelia patched that screen."

Normally, when you patch, you would take a piece of screen
itself and cover over or you'd take out the screen and put all new
screen in. Most doors you replace screen on.

"Amelia Bedelia looked at the time.
"Oh," she said.
"I better get dinner started.
Let me see what she wants."
She read the list.
"A chicken dinner will be fine."
Amelia Bedelia shook her head.
"What will she think of next?" she said.
"Well, that won't take long to fix."
Amelia Bedelia got everything ready.
She set the table.
Then she sat down to rest.

Soon Mr. and Mrs. Rogers came home.
"Amelia Bedelia," yelled Mr. Rogers.
"Coming," called Amelia Bedelia.
"What is that awful cloth on the front door? said Mr. Rogers.
"You said to patch the screen," said Amelia Bedelia.
"Can't patch without a patch."

They went into the parlor.
"All my good pots!" said Mrs. Rogers.
"And bad ones too," said Amelia Bedelia.

Mr. Rogers looked at the wood box.
He shook his head.
But he didn't say a word.
They went into the kitchen.
"The sponge cake is pretty," said Mrs. Rogers.
"At least that's done right."

They're in for a surprise, aren't they?

Something caught Mr. Rogers eye.
He looked up.
"What in tarnation is that?" he said.
"The bread!" said Amelia Bedelia.
"I plumb forgot it.
Do let me punch it down quick."
She climbed up on a chair.
Amelia Bedelia began to punch.

Like a punching bag. A fighter.

"Mr. and Mrs. Rogers just stared.

The bread plopped to the floor.
"Did I see what I thought I saw?" said Mr. Rogers.
"You did," said Mrs. Rogers.

"Now," said Amelia Bedelia,
"dinner is ready when you are."
"Well, you can cook" said Mrs. Rogers.
"Dinner should be good."
"I hope so," said Mr. Rogers.
"I'm hungry."
"Just serve the plates,"
said Mrs. Rogers.
Mr. and Mrs. Rogers sat at the table.
Amelia Bedelia brought in the plates."


Mr. and Mrs. Rogers stared at the plates.
"But, but, that's cracked corn.
It's all kinds of awful things,"
said Mrs. Rogers.
"You said chicken dinner,"
said Amelia Bedelia.
"That's what chickens eat for dinner."
Mrs. Rogers was too angry to speak.
"Take this mess away,"
said Mr. Rogers.

This is what I put out for my ducks and my birds to eat.

Mr. Rogers said,
"Serve the cake and coffee."
Amelia Bedelia did.
Mr. Rogers took a big bite of cake.
He sputtered and spit it out.
"What in tarnation is in that?" he said.
"Sponge," said Amelia Bedelia.
"Mrs. Rogers said
to make a sponge cake."

Suddenly Mr. Rogers laughed.
He roared.
Mrs. Rogers looked at the lumpy cake.
Then she laughed too.
"But I'm still hungry,"
said Mr. Rogers.
"I can fix that," said Amelia Bedelia.
"I have a surprise for you."
"Oh, no!" said Mr. Rogers.
"I can't stand another one,"
said Mrs. Rogers.

Amelia Bedelia brought in milk and her butterscotch cake.
"Ahhh," said Mr. Rogers.
"Hurry," said Mrs. Rogers.
"Give me some."
Soon the whole cake was gone.
"How do you do it, Amelia Bedelia?" said Mr. Rogers. "One minute we're hopping mad at you."
"And the next, we know we can't do without you," said Mrs. Rogers.

Amelia Bedelia smiled. "I guess I just understand your ways," she said.

Do you know what "hopping mad" means? You're so angry you are just jumping up and down angry. We say, "hopping mad." "Hopping mad."

We will take our break.

Day 14.

What did you do this weekend? You went bowling? You're working hard in summer school. (laughs) Do you usually do something special during the summer for, in Japanese school? Do you study for a while and then have fun? Or is that one day, one day a month or...? Just once a month that you get to do something special. That's fun.

And what did Sachiko do? Outside? Did you have a picnic? Yes? What park did you go to? Adams Park? Ohhh! Do you have friends in Cleveland? Do you have friends in Cleveland? Did you just drive, was it just a park where you could eat or were there things you could do? Just going to eat. That's a long drive just to find, go someplace to eat. Was it the Cleveland Metropark, uh, let's see, Metropolitan Park System? Yeah. How long did it take you to drive up there? Ohhh! Okay.

I thought this week we would look at friends and family and things that are important. But I thought, we'll probably start with some poetry and I also have a story, a couple stories for you about friends. And I'm going to have a paper I'm going to let you fill out about yourselves. Uh, but I thought I would give you the poem to start us with today. "If I Were in Charge of the World." That means if you were the boss. Okay. That's kind of what this poem means. "If I were the boss" or "If I were in charge of the world," these are some of the changes I would make.

"If I were in charge of the world
I'd cancel oatmeal,
Monday mornings,
Allergy shots, and also
Sara Steinberg,"

Okay. So he's, she's saying, what is she saying there? Will you have Monday mornings anymore? Do you know what "cancel" means?
Will you have Monday mornings? No. No more Monday mornings, no more oatmeal, no more allergy shots, and no more Sara Steinberg. So that's something I, I might get rid of.

"If I were in charge of the world
There'd be brighter night lights,
Healthier hamsters,"

Hamsters are little furry animals that you raise. They're like, they look a lot like mice but they have just a little tail. And they can be kept as pets or they can (inaudible) science class. Okay.

"There'd be brighter night lights,
Healthier hamsters, and
Basketball baskets forty-eight inches lower."

So this must be a short person who wrote this.

"If I were in charge of the world
You wouldn't have lonely.
You wouldn't have clean.
You wouldn't have bedtimes.
Or 'Don't punch your sister.'
You wouldn't even have sisters."

Is it a boy or a girl writing this? A boy. Yes. Want to get rid of his sisters.

"If I were in charge of the world
A chocolate sundae with whipped cream and nuts
would be a vegetable.
All 007 movies would be G."

"G" is general where all people can see it instead of "GP" or "R" rated or "X" rated.

"And a person who sometimes forgot to brush,
And sometimes forgot to flush,
Would still be allowed to be
In charge of the world."

Did you understand all the poem or part of it? Part of it. Okay. Let's go back and look at the, we looked at the first paragraph a little bit. Allergy shots are for people who might have, I get allergy shots and this is to help me not have, I'm allergic to dust. Dust makes me sneeze and makes me sick. I'm allergic to most of the things that are outside and molds and cats, but not dogs. Uh, so I get a shot every week that I give to myself or my husband gives to me. And my son takes allergy shots. So he's saying that nobody should have to be sick anymore. Shouldn't have to have allergy shots.
Sara Steinberg? Must be a friend that he doesn't like.

"If I were in charge of the world
There'd be brighter night lights."

Many American children **like** do not like to sleep in the dark and we have little lights that you plug into the wall so you can see. And, he wants one that's a little brighter. He doesn't like this one. He wants something brighter. And

"Healthier hamsters,"

He wants ones that live a long time. A lot of times, hamsters will only live a short time. When we had hamsters, as long as I kept 'em in a cage, they lived a long time. The first time you let them out, out of the cage to run, they didn't live very long because they'd go crazy when we put 'em back in the cage. They wanted to be free. And they'd eat anything and eventually would kill themselves. So he wants healthier hamsters. Ones that will live a long time. He wants basketball baskets forty-eight inches lower. So probably right about here so I could make all my baskets.

"If I were in charge of the world
You wouldn't have lonely."

So people would not be lonely. You'd always have lots of friends and places to go and things to do and you wouldn't be by yourself all the time. Okay. So this must be a little, uh, must be a boy who's small, who's been lonely and doesn't like that.

"You wouldn't have clean."

So it's someone who doesn't like taking baths every night. (laughs) Girls don't seem to mind that when they're little, but boys, little boys do not like to have to take a bath every night.

"You wouldn't have bedtimes."

So you wouldn't have mother saying, "It's time to go to bed. It's nine o'clock." Okay. He wants to be able to go to bed whenever he wants to. Or you wouldn't have mothers saying, "Don't punch your sister. Don't hit your sister." In fact, "you wouldn't even have sisters." You would be so happy there would only be boys in the world. Wouldn't work, would it?

"If I were in charge of the world
A chocolate sundae with whipped cream and nuts
would be a vegetable."

American mothers will say and I imagine Japanese mothers would say, too, "Vegetables are good for you, ice cream isn't." So he
wants it to be a vegetable so ice cream's good for you. All the junk food would be good.

"All 007 movies would be 'G'."

Those are spy movies. Uh, and they generally are "R" rated where somebody, unless you're sixteen, you can't see them. But he wants to be able to see 'em so he wants it General so everyone can go.

"And a person who sometimes forgot to brush,"

And that's usually your teeth,

"And sometimes forgot to flush,"

in the bathroom...flush the commode or flush the toilet,

"Would still be allowed to be
In charge of the world."

So he doesn't want to be somebody who gets in trouble because you forget to brush sometimes or sometimes you forget to flush.

What would you like? What would you change if you could be in charge of the world? What would you like to have different? Do you agree with any of the things he says? Would you get rid of Monday mornings? No. You like Monday mornings. I'd like to make every day a Friday. (laughs)

One of the things that we know, more people have heart attacks on Mondays than any other day of the week. And they think it's because of having to get up and go to work after you've had a nice weekend. So that might be a good idea.

Do you like oatmeal? Have you eaten oatmeal before? It is a cooked cereal and it's made out of oats. They are probably about (inaudible) small, but it's like this (inaudible) Quaker Oats. It would be a quick cereal and he must not like that. Many American mothers used to believe that you couldn't go to school without a hot breakfast. You should always have a hot breakfast. So they always fixed oatmeal. I grew up on oatmeal and I don't like it much anymore either.

What would you like different? Can you think of one thing that if you had a chance to change something in the world, what would you like to change? Anything about the weather you would like to change? (Inaudible) school you would like to change? So you could get your work all done. So you can sleep. Ohhh! So you want it at night time. The extra hour. Sounds good.
Would you like, would you like twenty-five hours in a day instead of twenty-four so you could have one more hour to sleep? Keiko would be outside working if she had one extra hour.

I would like to change the temperature so that it never goes above ninety and we have, and the humidity doesn't get so bad. I don't like it when it's ninety-eight and ninety-nine. It's too hot. So I'd like to keep it around no higher than ninety. (laughs)

What would you change if you could? Can you think of anything you'd like to change? Do you want to go to school nine months of the year? Twelve months of the year? Monday through Thursday? Four days a week? Would you like to make Japanese schools Monday through Friday instead of Monday through Saturday? (laughs) Anything you would like to change? No? I'll let you think about that a little bit.

I have a sheet that I might ask you to fill out. Actually have two sheets. I'm going to ask you to think about yourself for a few minutes.

Act like you are in the center and I would like you to think about what are the worst qualities, worst things about you? That you think are the worst. What are your hobbies? What do you like to do? I would just make a list. You don't have to write sentences. What is the best thing about you? That people would like, do you think? What is your very best quality? Are you trustworthy? You don't tell secrets? Are you always willing to help a friend? Uh, that, that's the type of thing I'm looking for. What are your interests? Do you like to read? It may be something that's different than hobbies. Uh, maybe you're interested in music. That type of thing? Music. What kind of music do you like to listen to? Rock music? Uh, classical music? I'll help you with the English words for it. What kinds of things do you fear? What are you afraid of? And what do you want to do? What are some of your goals? What would you like to be? Would you like to, uh, study ballet more? Uh, would you like to be a teacher? Would you like to travel? What are some of the things you would like to do?

And I would just list. You don't have to write sentences. Okay. So on your goals, you might want to just write: travel, uh, study, ballet, become a teacher, get married, have children.

Worst qualities. Maybe I, maybe you think you talk too much. Uh, worst qualities. Maybe I'm messy. I leave my room in a mess. I don't clean up. My son would have to say this. (laughs) Uh, are you late? I have one son who is late for everything he does. He's never on time. He always forgets. He never remembers that he has band practice at six o'clock until it's six o'clock. "Oh, I forgot to tell you!" Or, "Tomorrow I have a big poster due" and we don't have any poster board. So he never remembers what is due until the last
minute. He always takes one day at a time. And never what's due for
the next day. So that would be his worst quality is that he doesn't
plan ahead or he doesn't think ahead.

Do you have any questions? Do you understand? What each one
means?

Best quality might be even study hard. A worst quality might be
not study.

You would write nothing under "You" because that is you. So
this one's about you. I have another one.

Shall I do this for you? Help you with music? Give you some of
the American terms for, for the types of music? Like rock, folk,
classical, uh, opera, country. What do they call it? Pop? Pop
charts they talk about. And this they, under rock, we break it into
categories of either light rock or hard rock. Light rock a lot of
times would be considered to be pop, too, because it kinda crosses
over. Hard rock has, uh, more noise in it. (laughs) So that'll
give you, give you some ideas. If you listen to radio stations,
they're usually organized this way.

I don't think I talked too much about this one. Important in
friendship. When you want to make a friend, what, what is important
to you? Do you want someone who doesn't, who keeps your secrets?
Uh, is there when you need them? Uh, what's important when you look
for a friend? What do you want? What do you want them to have?
Maybe qualities. Friendship. That you have the same interests?
That you like to do some of the same things? Does that give you some
idea? Do they like the same type of music? Do they like to bowl?
Like to, do they speak the same language? (laughs) What can be fun
about this is to look at this in ten years to see if you've changed
any.

I know what my first fear would be. Spiders! (laughs) I don't
like spiders. I have been bit a couple times and I'm allergic to
to them so I don't like to kill them. I break out. I get bumps all
over me when I even see them. I get so afraid of 'em my husband has
to kill 'em no matter if they're just teeny tiny or great big. I'm
afraid of spiders.

And I have a fear of water. Swimming water. I grew up on Lake
Erie and their water was always high waves and it smelled and it was
dirty. And I came real close one ti___, I swallowed a lot of water
one time and I am afraid of water. To swim in it. I might be okay
in a swimming pool but I've not tried it. Fear of water.

Bugs. Snakes. Cats or dogs. Sometimes if you've been bit and
you might be afraid of a dog. Uh, high places. I don't like high
places, either. I climbed the Washington Monument. I walked all the
way up and when I got up there, I couldn't look out. I was so scared. I almost didn't make it up there. I froze on the stairway. Half way up, you go halfway up and it's cement and you can't see down. They get you halfway and they they go to iron and you can see through. It's an open stairway all the way down where you can see where you've been. And I was, if I had known that before I'd started, I'd never have walked up. (laughs) High places. Afraid of water. Uh, sometimes people are afraid of being alone. Does that give you some idea? Things you might be afraid of? Might be some things that you might fear? Don't like spiders.

They had a special on television that said poisonous snakes, the shape of their eye is different than regular snakes. But I don't wanna get that close to find out if they're poisonous. By the, they've already bit you. One is, uh, triangular shaped and one is more oval. They're supposed to be different in shape. I don't wanna get that close to find out. (laughs)

Are you afraid of scary movies? I would say that. Scary movies. Or "horror"? "Horror" movies? Is that the word you're looking for. "Horror"?

I know there's one of 'em my son likes to watch. There's a series called, "Chainsaw Murders" and they use a chainsaw and it's gross. He likes the horror movies.

I don't like 'em. "The Omen" was the last one I saw and that scared me so much I will never see another move. Really frightening. (laughs)

My dog is afraid of that! (laughs) She's afraid of thunder. (laughs) She hides in our, down in our basement. She runs and hides when it thunders. We took her up to my father's this weekend. And it thundered and lightninged all weekend. Well, he doesn't have a basement that she will go to. It's not carpeted. She went from one bedroom to the other trying to find someplace to hide. So he finally, he keeps boxes under his beds so he pulled the boxes, the boxes out and made her a little corner under the bed so she could get (inaudible). She was so scared.

Did you have a lot of rain this weekend here? Did you have a bad storm here this weekend? A bad storm? We had awful storms all weekend up north. They had an inch of rain yesterday in Cleveland early in the morning. And it only took about thirty minutes. We had several hard rains. Lightning and thunder. Across northern Ohio here were even some tornados that touched down on the western side. So there was a string of thunderstorms (inaudible).

Do you like to collect things? Stamps? Or money from different countries? My son collects stamps. He used to collect baseball
cards. He's a collector. He had model cars that he builds now that he's collecting. Used to be airplanes.

I used to get soap. The little bars of soap that would stamp their names on. And postcards. All the different places we visited. I threw them all away.

Do you want to go to college? Some day? Not right away. You want some play time when you don't have to work real hard. I have one son who wants to do that. Who wants to take a year, if not two years before he goes to college. (laughs) He wants to do whatever he would like to do.

It looks like this is going to take longer than I thought so I am going to go ahead and give you the next sheet and let you work on it and that may be all we'll get to today.

I'd like to talk about one, actually two words. The first sheet I have given you is about you from your eyes like you see yourself. What your interests are. And that is called, that would be maybe from first person, my perspective, or viewpoint. My viewpoint.

I'm going to give you another sheet and this is about friends. What is the best quality of your friends? What is the worst quality of your friends? How do they help you? What interests do you want to share? What does your friend like about me? So you're going to think about your friend and whether she told that she (inaudible). So it's going to actually be from the friend's viewpoint through your, what you're thinking. So this is gonna get a little harder. Uh, what must a person be to be a friend? What I have to have. It has to be this or I won't even talk to her.

Uh, and I have at the top, what I would call an incomplete sentence. "She and he can," and I left a word out and I won't be angry. What can they do to you that still won't make you angry? Can they tease you and that's okay? Can they play jokes on you and that's okay? What will you let them do and you won't be mad at them? That will lead into our first story and I have a couple stories that I have that will talk about friends. What friends are. They can do this to me and it's okay. But if somebody else did it to me, it might not be okay. I'll just let you work on whichever one you wanna work on.

Is it the thunder? Lightning? Do you know how to spell "lightning"? Do you know how to spell "lightning"? L-i-g-h-t-n-i-n-g.

My brother-in-law lives in Alaska and he has a cabin in the woods and their bathroom is outside (inaudible) you have to carry a gun because there are bears. (laugh) I was not afraid of bears 'till they came by and now I am afraid of bears. I told him I don't, I don't wanna go to his cabin anymore. (laughs)
Well, it's breaktime so if you want to take a break...

Day 15.

We're welcoming Yoshio to our group today. I suppose Yoshio should know that everything we say in here is taped for the next hour. Okay. And she is using it for a Ph.D. and she's taping for me not so much for her. She wants to see what I do when I teach. So your name will never be used and no one will ever know who it was in this class.

Okay. Yesterday, we talked a little bit about, we started looking at how you think about yourself, what your goals are. Took a look at, started looking at what your friends think of you and what you think of you.

I think I have an extra set.

And what I told you this week, we will look at families and friends and some of the things that you do. And I told you yesterday that I would be starting with this one.

Okay. We have "a pain" and "the great one." Who do you think is considered "the pain"? Younger or older? This person who is "the pain"? Who would you consider "a pain"? Any ideas? It is usually the younger brother or sister who would be considered "the pain" because you have to, the older person always has to take them with them and do things with 'em and they don't like to do that so they consider them "the pain." And in this case, this brother thinks his sister is "the great one." She knows everything. So smart. So we'll take a look at this one young family.

This book was written by Judy Blume. And Judy Blume is an author of many, uh, books that might be read in seventh and eighth grade or many books that are written for high school. So she usually writes for older students, middle school on up. And this is unusual for her to write anything that is elementary. Okay. But the story, as I read it, I thought very much of my own kids. No matter how old they are, you can think of other examples.

This book is written in a, in a different manner. The first part is about "The Pain" so we're gonna read about the brother, but what the sister thinks of the brother. The second part of it will be called, "The Great One" and will be what the brother thinks of the sister.

How many of the (inaudible) your sisters? Do you have any brothers or sisters? You have a brother. Do you have any brothers or sisters? Sister. Okay. So you'll see some of yourselves in this, I'm sure.
"My brother's a pain. 
He won't get out of bed
In the morning.
Mom has to carry him
Into the kitchen.
He opens his eyes
When he smells
His corn flakes."

That's my youngest son. He is the last one out of bed. Never gets up. The other son is ready. He was always the first one and dragged the other one. He still does. I'll go home and he'll still be in bed at noon.

"He should get dressed himself.
He's six.
He's in first grade.
But he's so pokey."

"Pokey" means slow.

"Daddy has to help him
Or he'd never be ready
in time
And he'd miss the bus."

Do you have a brother or sister who's slow?

"He cries if I
Leave without him.
Then Mom gets mad
And yells at me
Which is another
reason why
My brother's a pain."

You have to wait for him which if one is late then that makes both of them late.

"He's got to be first
To show Mom
His school work.
She says ooh and aah
Over all his pictures
Which aren't great at all
But just ordinary
First grade stuff."

So she's, all mothers do this when you, when you come home from elementary school. Many times we don't even know what the pictures
are but you'll ask them, "Well, would you tell me what this picture is?" (laughs) You're okay unless they ask you to guess and then you're in trouble.

"At dinner he picks
At his food.
He's not supposed
To get dessert
If he doesn't
Eat his meat.
But he always
Gets it anyway."

I used to do this, too. My son didn't. It would be if he didn't eat his vegetables, he couldn't have dessert. He'd eat meat and he still eats potatoes but he didn't want peas, he didn't want carrots, he didn't want corn. The only way to get him to eat vegetables was to say "You can't have dessert." And the only kind of dessert he liked was chocolate pudding so I'd make chocolate pudding every day to get him to eat vegetables.

"When he takes a bath
My brother the pain
Powders the whole bathroom
And never gets his face clean.
Daddy says
He's learning to
Take care of himself.
I say,
He's a slob!"

"Slob" means he's messy and unclean.

"My brother the pain
Is two years younger than me.
So how come
He gets to stay up
As last as I do?"

So when she goes to bed at nine, he can go to bed at nine even though there's two years difference.

"Which isn't really late enough
For somebody in third grade
Anyway.
I asked Mom and
Daddy about that.
They said,
"You're right.
You should stay
up later."
So they tucked the Pain
Into bed,"

Tucked. Do you know this word? What parents put a child into
bed and they cover them up and that. We call that "tucked into bed." Tucked. You generally don't tuck high school students into bed but
small children we would tuck into bed or babies you would tuck into
bed. Okay. So it's when you go in and they, they're gonna say
prayers, they would say prayers or if they just wanna go to sleep and
you have to say "good night" to them. That would be "tucking them
into bed." That is a different meaning that you may see it used
other times.

"So they tucked the Pain
Into bed,
I couldn't wait
For the fun to begin.
I waited
And waited
And waited.
But Daddy and Mom
Just sat there
Reading books."

She thought something special would happen if she stayed up
late.

"Finally I shouted,
"I'm going to bed!"

"We thought you wanted
To stay up later,"
They said.

"I did.
But without the Pain
There's nothing to do!"

"Remember that tomorrow,"
Mom said.
And she smiled."

So she misses her brother. There's nothing to do when he's not
around. But he's "a pain" when he is around.

"But the next day
My brother was
a pain again.
When I got a phone call,
He danced all around me
Singing stupid songs
At the top of his lungs.
Why does he have to act that way?"

When my oldest son started getting phone calls from girls, my youngest son did this. He would stand and wanna hear what he had to say. He'd make noises and just to bother. He still does that. (laughs) In fact, older brother does it to younger brother, also.

"And why does he always
Want to be garbage man
When I build a city
Out of blocks?
Who needs him
Knocking down buildings
With his dumb old trucks!
And I would really like to know
Why the cat sleeps on the Pain's bed
Instead of mine
Especially since I am the one
Who feeds her.
That is the meanest thing of all!"

Even the cat won't sleep with her. Doesn't matter if she feeds it. Did you ever do any of this when you were little? (laughs) No? My dog does this now. If they are playing a game of cards, she'll come in and send them flying. So she is bad. It's just like having another little kid in the house.

"I don't understand
How Mom can say
The Pain is lovable.
She's always kissing him
And hugging him
And doing disgusting things
Like that.
And Daddy says
The Pain is just what
They always wanted.

YUCK!

I think they love him better than me."
Have you ever felt that way? Little bit? Did you think one was better than the other? I've heard that. I don't know if they believe it. Every once in a while, "You love so and so better than me." When they were little, they used to say that. Now they say that one gets to drive the car and go without him. Now he thinks he's hurting 'cause he has to stay home. This is "The Great One" so this is going to be what the brother thinks of the sister.

"My sister thinks she's so great
Just because
she's older
Which makes Daddy
and Mom think
She's really smart.
But I know the truth.
My sister's a jerk."

Do you know the word "jerk"? Uh, let's see. How do you explain "jerk"? Okay. "Jerk." This is not a nice thing to be called. A "jerk" is usually someone who does, uh, he would say, might do stupid things. In a classroom, a "jerk" might, oh, if you go to sit down, he might pull the chair out from underneath. Uh, he might throw erasers. He might say things, bad things to a teacher. "Jerk." That's not a very nice thing to say. But when you are fighting between brothers and sisters, American kids will many times call each other "jerks." There are other names they might also call each other but...(laughs) Brothers have their own names to call each other that they would never call sisters. But, a sister, you might call a "jerk."

"She thinks she's great
Just because she can
Play the piano
And you can tell
The songs
are real ones.
But I like
my songs better
Even if nobody
Ever heard them before."

Okay, so she plays real music and he just kinda sits on the piano. He's a little jealous that she can play well.

"My sister thinks she's so great
Just because she can work
The can opener.
Which means she gets
To feed the cat."
Which means the cat
Likes her better than me.
Just because she feeds her."

Now she thinks the cat likes him better 'cause he sleeps with,
he sleeps with her. So actually the cat's being nice to both of
them.

"My sister thinks she's so great
Just because Aunt Diana lets
Her watch the baby
And tells her how much
The baby likes her."

So she's old enough to help. My youngest one has always been
short. He's just starting to grow and my oldest one grew a long time
ago. He's six foot. And the youngest one is just, he just turned,
his five foot two this summer. So he's always the short one
even though he's, there's only a year and half difference between
them. So he doesn't like it that he may be old enough to do the same
things his brother could've done, but he's too small to do a lot of
'em. So that makes it even worse.

"And all the time
The baby is sleeping
In my dresser drawer
Which Mom
has fixed up
Like a bed
For when the baby
Comes to visit.
And I'm not supposed
To touch him
Even if he's
In my drawer.
And gets changed
On my bed."

Your dressers? Where you put your clothes? Many Americans used
to make beds out of them for babies because it's very small. And you
can just put blankets and things in 'em and you can pull 'em out and
use 'em for that. So she uses it only when they have a visitor who
has a baby. My aunt slept in a shoebox. She was so small. She was
a premature baby and they brought her, they had a big shoebox and
that's what she slept in for a couple months. They didn't have to
put her in a baby bed because it was too big for her.

"My sister thinks she's so great
Just because she can
Remember phone numbers."
And when she dials
She never gets
The wrong person."

So what does he do? She dials, she gets who she wants. What
does he do when he dials? Any idea what he would do? He just pushes
any number. He might even get long distance. Who knows? He doesn't
know what the numbers are so he just pushes 'em.

"And when she had
friends over
They build whole cities
Out of blocks.
I like to be a garbage man.
I zoom my trucks
all around.
So what if I knock down
Some of their buildings.
"It's not fair
That she always gets
To use
the blocks!"
I told Daddy and Mom.
They said,
"You're right.
Today you can
use the blocks
All by yourself."

Is he gonna have any fun if he does it by himself?

"I'm going to build
a whole city
Without you!"
I told the Great One.
"Go ahead," she said.
"Go build a whole
state without men.
See if I care!"
So I did.
I build a whole
country
All by myself.
Only it's not the
funnest thing
To play blocks alone.
Because when I
zoomed my trucks
And knocked down
buildings
Nobody cared but me!
"Remember that tomorrow,"
Mom said, when I told her
I was through playing blocks.
But the next day
We went swimming.
I can't stand my sister
When we go swimming.
She thinks she's go great
Just because she can
swim and dive.
And isn't afraid
To put her face
In the water.
I'm scared to
put mine in
So she calls me baby."

That, this is one that many brothers use. They always call the
youngest one "baby." Makes 'em real mad.

"Which is why
I have to
Spit water at her
And pull her hair
And even pinch her
sometimes."

You know "pinch?" I don't know when brothers quit doing that
because mine still do that. Pinch each other. Hit each other.

"And I don't think it's fair
For Daddy and Mom to yell at me
Because none of it's my fault.
But they yell anyway.

Then Mom hugs my sister
And messes with her hair
And does other disgusting things
Like that.
And Daddy says
The Great One is just what
They always wanted.

YUCK!

I think they love her better than me."

A lot of the things they say about each other, they feel the
same way. And they both do things...

Did you like this one?

My sons fight. Uh, my youngest one likes to wear my oldest son's shorts. And he'll wear white ones and he'll spill mustard or ketchup or something gross on them and you can't get 'em out. "You wore my best shorts and you got 'em, you ruined 'em!" Or "My favorite shirt!" My youngest one is a klutz. He spills everything on himself so the oldest one doesn't like to have him borrow his clothes. My oldest one borrows my husband's clothes. He steals his sweaters. He gets in trouble for that. So it doesn't stop just with teenagers. It can be teenagers and fathers fighting over clothes.

Do you fight about anything else? Do you have the same bedroom? Do you have separate rooms? Separate bedrooms? Do you, are you in the same room to sleep? Do you have different rooms?

I stayed in the same room with my sister and we were five years apart and we each had a bed and my sister would divide the room up. She'd draw a line and say, "You can't come over the line or I'll hit you." Or in the car, she'd draw a line between us in the seats. "Don't touch me."

Do you ever do that? No? Yes? (laughs)

When we went on long car rides, she'd, we had this line, "Mother, she's got her hands on my side of the car." We use to fight often.

Who do you fight with? With your brother or sister? Do you fight? Sometimes? You have to think?

Yoshio? Do you fight with your brother? (laughs) What do you fight about? How old is your brother? Twelve. So he's still fairly close in age. I was five years difference so I still fight.

What do you fight about? Ohhh. (laughs)

Have you thought of anything? That you fight about? Oh, you fight every day? Oh. Do you fight over who has to do some of the work in the house? Who has to wash the dishes and clean?

We used to fight over who washed the dishes. We didn't have a dishwasher when I was little, and my sister always washed and I did the drying. But we would fight about who was going to do that. I always thought drying was harder so I liked to wash the dishes. So we'd fight. And if I didn't get to wash the dishes, I'd take a towel. If you hold it from opposite ends and you twist and you pull
it real hard and you'd snap. You could snap them. I'd get in trouble. I was the one who always got in trouble because I was the youngest and I'd fight with my sister. I wanted to stay up as late as she does.

Do you, can you stay up the same time? Do you go to bed at the same time? When you were little? You're pretty close in age.

Does your brother stay up as late as you do? Does he like that? No? He wants to stay up, too? I always wanted to 'cause the good T.V. shows start after nine. (laughs)

Does your sister like to stay up 'till the same time? How much difference is there in your age? Four years? Ahhh! Almost like mine. That makes it worse.

Do you have to take, does your brother have to go with you sometimes when you don't want him to? Does your mother make you watch him? No?

My husband used to have to take his brother to the movies. And his brother was four years younger. And if they went to a scary movie, his brother would get scared in the middle and leave so he'd have to leave. And it'd make him mad 'cause he couldn't watch the movie. He'd say, "I don't wanna take him anymore." His mother said, "You have to." Okay.

I have a poem. This one the sisters will like. I have two that are poems about sisters. And I'll give you this one, I think.

I never tried this but I wish I had thought of it.

When we have done poetry units, we have used this book a lot. And it's a funny book. He doesn't write the best poetry sometimes but he does...

This is what we would call an auction block. An auction block. If you want to sell something, you can give 'em, uh, give 'em the things you want to one person and he will stand like this and hold 'em up and try to get as much money as he can for them. So, uh, if you wanted to sell a car, he might wanna, he'll say, "Do I have a thousand dollars? Anyone give me a thousand dollars?" to start the bidding. And then it keeps going up depending on who puts their hands up. Okay. We sell a lot of artwork this way. Uh, paintings, uh, I would say the majority of the very, uh, big paintings, Renoir and early, early, good paintings in Europe would have to go to an auction. Generally you can't just buy them from somebody else. They usually have an auction. Uh, the other kinds of things you might see auctioned off might be famous letters. If you found a letter of President Lincoln in the 1860's, you might want to sell it to the highest bidder to see that you get the most money for it. Families
sometimes, where I live, I live out towards the country, and in Plain City, which is east, west of here, many of the families have family-owned farms. And when the children are gone and the parents are the last ones there, sometimes when they're gone, they will have an auction and come in and sell the entire farm and house. Everything that's in it. The farm itself. Houses. And anything that's there. So sometimes if you are looking for old furniture, antiques...that's where you might go. If you're looking for antiques. Early American beds or Early American china or dishes, you would go, you would look for auctions listed in the newspaper. And you could buy antiques there. If you're going to go to an auction and buy antiques though, I think you really need to know what you're buying. Have to have some knowledge. 'Cause sometimes you can buy something that looks good and you won't know. Some times if you go to an auction at an old farmhouse, they will sell you a suitcase or a big chest but they won't tell you what's in it. So sometimes you get surprises that way.

So this is called "For Sale." She's going to have an auction and sell her sister.

"One sister for sale!
One sister for sale!
One crying and spying young sister for sale!
I'm really not kidding,
So who'll start the bidding,
Do I hear a dollar?
A nickel?
A penny?
Oh, isn't there, isn't there, isn't there any
One kid who will buy this old sister for sale,
This crying and spying young sister for sale?"

What does her sister do? That she doesn't like? What's one thing she does? She what? She cries. Cries. What's one thing that her sister does that she doesn't like? Crying.

Does anyone know what this means? "Spying"? Why wouldn't older sisters or brothers like, like kids who, uh, younger brothers and sisters who spy? What does a spy do? What are you doing when you're spying? Wanna take a guess? Mio? You look like you're thinking. What do you do when you spy? Can you give me an example? Spying? This usually means watching everything you're doing. And a lot of times if they see you doing something bad, they will go and tell Mom and Dad. And then they're really spying. But they like to see what you're doing. They listen on your telephone to see what you're saying. Uh, they watch to see if you're doing anything good or bad. Oh, the first time my oldest son brought a girl home, my youngest one had to peek out the window and make sure they weren't kissing. Couldn't wait to come and tell us if they did. Uh, so they like to watch everything that you're doing. So they're spying.
We have a different kind of spying and that would be people who try to find out what one company is doing. It may be, uh, Chevrolet people might go and spy on Honda to see how they're building their new cars. And that you can go to jail for. This one is not. But there are professional spies. That's what they do for a living is find out information and sell it. Similar to an auction block.

Why don't we read this together? Uh, do you understand "bidding"? If I say, "I'll give you a dollar," then I am bidding. Usually you put up your hand or sometimes they give you a little card that you hold up and you just wave it at them.

"For Sale." Shall we read together?

"One sister for sale!
One sister for sale!"
Repeat.

"One crying and spying young sister for sale!

I'm really not kidding,
So who'll start the bidding?

Do I hear a dollar?
A nickel?
A penny?

Oh, isn't there, isn't there, isn't there any
One kid who will buy this old sister for sale,
This crying and spying young sister for sale?"

Okay. How much is a penny? One cent. A nickel? Five cents. And a dollar would be one hundred cents.

Do you know what "kidding" means? "Kidding"? "Kidding"? K-i-d-d-i-n-g? "Kidding"? "I'm not kidding." That mean I'm not teasing. I'm serious. Oh, in English, you might have, uh, somebody may ask you sometimes, "Are you kidding me?" In other words, "Are you teasing me or are you being serious." So kidding means, "Are you kidding?" You would say, "Are you kidding?", when somebody might say, "There was an earthquake in California." And you're not sure whether they're being serious or teasing you. You might say, "Are you kidding?" "Are you kidding me?" are usually the same thing. Uh, "The sky is falling in." "Are you kidding?" So you would, you use that quite a bit when you're not sure whether somebody is teasing you or whether they're...uh, let's see. Let me give you some idioms here. (laughs) I might say also instead of, "There's a surprise test today." Uh, J_____ used to say H_____ all the time, "We had a test in Physics. H_____ had it seventh period. And so when J_____ came in sixth period. He's always tell him he had a quiz today in Physics and he'd tell him all the things that were on the
test and they didn't have one. So he used to tease him all the time and H actually would look at him and say, "Are you kidding me?" So he didn't trust J after he studied a couple times. Uh, so you can say, "Are you kidding me." Uh, another way that you might hear it, this I hear sometimes, not too often, "Are you joshing me?" This would be another one. Uh, an old one that you still hear sometimes...all three of those mean the same thing. "Are you kidding me?" "Are you joshing me?" "Joshing me." Or, "Are you pulling my leg?" These all mean, "Are you teasing?" or "Are you lying to me for fun?" And you would say this 'cause it was, because you think maybe they are teasing you for fun. Okay. You generally don't say this if it'd mean, if they do it on purpose to make you angry. Okay. This you always ask if you're just finding out if they're teasing for fun. Uh, and most of the time you'll say this one if it's a surprising kind of thing. "President Reagan was shot today?" "Are you kidding?" And sometimes they'll say, "No, I'm not. It's true. I heard about it in such and such a place." But you'll say when you're not, you can't quite believe that it's true. Uh, you don't always have to use the "me." Many times Americans will drop the tail end off of it. And so they, "Are you kidding?" So you're not wrong to say, "Are you kidding?"

Why don't we say these? Practice.

"Are you kidding me?"
"Are you kidding me?"
"Are you joshing me?"
"Are you pulling my leg?"

And in each case, you can leave the "me" off of this one and the "me" off of this one and it's okay. It's just a short form of it. Okay.

Well, we have a couple other choices.

I have a second story I want to use with you today because this one shows you how a friend can do to you things that you would not allow your brother or sister to do and you still like them. And it's called, Rosie and Michael. So it's going to be about a girl and a boy who are friends. And this is by the same lady who did our opening poem.

"Rosie is my friend.
She likes me when I'm dopey and not just when I'm smart."

So you don't have to be smart to be a friend. You can do stupid things sometimes and your friend will still like you.

"I worry a lot about pythons, and she understands."
And this is a python. So yesterday, one of the things we might have listed that you were afraid of is snakes. So he worries a lot about snakes. But his friend understands why he worries.

"My toes point in,
and my shoulders droop,
and there's hair growing
out of my ears."

I don't have any hair to show you. (laughs) Sometimes, uh, my grandfather had hair that grew out of his ears so we always had to trim it.

"But Rosie says I look good.
She is my friend."

So the way you look and the way you dress doesn't matter to a friend.

"Michael is my friend.
He likes me when I'm grouchy."

Errr! Do you ever feel grouchy in the morning? When you're still tired and somebody makes you get up early? Errr! My youngest son is always grouchy in the morning until he has breakfast. You don't talk to him until he eats his breakfast or he'll, "errr" at you. Okay, uh,

"He likes me when I'm grouchy
and not just when I'm nice.
I worry a lot about werewolves,
and he understands.
There's freckles growing all
over me, except on my eyeballs
and teeth."

Do you know what "freckles" are? Most of the time, uh, kids who have very light skin and it's either blonds or redheads have these little spots all over their face and we call them freckles. And when they go out in the sun in the summer, sometimes they get more. It shows up. So they would be when you are little, you don't like to have freckles because then people make fun of you a lot of the time.

"But Michael says I look good.
He is my friend."

"When I said that my nickname was Mickey, Rosie said Mickey. When I said that my nickname was Ace, Rosie said Ace. And when I was Tiger, and Lefty, and Ringo, Rosie always remembered."
Do you have a nickname? Do you know what a "nickname" is? A nickname can be a short version of your name. It can also be a word that describes you. Uh, sometimes it can be a nice name and sometimes it can be a mean name. Uh, if uh, sometimes girls when they are little will like to be the leader all the time, and you might call them "Bossy" because they boss everybody. So that wouldn't be a nice name. You might, uh, (laughs) this is not nice...get the idea from...real big, we sometimes would call, "Slim." So we might use a nickname that is the opposite of what the person is like. Okay. And that can sometimes be in fun and it can sometimes be, uh, meanness. Okay. So a nickname is usually a description. You can think of your own nickname if you want to call somebody, or it may just come up. My youngest son's nickname is "Chipmunk" and he earned that name at Boy Scout Camp and I don't know why. He doesn't know. They told me he looks like a chipmunk. So everybody tells everybody and so he gets called "Chipmunk" all the time and he doesn't really like that. When you're fourteen going on fifteen, it's not nice to be called a chipmunk. But they call him a chipmunk. So depending on what you know, sometimes if you wanna be a singer, you might take a nickname of "Ringo." Or if he's playing baseball, he might be a lefty, which means he catches and he bats left-handed, so you might call him "Lefty." So the names are usually descriptive names. They tell something about you. But because she is a friend, if I change my nickname today, tomorrow, or four times a day, week or six times, your friend always remembers that you've changed it and knows that name. Your new name.

"When I wrote my name with a "y", Michael wrote Rosey."

And this is something I think girls do more than guys. Like to change the spelling of their name. American girls like to do it. Rosey.

"When I wrote my name with an "i", Michael wrote Rosi. And when I wrote Rosee, and Rozi, and"

This is the funniest one,

"Wrosie, Michael always did too."

And this seems to be something that, it's kind of late elementary even into middle school, where American girls like to experiment with changing the spelling of their name. The other thing you will also see is that they cur__, they prac__, they do different styles of writing. Uh, instead of doing this, many middle school girls will do this. They'll start putting little o's instead of a dot. It makes their English teachers very angry. Or if you're always right-handed and you would spell like this, you might start writing, we call that back-handed. Do you change the slant one way or another and that seems to be something American girls go through? Do you do anything
like that? Change the way you write? Experiment? You do that kind of when you're trying to decide who I am and what I want to do and who I, you know, you kind of go through some of that to try to decide. Okay.

"Just because I sprayed Kool Whip in her sneakers, doesn't mean that Rosie's not my friend."

And Kool Whip is like you put on ice cream sundaes or you sometimes put on pies. White and soft and fluffy. Very sweet. You can buy it frozen or you can get it in a can. But he put in in her sneakers. It'd be like putting shaving cream in 'em. If your brother or sister did this, you would be mad. "You ruined my sneakers!" But if your best friend does it, it's okay.

"Just because I let the air out of his basketball, doesn't mean that Michael's not my friend."

She took the air out of it so it's flat. And in front of all the guys. And she's laughing about it.

"When my parakeet died, I called Rosie."

And a parakeet is a songbird that many Americans have at home.

"When my bike got swiped,"

Means stolen or taken,

"I called Rosie. When I cut my head, and the blood came gushing out,"

Means bleed very fast,

"As soon as the blood stopped gushing, I called Rosie, she is my friend."

His parakeet died. He cut his head. And his bike was stolen.

"When my dog ran away, I called Michael,"

And there's her dog she's looking for.

"When my bike got swiped, I called Michael. When I broke my wrist and the bone was sticking out, as soon as they stuck it back in,
I called Michael.
He is my friend."

So she broke her arm. So what do they do? They share things that happen to them. Good things and bad things both.

"It wouldn't matter if two billion people said she robbed a bank.
If Rosie told me she didn't, I'd believe her."

You always stick up for your best friend. I notice that when brothers are fighting with each other, it's okay. But if some big person comes over and starts pounding on little brother, big brother will help him. It's okay for brothers to fight with each other and pound on each other, but it is not okay for someone else to do it. Then they will stick up for each other. So brothers will do, will be like friends.

"Even though his fingerprints were found all over the dagger, if Michael said, "I'm innocent," I'd believe him."

And so if they'd thought he'd killed somebody and even found fingerprints, she'd still believe him, no matter what.

"Just because I dug a hole and covered it with leaves and told her to jump on the leaves and she fell in the hole, doesn't mean that Rosie's not my friend."

He dug a hole, put leaves over it, she jumped and she fell in the hole.

"Just because I put a worm in the tuna salad sandwich, doesn't mean that Michael's not my friend."

See the worm? (laughs) She put it in the sandwich 'cause...See the worm? (laughs) She put it in the sandwich 'cause she was mad that he did this to her. So she was going to do something back. This is something brothers and sisters might do to each other sometimes.

"Rosie is my friend. I sold her my yo-yo that glows in the dark for only fifty cents. I would have charged Alvin Alpert seventy-five."

So for your friend, you'd give 'em a bargain. For somebody else, you'd charge 'em full-price.
"Michael is my friend. I traded him my whiffle bat for only fourteen marbles. It would've been twenty marbles for Alvin Alpert."

Okay. A whiffle bat is like a baseball bat except it's light-weight.

"If Rosie told me a secret, and people hit me and bit me, I wouldn't tell what Rosie's secret was. And then if people twisted my arm and kicked me in the shins, I still wouldn't tell what Rosie's secret was. And then if people said, "Speak up, or we'll throw you in this quicksand," Rosie would forgive me for telling her secret."

Do you know what "quicksand" is? "Quicksand"? It is like a mud that pulls you down and you will die if you get caught in it if it's, if it's very deep. Uh, I'm trying to think where it is. There are places that you go through in Canada that it is known that there are quicksand places. And horses will sometimes get caught in the quicksand. Uh, England probably has a good number of them because it is a rainier, wet land. You're going to have quicksand. So you really need to watch sometimes when you're walking in the woods and things. It dries up usually in the summer and it's more towards fall and winter that it becomes more dangerous. But it is, it has to be in an area where it's really wet and damp and it is made of a sand, clay combination that pulls you right down. You sink in it. It's usually fairly slow. But someone else can't go out in it and pull you out. You'd have to put out a rope or something to pull somebody in.

"If Michael told me a secret and people clonked me and bopped me, I wouldn't tell what Michael's secret was. And then if people bent back my fingers and wrestled me to the ground, I still wouldn't tell what Michael's secret was."
And then if people said, "Speak up, or we'll feed you to these piranhas," Michael would forgive me for telling his secret."

Do you know what "piranhas" are? Piranhas are fish that can eat people. Okay. They are very small and they can get very big very quickly. And if you go to the zoo you'll see tanks of piranhas. They look like they're a very small fish and won't hurt you. They have trouble sometimes in Columbus. People who get piranhas will get into the sewage system, the water drains, and they will have them show up and they have to have somebody come and kill them. But they bite. But they eat flesh.

"Just because I call her a "gorilla face" doesn't mean that Rosie's not my friend. Just because I call him a "banana head" doesn't mean that Michael's not my friend."

So you can sometimes call each other names.

"Sometimes I get on the diving board and decide that I've changed my mind. But Rosie wouldn't laugh. She is my friend. Sometimes I'm climbing up a tree and decide that I'd rather climb down. But Michael wouldn't laugh. He is my friend."

"If Rosie bought me an ice-cream bar, it wouldn't be toasted almond. If Rosie bought me a shirt, it wouldn't be green. If Rosie bought me a book it wouldn't be How Your Sewer System Works, or Sven of Sweden. You can count on a friend."

So a friend will buy you things that you like. He won't buy you things you don't like. They'll know your favorite color, what kind of books you like to read. Uh, they'll know what flavor you like for ice cream. Do you know what flavor your friends like? Of ice cream? Or their favorite color? Do you know what their favorite food is?

"If Michael bought me some candy, it wouldn't be licorice."
And that can come in black and it's kind of bitter. Or it comes in red which is a little sweeter. It's like rubber almost.

"If Michael bought me a scarf, it wouldn't be brown. If Michael bought me a book, it wouldn't be Know Your Lungs, or Dances of Costa Rica.
You can count on a friend."

"Even though I was voted Most Horrible Singing Voice"
Means worst singing voice,

"in the Class, Rosie says that Alvin Alpert sings worse."

"Even though I was voted Bossiest Person in the Class, Michael says that Alvin Alpert is bossier."
It means she tells everybody what to do. And there's a period where a lot of girls go through and that's what they like to do.

"Rosie is my friend. When she honest and truly wanted to know if she walked liked a kangaroo, I honestly told her."

"Michael is my friend. When he honest and truly wanted to know if his feet were smelling stinky, I honestly told him."

"Rosie would try to save me if there was a tidal wave."
A big wave. And in Japan you have those.

"She'd hunt for me if kidnappers stole me away."
Kidnappers take people and then they ask for money. Kidnappers.

"And if I never was found again, she could have my Instamatic."
Which is a camera.

"She is my friend."

"She is my friend."

"Michael would try to save me if a lion attacked."
He'd catch me if I jumped
from a burning house.
And if, by mistake, he missed the catch, he could have my
stamp collection. He is my friend."

"I would never get my tonsils out if Rosie didn't, too."

So they're both in the hospital. In America, they used to do
that a lot. But now, it's something they don't do very often. Most
kids have their tonsils out when they're little. Now they don't do
it unless it's an emergency.

"I'd never move to China without Michael."

"I'd give her my last piece of chalk.
"I'd give him my last Chicklet."

Which is gum.

"Rosie is
Michael is
My friend."

We'll take our break and I'll let you look at this.

Day 16.

I'm gonna stop you for a few minutes. I have a couple more
stories I'd like to share with you. And I'd like to spend a little
bit of time this morning talking about them.

What are the differences between friends and family that you
allow your sister or brother to do to you that you wouldn't a friend
or visa versa, the other way around?

Uh, let's see. This one I will start with is called, Will I
Have a Friend? and this is very elementary. But as new students
coming to a new country, this is very important. This is a very
important question for you is, "Will I have any, will I have friends
here? I left all my friends in Japan and I'm coming to this new
country." And this is a story about a boy who's going to school for
the first time. And he is wondering, his father tells him. "Yes, you
will have a friend," but he's not so sure. Uh, it doesn't say why
he's not going to a school where he knows people. Whether this is
like a nursery school or what. It's just his first experience with a
school. Okay?

"When Pa..."

And that is a short form, uh, in Am_, in English, we have the
very formal "Father." Uh, (inaudible) calling father, "Dad," "Daddy."
I wrote on this and it's not dry. (laughs) Uh, "Pa," "Papa." There are a lot of different names but they're all the same. "Pa" is (inaudible) the short version and I don't, it really depends on the family what word they use. In my husband's family, they have always called their father, "Father." In my family it has always been, "Dad." Uh, I always called my mother, "Mom" and my husband always calls his mother, "Mother." So when you buy cards for special occasions, I always have to buy, "Father and Mother" and "Mom and Dad" if you can find them and that's hard sometimes. But they, card shops are now trying to come out with the different versions that Americans might use to refer to their parents so that you can find a card sometimes that's appropriate.

"When Pa was taking Jim to school for the first time,
Jim said, "Will I have a friend at school?"
"I think you will, said Pa. And Pa smiled down at him."

And this is Jim and this is his father.

"In the big schoolroom Pa said, "Good-by."
Jim didn't say anything. He didn't want to say good-by.
"Come, Jim," the teacher said."

Uh, many times, I can still remember my first time I went to school. There were many kids who cried and refused to stay and they had to take them home and come back and try the next day. So some kids are very happy to go and other kids just stand there and cry and cry because it's the first time they have left their parents for any length of time and they are very scared. My kids were always glad to go to school. (laughs)

"All the boys were making noise.
All the girls were laughing.
Where was his friend."

"The teacher said, "Here is Bill.
He is a rocket man." Bill said "Rrrrrr" and he rocketed off."

So he's playing like a rocket.

"Anna-Maria walked by.
She was pulling a wagon filled with blocks.
Jim looked at them. Anna-Maria skipped away."

"Jim went over to a big table.
There were lumps and humps of gray clay on it."

And these are lumps. You might call something a lump because it doesn't have a shape. So when you work with clay, when you first start, it doesn't have any shape so it'd be a lump. As it takes
shape, then you would not call it a lump. So a lump is, uh, dough looks like a lump, like a lump until you form it into something. So a lump has no shape.

"They were making snakes, hills, holes and a banana."

There's a banana, hole, snakes. This is supposed to be hills.

"Jim reached out and touched the clay."

"Jim made a man.
But he did not know any friend to show him to."

So he doesn't know anybody.

"Now it was orange juice and cooky time.
George said, "I want to pass the cookies!"
"Look!" shouted Bill. "I bit the moon!"
"So did I," said Anna-Maria."

See the shape that they have left after they eat. Their cookie looks like a moon and many times little kids like to bite into something and have it make a shape. I would guess that this is probably in the United States. Like either a nursery school or a kindergarten because in the first grade we do not serve any kind of snacks. In kindergarten in our country, we usually have, they will work for a while in the morning and we will take a snack time because they only go to school in the morning. So you'll have a snack time and there usually is a drink and something to eat. Then the teacher will usually tell a story and the kids will take a nap and sleep for about twenty minutes. And then you'll have some more activity. But you're only there about two and a half hours. But they always have snacks.

"Jim thought of something to say. He said it to Joseph.
But Joseph's mouth was full of cookies. He didn't answer.
The pitcher was empty. Juice time was over."

"Sara was telling Margaret a secret.
Jim looked at them.
Where was his friend?"

"Danny was shouting, "Let's do funny-tummies!"
Danny poked out his tummy and bumped Willy's.
Willy bumped Sammy's."

So they're bumping tummies.

"When they bumped, they laughed and yelled,
"Hello, Mr. Funny Tummy!"
And Jim laughed too."
But this is still Jim and the rest are still playing. So he still hasn't found a friend.

"The teacher called, "Come to story time."
All the children came running.
Jim sat next to Paul.
The teacher read them a book about a monkey."

"Danny jumped up. "I'm a monkey!" he said.
He put his tongue in his lip,
and stuck his fingers in his ears.
Jim thought he looked just like a monkey."

But no one's paying any attention (inaudible) so he still doesn't have a friend.

"The teacher said, "It's time for monkeys to rest."
They lay down on their mats.
It was hard for them to lie still."

We always had to bring a rug in to our school that you would lay on. Everybody brought their own.

"Jim looked at the ceiling. He scratched his foot.
Then he rolled over. Then he rolled back.
Someone was looking at him. It was Paul.
He had something in his hand."

"When rest time was over, everyone got up.
"Look what I have, " said Paul.
He showed Jim a tiny truck."

"Jim reached out and Paul put it in his hand.
"The doors really work," said Paul.
"I have a gas pump," said Jim. "I'll bring it tomorrow."

"Anna-Maria called, "Jim and Paul!
Don't you want to play?"
"OK, Jim?" asked Paul.
"OK!" said Jim."

"After school, skipping home,
Jim said to Pa, "Do you know what?
I have a friend at school."
"I thought you would," said Pa.
And Pa smiled down at him."

Uh, how do you make friends? Can anybody tell me? How do you pick a friend? Is it easier when you're little than when you're older? Or is it always easy to make a friend? Did you have lots of
friends when you were little? Do you remember how to make friends? How do you start? If you're new into our school, what did you do?

Do any of you have American friends yet? Or at least, or another Japanese friend that you met that you didn't know when you first came? I think most of you made Japanese friends first. Am I right? Because you had the same language.

How did you meet your first friend? Remember? Did you walk up and say, "Hi, I'm Mio. What's your name?" Did someone introduce you to some other students?

How would, do you know how you would meet a new friend and, and approach somebody in English? Introduce yourself? We have formal ways as well as informal ways. The same as in Japan. Because you have certain little bows, no bows or to acknowledge th_, that a person, that person's importance. Okay. So for your friends, your equal so you wouldn't, you'd just bow your head a little bit. If it's President of Honda, you're (teacher bows). (laughs)

Uh, many times, uh, for students who are the same age, it is okay to just go in and say, "My name is ___" and give 'em your name and "I am from _____ and I am a new student." If you were being introduced to a, a member, uh, President of an American company in this country, it'd, you would have to have somebody introduce you. Uh, it could be through a secretary when you have an appointment. The secretary would come in and announce, "This is ___ and he has come to see you about _____," and would introduce you, then, to the president of the company. Uh, most of the times, you could not make an appointment or go to see a president of a company. You would have to know someone to get into the door to see them. They would have many other people for you to see first. So, a president in our country is not very easy to see of a company. It would be the same with Honda, I'm sure. You would have all the other vice-presidents and other people that you would need to see first before you got all the way to the top. But you would have to do a formal introduction and you might say, "Mr. President, this is Yoshio. He is from Japan and he has come to see you about ___." And I would explain a little bit about what you wanted to see him about. That allows the president some idea of what there is. But it would have to be a formal introduction. Usually you will say the president's name. "Mr. President, this is Yoshio. Yoshio, this is our President." So you would do a formal introduction.

But among friends or, uh, people who are the same age as you are, it's not that necessary. You can just say who you are or somebody can introduce you. "This is Mio. She's new to our class. I want you to meet Mio." And I'll give you the names. So it doesn't have to be a formal, "Hello, how are you?" Uh, when you're meeting a new friend in the United States, uh, most people talk about weather if it's adults. If it might be people at school, you might want to
talk about what classes you're taking. "I'm taking art and I have this period and this teacher." And we talked about that kind of at the beginning of the quarter. So at formal, among friends, that would be the type of thing that you'll find yourself talking about when you meet a new person. "What classes are you taking?", probably would be the introduction. After that, Americans leave you on your own. Okay. Uh, our country is known as being very friendly but we are only friendly for a short time. Uh, we will introduce ourselves and let you know I'm here. If you wanna make a friend, I'm here. I'll call you a couple times and ask you to do things but after that, I expect you to call me and ask me to do things with you. If you don't call, then I won't call and I won't have a friend. Uh, Americans figure if they take you around and show you a few things, then after that you can take over and do what you want to do. In many countries, it's not that same way. Uh, many countries, they'll be friends and they'll take you and they'll keep calling you and keep calling you and keep calling you to be sure that you have something to do. Many of the exchange students complain about that. That the first month, Americans are really nice and then after that, we don't call you anymore 'cause we figure it's your turn to call us. So it's important, at least in the United States, if you want to make friends that you have to call that person and make, say, "Would you like to go to the park?" "Would you like to go to a movie?" Okay. So don't be afraid to call. It will be necessary to keep a friendship going with an American student. (laughs) Okay. Or, just walk over and see them. It is not always important in our country to call before you go to a house. You don't have to make an appointment. If you have to go very far, I would call ahead to be sure that they're home. But most of the students, if you live in a neighborhood, just walk over and knock on the door. And so it's not, you don't have to telephone and say, "Can I come over? Are you going to be home." So that's not necessary. Uh, we have a rule in my house that you can't telephone after ten o'clock at night because it's, many parents go to bed early even though the kids may be up. So I have always told ours that they couldn't telephone after ten o'clock. They do bring their friends over sometimes 'till midnight, but as long as they don't call and wake me up, that's okay. Uh, but it is, uh, you really do have to knock on the door. I don't know of too many families where you just walk in. Let's see, what else you need to know. That would be how I would start. Okay. You might take a look and have, have you introduce yourselves to each other.

Uh, what is important, we've looked at a lot of different things about friends. What can you tell me, we'll take a break here before I, let you do a little talking before I read another story.

On your papers the other day, I helped you list what you thought it was, what was important in a friend. If you wanted to choose a friend, what would they have to have? Maybe we can make a list of some of the things, the characteristics of a friend.
What does a friend do for you? Can you think of some things? I've read several stories and they've talked about making some friends and I have another one that we'll read about friends.

Yoshio? Can you tell me one thing that's important if you have a friend? If somebody's going to be your friend, what do you expect out of em? Can you tell me one thing that you would want them to do? If, I can't hear you. Play with you? You, uh, something in sports or an activity or anything? Just doing anything. Okay. Uh, and this could be like soccer, right? Or basketball, baseball, whatever. Any different sports?


Sachiko? What would be important for you for a friend? What would you want your friend to be? Or to do? I know it's hard to translate. (laughs) It doesn't have to be an activity. It could be something about the person. Did you write anything on your paper when we talked about (inaudible)?

Keiko? What would be important to you? To know your friend's character. Okay.

Yoshio? What might you want to know about a friend's character? What would be important, Yoshio, in a friend's character? Can you think of anything? A friend's character? What would you want to know?


Cheerful. Cheerful impressions. Okay. That they're cheerful. You don't wanna be around somebody who's "rrrr!" "Everything's bad, every day's bad, and I don't like this and I don't like that." Everybody wants somebody that's happy and smiling. They can have sad days some days but they have to be cheerful most of the time or you don't want to be around them. So a cheerful impression.

Can you think of anything, what else might you want that person to be besides cheerful? I know Mio had a couple of hers listed on her paper. Can you think of 'em? (laughs) You forgot what you had listed. Yes, you want them to be kind. Kind. You want them to be kind.

Can you think of anything else that's important? Yesterday, when we read the one book, the boy felt that it was important...Rosie and Michael said there were certain things they thought were important. Uh, a lot of times they said, "She understands because she is my friend." There was also a section, uh, when the parakeet died,
when the bicycle was stolen, when he hurt his head, he called his friend. Or when sh , when the dog ran away, when her bike got stolen, when she broke her wrist, she called her friend. Uh, when everybody accused her of doing something wrong, he didn't leave. He believed her. Same with him. Or, where was it in this one? "If Rosie told me a secret and people hit and bit me, I wouldn't tell what Rosie's secret was." Does that give you any ideas that might be important? What is important to you? Do you want a friend who keeps a secret all the time. Do you tell them that, "This is a secret, don't tell anyone?" Do you want them to keep it? Okay. We would say, "Keeps a secret." "Keeps a secret." That means you don't tell what you know. And this is hard sometimes because sometimes a friend can tell you something and you're afraid for them or you think they should tell their parents. And it's very hard. My sister told me a secret one time that I told. She was very mad at me but I was very worried about her. She lived in Columbus and went to school down here. And she came home for a visit on a weekend. And just before she left on Sunday, she told me that a car had been driving by where they lived and started shooting and shot windows out. And her room was in the front and she said, "Don't tell Mom and Dad. They'll be angry." Well, I waited 'till she left. The more I thought about it, the more afraid I was. I thought she could be killed. Somebody, you know, just shooting and if she walked by a window, you might be shot. So I told my parents and my parents were very angry. And my Dad followed her down here and moved her to another place that he thought was safer. But I felt I had to tell that secret because I didn't want something to happen to my sister. But she was mad. So sometimes it's hard to keep a secret. You have to decide whether it's going to, if it makes your friend mad, is it okay? Do you think it's better for them sometimes? So sometimes it's hard. You think they might be in danger.

Can you think of any others? What else might be important? Okay. Likes to talk. And listen, too. Talk and listen. A lot of times we want a friend, if we don't feel very good one day and we want to tell them, "This is all the things that have gone wrong. What am I gonna do?" Or if you have a boyfriend and he gets mad at you and you have a fight and you want to talk to someone, you want someone to be able to listen. But you also want to have someone you can talk to. Okay. And your friend wants someone who will listen to her sometimes but that you can talk to.

What else is important about a friend? Does your friend have to like certain things that you would want to do?

Sachiko? Do you want a friend who likes dance or ballet? Or would you like a friend who likes something that you don't like? Yes? What do you think? Is it important to have some of the same interests? Like some of the same things? Someone who likes ballet? Would you like someone who likes ballet so you could talk about ballet? No? Does it matter?
Or Keiko likes a lot of the outdoor things. Would you like a friend who likes flowers and birds and animals? Would you want a friend who likes those things, too? Do you understand my question? Yes? Yes? So you would like a friend that has some of the same interests? So if Yoshio likes to play baseball and basketball, he would want somebody who likes to play basketball and baseball, too. Because you can talk about it. Or at least likes to watch baseball on T.V.

Did you watch the baseball last night? The, what was that last night? Not the World Series. It's the All-Star Game. But you'd like to have some, have a friend who had some of the same interests so that you can talk to them about what you want to do. But it's always fun to have some different things so you can talk (inaudible).

Can you think of anything else that's important? About friends that you would like? We have that they're cheerful. Do you want them to be able to tell jokes? Or be funny? No? Uh, someone who likes, do you like to have somebody to study with for tests? Or not? American students might sometimes like to have someone to study with. You always try to find someone who's a little smarter at math maybe if you have trouble with math. Does that, is that ever important in terms of a friend (inaudible) who likes to study sometimes? Someone who will study with you? We would say you want somebody who might be studious. Studious. Not all the time but sometimes. You want somebody who might be funny so you can laugh with them.

Are there any other things you can think about that you might look for in a friend?

I want you to think about it and I'll read another story to you about things that friends share. And it also brings up something about American mothers that I remember growing up with. I don't think it's as true today. Some mothers still do this but not all mothers do. And when we're done, I'm going to ask you what you think is the most important thing about friends so you might want to think about that.

This is a fairly long story. It's called Crystal Is My Friend. And this shows maybe something that girls or guys might do when they're spending the night with each other. "Let's have a pillow fight?" Yes? Have you had a pillow fight? No? Yes? We do this sometimes when we went to camp. Or away from Mom and Dad we would do this. I didn't let my kids do this very often because they always broke things.

First of all, she does something that's improper in terms of grammar. She says, "Can Crystal sleep over at our house sometime? Should you use "can" when you're asking a permission question? Do you remember when we first started? What word do you usually use
when you ask permission? "Can I go to the restroom?" "May I?" So she should be saying, "May I."

"Can (May) Crystal sleep over at our house sometime?"
I ask my mother.
"If Crystal's mother says it's all right,"
my mother answers.
I call up Crystal on the telephone. "Hello, Crystal, this is Susan."
"Hello, Susan, this is Crystal."
"I know it's you," I say.
"I just want you to know I'm not a wrong number," says Crystal.

They're going to get this answer.

"Can you sleep over at my house tonight?" I ask her.
Crystal goes to ask her mother.
Then she comes back on the telephone. "It's all right with my mother if it's all right with your mother."

That is an answer that is a very traditional answer for American mothers. I'll write this one up for you. In some ways it means, "I don't have to make the decision. That mother does." And so that mother doesn't want to make the decision, so she says it back to me. I give this kind of answer when I'm not sure that I want this to happen. When my son wants somebody to spend the night and I'm not sure I don't want to be the one to say "no." So if I say this, then the other mother has to say "yes" or "no" and I don't have to. This allows the other mother to say, "Well, tonight we're going to do this." Okay. And this allows a way of saying "no" and not making people angry. Because I could just tell my son, "no" and he wouldn't like that. By doing it this way, then the other mother has to say "no" and I don't and then I'm not the bad guy. So I would say, "It's all right with my mother if it's all right with your mother." It's kind of a way of passing the "yes" or the "no" answer. And if both mothers say this, then it's agreeable. It's okay. Otherwise, I have to give a reason. "No, he can't stay because tonight we are going someplace."

"I guess mothers are all alike," says Crystal.

"I watch out the window for Crystal to come.
"Now remember," my mother tells me, "be nice and always let Crystal choose first, because she's your guest."
Many American mothers believe that when you have a guest in your house, whatever your guest wants to do should be the first consideration. If your guest wants to play baseball and you don't want to, you do what your guest wants because you want to keep them happy. And that used to be something that all Americans used to teach their children. I don't know if it's always true today. And I think it's, as I read this story, you'll see what happens that is better than always letting the guest have first choice. Okay.

"But Crystal is my friend," I tell my mother.

So a friend and a guest in Crystal's mind are different.

"Finally, Crystal and her mother drive up. Crystal sticks her head out of the car window and hollers, "Ya-aay, Susan!"
"Ya-aay, Crystal!" I holler back."

"Holler" is like yell. Holler.

"I take Crystal into my room and show her the twin beds."

Twin beds are when you have two beds that are single but they are alike. So you would say you have twin beds. My sister and I had twin beds.

"You can sleep in whichever one you want." Crystal shrugs. "It doesn't matter. I can sleep anyplace."
"You get to choose because you're my guest," I tell her.
Crystal chooses the bed I always sleep in.
She sits on it and bounces up and down. "I can even sleep standing up, like a horse," she says.

"What do you want to do?" I ask Crystal.
"What have you got to do?" Crystal asks me.
I show her my toy chest full of games. "Let's play Yahtzee," she says."

And that is a game that you play with dice. You have to get a certain roll and get certain combinations: a pair, uh, three of a kind, four that are alike, or, uh, one, two, three, four, five, six.

"I would rather play Monopoly, but I get out the Yahtzee dice. "You get the first roll," I tell Crystal.
Crystal blows on the dice and says, "Hah!"
"I hope Crystal will win because she's my guest. But I roll a Large Straight,"

Which means she has one, two, three, four, five, six.

"and I beat Crystal. Crystal blows on the dice again and tells them to "Get hot!" This time Crystal wins. I'm glad because now we can play Monopoly. But Crystal says "Let's see who gets two out of three."

That means she wins two times out of three times.

"She throws the dice again and says, "Come to Papa!"

If you're playing dice, that's something you might hear somebody say, "Come to Papa!" In other words, "Roll to me and be a winner."

"Crystal wins the two out of three. "Do you want to watch television?" I ask her. I hope she wants to watch The Little Rascals."

So this is an old book.

"Let's turn on the News," says Crystal. "I like to watch the weather report."

"Excuse me a minute," I tell Crystal. I go ask my mother, "Do I always have to let Crystal choose?"

"Crystal is your guest," Mother reminds me. "I wish Crystal was still my friend," I tell her."

"Crystal and I watch the News. "Let's pretend we have a remote control," says Crystal. "I'll push the buttons and you make the volume go up and down."

So she wants to sit on the bed and push the buttons on the, here, and pretend that she is making it louder and softer and she has to sit there and turn it up and turn it down.

"After a while I ask Crystal, "Do you want some cookies and milk?"

"Let's make some brownies," says Crystal."

"Crystal and I go into the kitchen. "Do you want them plain?"

"Or with nuts?" I ask her.
"Let's put raisins in them."

That doesn't sound too good to me.

"I hate raisins! But I don't tell Crystal that."

"I go ask Mother, "Someday can I sleep over at Crystal's house and be her guest?"

She's starting to get a little mad 'cause she can't do anything she wants to do.

"Crystal and I go back into my room. "Let's play dress-up," she says.
Crystal puts on my mother's pretty hat with the feathers on it and my mother's bracelet that looks like real diamonds.
"I'm a rich society lady," says Crystal.

"I want to wear my mother's pretty hat with the feathers on it and her bracelet that looks like real diamonds! I start to feel mad at Crystal, but I don't say anything. Crystal might get mad back and not be my friend anymore. I put on my mother's sequined sunglasses.
"I'm a famous movie star," I tell Crystal."

Sequins are like little, oh, look like diamonds but they're pretend.

"Crystal holds up her pinkie finger while she eats her brownie. "Do have one, my deah-they're frightfully delicious!" she says in her rich-society-lady voice.
"Thanks, dah-ling!" I answer in my famous-movie-star voice.
But I can't hold up my pinkie finger while I eat my brownie because I have to pick out the raisins."

She's taking all the raisins out. I have a son who does that. If you put things in he doesn't like, he'll sit there and pick it all out. In a cake, he'll take the raisins out of the cake.

"Mother knocks on my door and tells us, "It's time to get ready for bed, girls."
Crystal and I take off our dress-up things and put on our nightgowns. "Going to bed is a dreadful bore!" says Crystal in her rich-society-lady voice.

"I turn off the light. Crystal gets into my bed, and I get into the other one.

"Nitey-night, sleep tight,
Don't let the love bugs bite."

That is something, that is a phrase that you might hear if you stayed in American houses to children. They're always teasing 'em that there might be bugs in their bed. "Don't let them bite you." I don't know where that came from but it's just a phrase that you might hear.

"It seems funny to hear somebody else breathing in my room. I can't get to sleep because I'm not in my own bed. I don't see why I have to let Crystal choose all the time."

"I start feeling really mad at Crystal. I wish she would stop breathing so loud so I could get to sleep. I think about having to play Yahtzee instead of Monopoly, and watching the dumb old News instead of The Little Rascals. And whoever heard of making brownies with raisins in them?

I roll over in bed and punch the pillow-hard! I'll never invite Crystal to sleep over again!"

"Suddenly Crystal wakes up and says, "You sure make a lot of noise when you sleep."
"I wasn't asleep," I tell her.
"Why not?" she asks.
"Because I'm feeling mad."
Crystal sits up in bed. "What are you mad about?"

"I don't see why you always get to choose what to do," I say, "just because you're my guest."

"Me either," says Crystal, making a funny face. "First dibs is more fun."
"First dibs on sleeping in my own bed!" I holler right away.
Crystal and I switch beds."
"First dibs" means first person who says, "That's my bed," gets it. I get first chance. Uh, first, "First dibs on the bathroom in the morning." That mean I'm going to be first and somebody else might wanna be "first dibs" on the cereal. Choice of the cereal that you might want. So you might choose that way.

"First dibs on the bathroom tomorrow!" hollers Crystal.
I giggle at Crystal, and she giggles back.
Crystal and I giggle at each other in the dark until we get too tired to giggle anymore.

"The next thing I know it's morning. Crystal jumps out of bed. "Last one up is an Easter egg!"

Or instead of saying Easter egg, sometimes you say, "Last one up is a rotten egg." So that's, I say that to my family. "The last one done eating does the dishes." And I make sure my youngest son always has to do dishes. He's a slow eater.

"I turn on my clock radio, and Crystal and I dance around the room in our nightgowns."

"Crystal and I get dressed and go into the kitchen.
I tell Mother what I want for breakfast.
"Have you forgotten? Crystal is your guest," Mother reminds me.
Crystal and I giggle again. "First dibs on letting Crystal choose breakfast!" I holler.
Crystal and I have Fruit Loops and brownies for breakfast. Sometimes Crystal is a good chooser."

"Crystal and I play Monopoly until Crystal's mother comes and Crystal gets in the car with her overnight case.
"I wish you didn't live so far away," I tell Crystal.
"I wish you didn't either," says Crystal."

"When Crystal's mother starts the car, Crystal sticks her head out of the window and yells, "Ya-ay, Susan."
"Ya-ay, Crystal," I yell back."

"Then I go back and turn on the T.V. Now I can watch The Little Rascals. And tonight nobody will be breathing in my room so I can't get to sleep! I lick the brownie crumbs off the plate and put all our dress-up things away."
Then I ask my mother, "When can Crystal come and sleep over again?"

Now her mother causes a problem between them because Crystal thought friends and guests were different. Guests are people that you don't know very well. At least that's kind of the feeling you get from her story. Where a friend is somebody you do what you want to do together.

When you have a guest over, does your mother tell you that the guest has the first choice? Do you sometimes not like that? If you have a friend who has a lot of the same interests, that's probably not a big problem but because they like different T.V. programs, that does create a problem. And different food. They are enough different that when only one chooses, they may have a problem.

Do you like brownies with raisins in them? I don't know if I would like that. I'm thinking chocolate brownies with raisins. I don't like chocolate and raisins very well together. I might put 'em in a spice, but I would never put 'em in brownies.

Do you have anything you wanted to add that's important about friends from the story? I think if nothing else, that this was the key point of that story. She needed to talk and agree on things rather than letting your mother tell you what was best. Okay. 'Cause it created a problem when her mother said, "The guest always chooses." My mother always used to tell me that and I'd be mad. We'd play things that I didn't wanna play. And usually if we had talked to each other, we'd play a little bit of what they wanted to do and we'd play a little bit of what I wanted to do so that you shared rather than have it all one-sided. Okay.

Before we take our break, I'd like you to tell me what you think, for you, what are the most imp_, two important things up there that you want in a friend?

Yoshio? What two things would you like a friend to have? What would be Number one and Number two on a list for a friend?

Mio? What would be your two that you would want? Talk and listen. Okay. And knowing your friend's character.

Sachiko? What would be yours? You can have the same ones. It's okay. Kindness. Okay. Talk and listen. (Inaudible).

It is breaktime.
Day 17.

Did you read your books? Can you tell a little about them for us? Do I have a volunteer? Mio wants to be first? Which one did you read?

Okay. Who would like to be next? They are like when I was in my Japanese class when she would say, she'd pick on one person and then she'd say who was next and everybody's head would go, "Don't look at me!"

Do I have a volunteer? Volunteers? Yoshio? (laughs) I'm volunteering you. Isn't that nice?

You're just reading it now. Oh. Okay.

Sachiko? Yoshio's not ready so would you tell us about your book?

Okay. To have? Okay.

Okay. Very good. Keiko read one about sisters. Will you tell us, will you tell us about your story?

Good.

Everyone here has either a sister or a brother, right? We talked about friends yesterday and things you want your friends to have. I'd like you to take a minute...Oh, are you going to tell us about your story, Yoshio? Would you? Let's listen to Yoshio's story. I saw you were on the last page so I thought maybe you were done.

American children believe that when you use the word "best friend," you can only have one. I don't know if that's true with Japanese, but you can have friends and they're like first best friend, then second best friend, third best friend. Not quite as good as this one. So many times you will have fights (laughs) over who's your best friend because it makes someone else mad if you say, "This one's my best friend." So "best" carries the idea of one, but it doesn't have to. But children always see when you say "best" then that means "the tops" so that there can only be one person. So that sometimes causes a problem.

Okay. I gave you a card and what I would like you to do is divide it. I would like you to put your name and either your brother's or your sister's name here.

Okay. The story that Keiko talks about, that she read, we could do the same for friends as you can for brothers or sisters. There are some things that sisters or brothers and sisters and brothers
might like to do together. There's things that you both like but that you are very different, so that there are things that you don't like.

I want you to think about yourself first and list a couple things that you like to do and a couple things that you don't like to do. And then decide what you think your sister or brother likes to do and what they don't like to do.

And you two can't peek. You can't look at each other's cards. (laughs)

What I put on the board for you is, my sister's name is Susan and these are the things. I like music. I like classical music. I like dogs. I like reading. I like ducks. I like to sew. I like to feed the birds.

My sister likes music. She plays the organ. She plays the piano. She likes to sing. She sings in a, uh, barbershop quartet where they go around and sing all over the country. She likes to knit. She likes to shop. Everyone says my sister's middle name would be, "Shopping." She shops just to shop whether she has money or not. She goes, she shops every day of (inaudible) except when the stores are closed. She loves to shop. She loves Italian food. And all fish. And she is very good at math and likes math. And what she does for her job is work with math. She keeps business records.

I don't like to swim. I don't like hot weather. I don't like shrimp. It makes me sick. And I don't like math. I hated math in school.

My sister doesn't like to read. She doesn't like to swim either. And she doesn't like to sew.

I could say that, uh, "I like music. She does, too." Or I could say, "I like music. She does, also." But that would be the way you say it if you both like the same thing.

If you want to say that you don't, I'd say, "She doesn't like either." So I say, "I don't like swimming. She doesn't either." "I like music. She does, too."

Yoshio? Would you tell us what you like, what your brother likes, what you don't like, and what your brother doesn't like?

Are there things that you both like? Are there any things that you both don't like? What is that? What don't you both like to do? Okay. I don't like to go to the dentist. He doesn't either.

Mio? Would you share?
Sachiko?

Oh, trim a garden.
Okay.
Handicrafts?
Oh. Pare her nails? Cut her nails? (laughs)

Found out a lot about each other.

I have a couple poems. I think I'll do the sister one. This one is called, "My Sister is a Sissy." It has a lot of new words in it for you.

Do you know what a "sissy" is? You hear that word in, in school. Uh, guys call each other "sissies" when you're trying to get them to do something and they say, "I'm afraid." "You're a sissy." That's a nice way. They have other ways they also say it. So "sissy" is usually a person who's afraid to try something. They are afraid of an animal. I am a "sissy" around spiders. I am afraid of spiders. Do you want to look up "sissy" for a minute?

"My Sister Is a Sissy."

"My sister is a sissy,
She's afraid of dogs and cats,
a toad can give her tantrums."

Do you know what a "toad" is? Instead of a frog? "Toad"? You find toads in your garden. Okay. Toads can live on the land and frogs generally don't. Okay. So toads are, they're brown. Big eyes. They're usually about this size that you find in the garden and they eat flies. Bugs. They're good, they're helpful. Where a frog is green. You find them in the water. Okay. So toads you find in your gardens. So a toad can give her tantrums. That means, "Oh, no! There's a toad!" And sometimes little kids when they say, "Mom, can I do this?" and she says, "no," they'll get on the floor and kick their feet and pound the floor. They think that'll make their mother say, "Yes." It doesn't work. So "a toad can give her tantrums."

"and she's terrified of rats,"

Do you know what a "mouse" is? A "mouse"? A rat is a big mouse. And they have long tails. Dirty. (laughs) You find them by garbage dumps. There's probably a lot of rats in Philadelphia right now. The garbage men are not working. For seventeen days they have not worked and they have big piles of garbage. So they probably have rats all over the place. So "terrified" means you're very afraid of rats. Some women are very afraid of mice. Rats are even more "terrifying."

"she screams at things with stingers,"
What has a stinger? Can anybody tell me what, what has a stinger? A bee has a stinger. So bees have stingers.

Mosquitos. I guess you would call that a stinger, too. But most of the time we would refer to a stinger as a bee. So she screams at things that are gonna bite her.

"things that buzz, and things that crawl,"

Okay. So a worm might crawl, a snake might crawl. Anything that wiggles on the ground crawls. Here we go. This little girl's just like me.

"just the shadow of a spider
sends my sister up the wall."

Do you know what "up the wall" means? "Up the wall"? "Up the wall"? You really don't go up the wall. You don't run up the side of the wall. It just means it scares you so much that you'd like to go up the wall to get away from the spider. Actually, I wouldn't go up the wall because that's were the spiders are most of the time. "Sends my sister up the wall." Makes her so scared. So frightened.

"A lizard makes her shiver,"

Do you know what a "lizard" is? I don't know if I can draw very well. I don't know if I can do this. I can see it in my head what I want it to look like. I can't, I'm not very good at transferring...a lizard looks something like, it has a head kind of like a snake and its tongue sticks out. Okay. A lizard. And he usually has a long tail. They don't hurt you. Uh, if you go into Texas, you have many lizards even in your house. They run all over. There are so many more bugs in the south where it's warm. And there are big bugs in your house. And lizards will eat them for you. I went down to see my, my brother-in-law used to live in Texas and they had ones that had, their feet stuck to windows. Looked like little suction cups. And they'd hang on the windows, peeking in at you. All over the house. But they killed all the bugs. So, they're good to have but..

"and a turtle makes her squirm,"

So she doesn't like any kind of bugs or insects, does she?

"she positively cringes
at the prospect of a worm,"

She doesn't like worms, either.

"she's afraid of things with feathers,
she's afraid of things with fur,"
So she, that would make her a _, if they have feathers, she'd be afraid of what? Ducks. Birds. And things like that. And she is afraid of things with fur so it might be what? What might she be afraid of? Bears? What else would have fur? A lot of different animals have fur.

"she's scared of almost everything"

You like the last line?

"how come I'm scared of her?"

So he's listing all the things his sister's afraid of. But in the end, he wants to know why he's afraid of his sister.

What do big sisters like to do? They tell on their brothers. My big, big brother over little brother likes to hit. "If you tell, I'll hit you." (laughs) Okay. So he was afraid because she's older and she may know something and tell.

Do you like that s _, that one?

Are most of you, are you afraid of all these things? Keiko probably doesn't mind because she likes to be outside.

Sachiko? Do you like worms? No. (laughs) I don't like spiders. Lizards are okay. Turtles are okay. I don't like bears.

Are you afraid of worms? No. Do you fish? No? (laughs)

I, I want fishing with my father but I wouldn't put the worms on the hook. I made him do that. I didn't like touching them.

It's breaktime.

Day 18.

Does anyone have any questions about how you use any of the words? We're still on the easy ones, fairly easy ones. When we get to the harder ones, it's going to be harder to think of sentences.

Should we re _, go over your words? Everybody ready?

Has. She has many patients.

House. She lives in a nice, large house.

It's hard for me to hear when the fans are going.

Year. Today is the, we would say, "hottest day of the year."
Much. How much is that? Okay.

Just. Okay. (Inaudible)

Call. I will call on her.

Then. I went to her house, than I knocked.

Ask. I asked to you. Uh, why don't you say, "I asked her a question."

Send. I will send my picture.

To. I went to school.

Long. I got a long ribbon. Okay. For, to decorate a package?
To tie a package?

Way. I'm going this way. I'm going this way.

Ball. I threw the ball.

I. I'm fifteen years old.

Get. I get wet. "Get" is a word in English that we use to mean many, many, many, many different things. If you are writing a paper for an English teacher, they would tell you, "Try not to use this word." There are usually regular verbs that can replace this. But you will hear frequently, it's used most often in informal language. And sometimes, it's hard to think of a word, but there's usually a better word than "get." Uh, most of the time, in English, we think a verb that has so many meanings is weak. Okay. And that there's a strong verb that is better. But it's a hard word to break using. So many people use it all the time.

As. As. Don't know that one?

As. I'm as, I'm as tall as her. Very good. "As" is a comparison verb. Uh, yeah, a verb. Uh, is a comparison word. As. And it would be "she." "I am as tall as she is tall." The rest of the sentence. Okay. And when you're doing a comparison like this, this always has to be like a, like this form. It has to be "I," Noun form. Because this is like a subject of a sentence so you have to use "she." "I am as tall as he." And what this is called is a, it's like a missing phrase. It's a short form. What she is really saying is, "I am as tall as she is tall." That is why this has to be "she" because it's the subject of the verb.

Do you know what a "subject" is? Yes? Sachiko? Do you know what a "subject" is of a sentence? When I say "subject"? Do you know "subject"? The word "subject."
This is the subject "I." Okay. And this is the subject "she." Do you know what the subject pronouns are? Do you know what the subject pronouns are? It would be:

I          we
you       you
he, she, it  they

If you looked it up in your English book these are called nominative case pronouns. Okay. So these are to be used when it is replacing a noun and it's used as a subject, predicate noun. I'll give you examples of each of these. I think those are the only two I'm going to give you, though.

You don't see this kind of sentence very often. Most of the time you'll see it the other way around. "She is Mrs. Jones." But this is called a predicate noun because it is a noun, it would be, it's used as a pronoun but it would be a predicate noun is its function because it is the same as, it renames the subject. This is a predicate noun because it functions as a noun. It renames the subject. In the sentence before, what we had was called a predicate adjective. Same. The set-up is the same type of sentence. We have a subject, we have a linking verb, "to be" is a linking verb. "Is," "am," "was," because it ties two things together. I, you were going to tie a predicate noun, it renames the noun. (Inaudible) So we call these linking verbs. "Am," "is," "was," "were." Whenever they tie together either another pronoun that renames or if I said, "She is Mrs. Jones." It's still a predicate noun that renames and tells you who she is. You will see this sentence more often than this one.

And I suppose that if I show you nominative, I should show you objective. With pronouns we have, in English, there are three cases. We have nominative case where it functions as "she" or predicate noun: I, you, he, she, it, we, you, they.

I'm going to give you a lot of grammar.

We also have this case. There are other uses for objective case but the grammar is very different. These are the most common. You should look 'em up in your grammar books.

Object of the preposition.

Direct object.

Why don't you copy that down and I'll explain this.

May I erase this? Are you finished?

This is a preposition. Can anyone name other prepositions? "Under"? Think of another preposition? Preposition?
Okay. The best way I can show you what a preposition is... My pen is over the book, it's beside the book, it's on the book. In the book. Those are prepositions. Anything that I can do to a pen. "In," "on" is a preposition. "Over," "under," "around," "beside." So other prepositions... uh, "he jumped over me." Okay. So that would be another object of a preposition. Whenever it is used as an object of something. So you can have "under." There's "over." You can go up the stairs. Let's see. "He bought a book for me." "He bought a book for me." Uh, "He put the blanket under me." Under me. "He put the blanket over me." It's hard to come up with ones for under. To, for, beside. "He sat beside me." This one you sometimes see an "s" with it. If you see it, it is the same preposition. The "s" means that it's British English. Without the "s", it's an American English. We drop the "s" and they keep it. They also have a rule for when they use it with "s" and when they don't use it with "s". We just use always without. But these would be prepositions.

Uh, I think the easiest way to show you this, we have a subject, a verb, and direct object.

Okay. When the subject and the verb do something, has a receiver of an action, we have a direct object. Your example that I gave you, "He hit me." We have somebody being hit. Was there somebody to receive that hitting? If I hit you, you received it, did you not? Did I hit you? Hurt you? "He hit me." This is the word I'm saying. Receives. This receives the action. The subject does something to someone else or to another object. So I hit a ball, I could hit you, I could hit a lamp post. But I could hit "me," I could hit "he," I could hit "she."

Uh, let's see. What's another one? If I, if I can give you something? Give you a present? Usually with the verb "give" you have what is called an indirect object. So that means this receives this action. This person's the one that's going to be hit. And it's always in the objective form and you always use one of these. Uh, we could have, just as easily have said, "He hit Tom. He hit Joe."

I know this is complicated. I'm giving you a lot of grammar.

Have you had this in Japanese? You have not had any of this. I'm giving you way too much. Well, now that we're starting, I've got to keep going. (laughs)

Let me explain, then, indirect objects.

Everyone knows what a "subject" is, right? And you know what a "verb" is? "Verb"? Do you know what a "verb" is? A verb is an action, usually. Or it can be some form of the verb "to be."

The other one is an indirect object. In English, if you're going to have an indirect, you always have a subject, after the
subject will be a verb, after the verb you will find (inaudible) the indirect object, and after the indirect object is the direct object. Okay.

"He" is the subject, "gave" is the verb, "me" is the indirect object, a present. So in English if you write a sentence that has an indirect object, the position is always after the verb. And the verb that most often will give you an indirect object is "gave."

I could write this sentence another way. I could write it this way. "He gave a present to me." If I change the verb, I could also have said, "He bought a present for me."

If I were to explain, have you tell me what an indirect object is, an indirect object is "to" or "for" whom something is done. "To" or "for" whom something is done. "He bought a present for me." That's, that's who it was done for. "The present was bought for me." "He gave the present to me." Okay. So this is one way to check to see if you have an indirect object. You should be able to change the sentence to say, "He gave me a present." "He gave a present to me." And if you can make that change, you have an indirect object. Indirect object. You always have a direct object. You cannot have an indirect object unless there is a direct object. The direct object is what they're going to give you. So, "he gave" and this receives the action because it's the present that's being given but indirectly, "I'm giving it to who?" Or I'm buying it for someone. And "gave" and "bought" almost always give you subject, verb, indirect object, direct object. These two verbs are almost always this form. It's very hard to write a sentence without a direct object for "gave" or "bought." Because you have to say what you bought and you have to say what you gave. So it's a natural order. But it requires an object.

In Japanese, do you remember in English what a "noun" was? Do you know what a "noun" is? "Noun." I think we have some basic grammar we need to go over. I guess I assumed.

Let me give you a list of the eight parts of speech so that you at least have the names for them.

In English we have nouns. Does anyone know what a "noun" is? Can you give me an example of a "noun"? We talked about it. Do you know what a "noun" is? Can you tell me? Mio? What is a "noun"? Can you give me an example of a "noun"? Dictionary? Okay. So a "noun" is a name of something. It could be the name of a, a place like you live in a town or you live in Columbus. So it could be the name of a person. Uh, "Mio" is a name. Or it could be names of objects: pen, pencil, book.

And you know what "verb," what a "verb" is, right? So that's one.
Does anyone know what an "adjective" is? You've been using adjectives. I don't know if you know what they are. If I say, "hot day," "hot" is an adjective. "Adjective" tells us more about nouns. "It's a long day. It's a hot day. It's a cold day." So it tells us more about day.

Adverbs? They tell us about verbs, adjectives, and other adverbs. Uh, "run swiftly" tells how fast I run. Swiftly, slowly. Most adverbs have -ly ending. It's not always true. Some, there are two or three adjectives that have an -ly form but it's not very often. Most adverbs you can tell because they have an -ly. But it tells you about...Okay. Adjectives tell you about nouns, or pronouns. Adverbs tell you about verbs, adverbs, and other adjectives. I might say, "He ran too fast." Too fast. Too fast. "Too" is an adverb and "fast" is an adjective. Too fast. Okay. So the words like "too" or "very," that you see a lot, those are all adverbs. If I say anything about time like "soon," "tomorrow," those are all adverbs. Okay. Because they tell you "when." Let's see. They tell you "when," they tell you "how." But there's another one. Where. The "where" ones are usually, "He ran where?" "Up the stairs." Or, "Where did he run?" "Down the street." So your prepositional phrases could be used as adverbs.

Okay. That's four. Have you had adverbs before? Yes. But it's been a long time. Have you had, have you seen adjectives before? Yes? Do you know these?

Do I have anybody wanting to take regular English this year? Are any of you going to take English I or English II this year? No. Okay. (laughs) I was going to say, you'd have to know these.

Preposition is a part of speech. It's so hard to tell you what a preposition is except that it's whatever you can do to a pen. Where you place it. And there's a list I can give you: after, for, behind, in, into, around, over, to. There are a lot of, there's probably, I'd guess maybe twenty. And with prepositions, you just have to know them. There isn't an easy way to learn them. And American students have trouble with them. Just really hard.

Conjunctions. Conjunctions. Uh, if you watch some of the morning program, television programs for kids, they have songs about conjunctions. And conjunctions basically form a tie. Words like and, but, yet, however. Conjunctions tie two things together. It can tie two nouns like "John and I." It can tie two verbs like, "John ran and played." It can tie two sentences together. "I ran down the street and I went to the store." So it can tie two sentences together. And these are a few. There are some others, but these are the most common ones. And with each of these, there are some punctuation problems that we'll talk about sometime.
Okay. Interjections are words like yes, no. Uh, they're usually words or comments that you put into a sentence. Like, "Hurray, we won!" Okay. Hurray. And those interjections will help you because there's going to be either a comma or there'll be an exclamation point after it so you can find those pretty easily.

The last one would be the one we've talked about. Replaces a noun. Replaces a noun. It can be used, I'm gonna throw you off because if you look at your grammar book, they don't tell you this. Usually, you're told that pronouns are, can replace a noun. Anything a noun does, a pronoun can do. But it can also be used as an adjective and I haven't given you the adjective forms. So you have all of this?

When I first started out, I told you pronouns have three cases. I gave you nominative case, objective case. The third case is the one that is used as an adjective and that is possessive.

"My," "mine" instead of "my." "It's my book" and it's an adjective. It's not replacing a noun but it is still a pronoun.

"Your book." "That is yours."

"That is her book." "That is hers."

"That is his book." "That is his."

"That is its book." "That is its."

"That is our book." "That is ours."

Let me show when you use two forms.

If you use these in a sentence, "my," this form, "my, your, her, his, its, our, your, and their," you should always have a noun after them. "Mine, yours, hers, his, its, ours, yours, theirs," stand alone. That is mine. That is ours. That is theirs. Please notice that "his" and "its" only have the one form. But these all have either "s" added to 'em or this one has a completely...

This will give you the three basic forms of pronouns. And as you think about some of the words you have on your list, you have (inaudible). You have "my" and you have "mine." And usage sometimes is difficult. You don't know quite how to use 'em.

Do you understand?

Those are the eight parts of speech in English. We could do a lot of different things with that. (Inaudible)

Do you have any questions on this? I went through it really fast.

And I stopped in the middle of our words.
Okay. So "as" when we started talking about it, sets up a need to use nominative case. Because it's used as a subject. "She's as tall as she is" or "He is a better student than she is." American students make that mistake all the time. It's very difficult. And I'll give you a lot of practice using that, but it is a difficult concept.

"As" can also introduce a clause. "As he waited his turn, he became unhappy." "As he waited for the dentist, he got more nervous." But it can also introduce a phrase. It doesn't always have to be used as, "as tall as" but that's the way you'll see it most often.

In poetry or when you're reading a paper, you may also see "as" used as "happy as a lark," where you compare. A lark is always happy and people are compared to it. Uh, "as white as a sheet." Sometimes when students are sick you lose color in your face and I might walk in and, "Oh, you're as white as a sheet." Okay. So it means you're as white as the material. It doesn't mean you're a sheet or anything, it's just comparing the color. When my father was in the hospital, he was "white as a sheet." So you'll see it in poetry used to compare. Set up a comparison. Now...

One. I have one pencil. And one, if it describes pencil, would be what? An adjective. Very good.


Law. I know the, I know the law of the land. What is "law"? Law, pencil, book. They are called, can you think of the word? They're called "nouns." "Nouns."

Uh, something to help you if you're thinking about nouns. These little words here that always give you so much trouble, "the," "an," "a," always indicate a noun. The book, the car, an hour, a day. Always indicate, sometimes there could be an adjective in here. The red book. But they tell that there's going to be a noun coming. The other ones that can do that for you will be the possessive. His car, his book. (Inaudible)

Some. Okay. There are some books on the desk.

If. If. If I am three years older, than I can do anything I want.
How. How old are you? That's not nice to ask. (laughs) We told then earlier, you don't ask American women their age. (laughs) They don't like that. Can I ask, could I ask your mother what her age is? Would she be angry? Do you know? Is it polite to ask your mother's age? Would you ask your mothers if it's polite to ask? I would be very curious to know. That's one thing American women do not want you to ask. There are some that don't care, but, traditionally, American women do not like (inaudible) to know their age. They do not want anybody to know how much they weigh.

Her. I met her at the station. And that is a, "her" is an objective. I met her.

Them. Glad I gave you those because (inaudible). Them. I gave them many dictionaries. And this is used as an indirect object. I gave them many dictionaries. "Many dictionaries" would be your direct object.

You use the sentences, you just don't know what they are.

Mio? Has. My house has one refrigerator.

House. You bought a large house. Very good.

Now, before we finish up, I do have, this one is two pages. We talked about friends this week and I have one for friends.

This one is called Me and My Giant. Number one is (inaudible). It should be I and My Giant. Me and My Giant.

Does anyone know what a "giant" is? Have you read any stories? A giant is a very, very, very tall person. Uh, much taller than normal. And we usually find them in children's stores. Giants. Talk about giants. If you look at the picture, you see the little person down in the corner and that is his giant friend. And he's only about as big as his little toe. Very, a very, uh, this used to be very popular but there is a very well known, uh, story that was written in England called Gulliver's Travels and he want to the land of the giants and also to the land of the little people. So there is a, and that story is usually read by high school students (inaudible) also talks about giants. So it doesn't have to be just children's stories.

"I have a friend who is a giant,
And he lives where the tall weeds grow."

And weeds are what Keiko takes out of the garden and we talked about, "weed the garden."

"He's high as a mountain and wide as a barn,"
Do you know what a "barn" is? It's like a garage, but if you're on the farm, it's a barn where the animals are. And there's that word "as." He's being compared to a mountain and he's being compared to a barn. It's not very nice to tell somebody that they're "big as a barn." That is a phrase you hear. Sometimes you see somebody who's really big. You might say he's "big as a barn," but it's not nice. But if you read that in a story or something, now you'll know what that means. "Big as a barn." Means very big. Large.

"He's high as a mountain and wide as a barn.
And I only come up to his toe, you know,
I only come up to his toe."

You can see that in the picture.

"When the daylight grows dim"

That means when it becomes dark.

"I talk with him
Way down in the marshy sands,
And his ear is too far away to hear,
But still he understands, he 'stands,
I know he understands."

That little apostrophe there on "'stands" means that the word is a short word for understands so the line is, "But still he understands, he understands, I know he understands." But sometimes in poetry, to make them shorter, we will use apostrophes. The other word you'll see that we do, if you read much poetry at all is this one. "O'er." And that is a short form for "over." If you read poetry, you may see this. Because they wanted to have a certain number of sounds or certain number of rhymes or meters within a certain number of syllables. Like over is two but "o'er" would be one and if I only have space for one, then I might use the short form. But for a right sound and a right count, you might use a short form of the word.

"For we have a code called the "scratch-tap code,"

Have any of you had a secret code before? Probably the most well known code is the Morse Code and that's by tapping long or short, you can say SOS. You can have a secret code by changing letters. Making letters stand for certain numbers, or numbers stand for certain letters. So you could have a magic code that you could make up. He has a "scratch-tap code." So he's gonna scratch. He's gonna scratch one, scratch twice, scratch three times. Tap. And he would be scratching and tapping on the giant's toe 'cause that's all he can touch.
"For we have a code called the "scratch-tap code,"
And here is what we do—
I scratch his toe...once means, "Hello"
And twice means, "How are you?"
Three means, "Does it look like rain?"
Four times means, "Don't cry."
Five times means, "I'll scratch you a joke."
And six times means, "Goodbye," "Goodbye,"
Six times means, "Goodbye."

Why would he ask the giant if it's going to rain? Because he's tall and he can see the clouds. Good.

"And he answers me by tapping his toe—
Once means, "Hello, friend."
Two taps means, "It's very nice to feel your scratch again."

We would say, "It's very nice to see you again." Right?

Three taps means, "It's lonely here
With my head in the top of the sky."
Four taps means, "Today an eagle smiled as she flew by."

An "eagle" is a bird. A large bird.

Five taps means "Oops, I just bumped
my head against the moon."

He's really tall, isn't he?

"Six means, "Sigh" and seven means, "Bye"
And eight means, "Come back soon, soon, soon,"
Eight means, "Come back soon."

And then I scratch a thousand times,
And he taps with a bappity-bimm,
And he laughs so hard he shakes the sky—
That means I'm tickling him!"

Are any of you "ticklish"? "Ticklish"? "Ticklish"? "Ticklish"? Brothers and sisters like to tickle each other. My dog is ticklish, too. There's places where I can touch her and she wiggles. "Ticklish."

Did you like that one?

Would you like to know a giant? So he could tell you what the weather is going to be? Ask him if he could see any clouds?

It's breaktime.
If you were to buy a newspaper, any newspaper in our country, there is a section in the newspaper every week, actually every day. It's entitled this: "Dear Abby" or "Dear Ann." These are two sisters who started writing, uh, giving advice, probably thirty years ago. I'm guessing between twenty-five and thirty years ago. And they started writing once a week in the newspaper. People would write and tell them their problems and they would answer and they'd write under two separate names because they both write their own column. And if you were to find, pick up any newspaper every day now, you're going to find, "Dear Ann, my husband left me. What should I do? Uh, my mother and I fight all the time. What should I do? Okay, uh, my family's coming to my house for dinner and I don't like them."

Okay. And it's, usually she'll give you some advice of what she thinks you should do. Uh, sometimes it might be questions on weddings. "What should I do in terms of gifts?" "What's the proper way to set a table when you're having these people here?" So she'll tell you things about giving a party, she'll tell you about weddings, she'll talk about marital problems if your family's having marriage problems. If there's been a divorce in the family, how you deal with that. Uh, kids sometimes write in and say, "My mother's remarrying. She's got two boys and we're two girls and how are we going to get along?" Okay. So she, both of these ladies would give you advice on how to live your life.

So today I thought since we had worked on our friend's unit, one of the things I wanted to do was have a, pull it together. And I want you to be like an Ann Landers today. Uh, this one I know that's very important in Japan so that's why I gave you this. And I thought this one would be appropriate.

Okay. Your best friend failed his or her test for college. She had wanted to go to a good college and she did very poorly. And usually you try what? For three colleges? Let's say she failed all of 'em. Okay. She's very upset. She doesn't know what to do. I know in some cases, uh, Japanese students might even consider suicide. She has to tell her parents yet. And I want you to write a dialogue, a conversation. What would you say to your friend when she comes to tell you, "I failed, Mio. What am I going to do?" And I want you to think about what she might say and what you might say. What advice would you give her? Okay. This is Problem Number One. Uh, would you tell her maybe to try again? Study harder? Give yourself six months and try again? I know your family will be embarrassed. Get a tutor and prepare better. Don't run away from home. I want you to think about some of the things you might (inaudible) because I know this is important.
Okay. The United States, there's always a college you can get into. Okay. If you want to go bad enough, there will, if it's not a four-year college, there's a two-year college that'll get you ready for a four-year college. So most American students if they really want to go, could get into a university if only for a quarter. If they fail out of there, then they have to do something. But in our country, it's not as critical. You may not go to the college that you want, you're limited, but you would get into (inaudible) university.

And this one I thought, Mio's been here a while so she might be able to give more advice, but since Keiko and Sachiko are fairly new, they might think, they might be able to think of more of the questions that they had when they found out they were going to be here.

So your best friend is moving to the United States. And let's say here, she's very frightened and worried about going far. "What am I going to do?" What questions might she ask? About what it's going to be like to live here? She may ask you what the weather's like, what school's like, what she should say, what she's going to do when she doesn't know English? What classes might she have to take? And what advice are you going to give her? To make her feel a little better about coming here?

So I'm going to give you Problem Number One and Problem Number Two. Start with this one and see how far you get. But I'd like you to work on it as a group. What you think they might say. You might have one person do the writing and the three of you just some thinking. And I won't be mad if you wanna think in Japanese, 'cause I know these are hard. You might want to generate some ideas in Japanese, but you'll have to give your answers in English.

Would you like to take a break?

Day 20.

Good morning.

We missed you, Yoshio. We had all planned to do "twos and twos" yesterday and you weren't here. Okay. I gave them a project and they had to write out two problems yesterday. One was that your best friend failed his or her test for college; any college, in Japan. Maybe you tried for three colleges. They failed for all three. It doesn't make any difference. They failed them. Uh, he or she is very upset and I wanted them to write a dialogue between two people. One to be the person who failed and the one to be the friend giving them advice. Okay. And I think they wrote individual ones. That's what ended up happening. Okay. And you had to talk about what you would do to help your friend. What would you say to him? What advice would you give?
The second one was, I had on, your best friend is moving to the United States. Columbus, Ohio. And I had told them they could either be, you could be living here as a friend and telling 'em about what it was going to be like or you could be in Japan telling the person, reassuring them, "I'll continue to be your friend." "I'll continue to write to you," or that type of thing. Okay. So your best friend is moving to Columbus. She or he, I switched to "she" when I realized you weren't coming. She is very frightened. What questions might we ask? What answers might you, might you give? What answers might you give? Or some of you might tell her, if you're going to write, if you were to write, do a dialogue between, that you're living here and the things you might want to tell 'em about would be the school, uh, maybe what the weather's like, how you would dress, what kinds of things you might expect your first day. Japanese school on Saturday.

Okay. Did everyone have an answer written for each of these?

Mio? Did you get one written for both? Like a dialogue or? Yes? A little bit?

Sachiko? Were you able to do a dialogue or at least an answer to each one? No? Which one? Did you, did you do one? You did this one.

Keiko? Did you do both or just this one? Okay.

Uh, did you write it so that two people, one person could read one part and one could read the other part? You did? Did you? Did you write it in dialogue form? Sachiko would say and Keiko would say. And you'd have separate lines.

Uh, let's see. Probably the best thing I could, if I could go over and photocopy and then we could share. Could I borrow your papers and I'll photocopy so that you can give one to someone else? I think it'll copy. It's so messy. Can somebody else read it, do you think? You'll copy? Okay.

Well, why don't we split up and have, let's see. Mio and Keiko? Would you exchange papers? We'll let you two work together. And Sachiko had a dialogue written, and maybe you would want to help add to it and let you practice reading with others. Okay. So maybe Sachiko and Mio can trade places.

I'll give you, why don't I give you about ten minutes to work on it? Would that be fair?

I'll let you sit in your seats. How'd that be? But you'll have to speak loud so we can all hear.
In Japan, do many students fail the first time? Or no? If you are good students, no? So-so. It is very, it's not good though to fail, is it? Do many students fail so they feel this way?

Okay. Somebody else want to practice and give us another one? You could make Yoshio do one with you. He could do yours since he's just starting to write now. At least it'd give him a start.

Do you want to read with, uh, Mio? One could be "friend" and once could be "I." Want to practice?

Oh! She even gave him a name! Very good. Do you have a friend who has failed somewhere along the line? (laughs)

You need to practice, right? Do you want to practice on yours one more time and then we'll go ahead and hear it?

Yoshio looks like he's tired today. (laughs) What time did you get home? Seven p.m.? Did you have a good time? Lots to see in very little time.

I'll let you practice one more time and then we'll listen.

Are you ready? Okay. Mio and Yoshio will read theirs next. And this is Mio's paper. Okay.

Did you tell him he could find friends who have also failed? (laughs) I thought I heard that. (laughs) Okay.

Do you need to practice some more? Are you ready? Okay.

Do you know what usually happens to students who don't, who fail? Are they able to take the test again? Yes? Can they get tutors to help them? And prepare? Do they usually take off a year to prepare for the test again? Do you have to pay for the tutor?

Did anyone work on an answer for this one? Mio did? Mio did? Do you want to do this together?

You worked on an answer for this one? A little bit? Okay.

I did want to give you a couple...okay. I wanted to give you a couple idioms that you might think about giving somebody encouragement. There's three. Uh, one of the things, if somebody's going to take a test and you want, you might tell 'em just to, "You can do it." That would be something very positive that you would say. Uh, one phrase that you might hear in English is "to take a crack at it" or "take a shot at it." It means "to try." Give it a chance. So this means, "take a crack at it," is, uh, "to take a chance" or "to try." If I were to say, "take a shot at it," I don't mean get out a gun and go____. Okay. That's not what I mean. It means "to try."
"Take a shot at it." "Take a crack at it." So this would mean to try to take the test. Give it a, give it a chance. And it means "try." And this would be an idiom phrase that you might hear students say.

Another one is "give it your best shot." And that again does not mean to get out a gun and shoot to give your best shot. This means to give it your best try. To do well. "Give it your best shot."

Uh, the third one. "Keep plugging away." "Keep plugging away." If at first you don't get it, keep trying and trying and trying again. "Keep plugging away." Keep working at it. You'll get it. Okay. Uh, English is something that you have to keep plugging away at. You have to keep trying it, to do the same thing. Practice. Practice. Practice. Practice. So you might tell 'em to "keep plugging away." You can study, study every day, keep working and maybe you'll be able to succeed.

The bottom two, I was, this one you hear sometimes in an encouragement way. "I think you can hack it." "I think you can do it." "I think you can do it." "You can handle it." That is one you would hear, uh, in the hallway. "I think you can hack it." "I think you can make it." "You are able to succeed." You might also hear the negative form. "I can't hack it." "Can't hack it." "Can't hack it." Negative would be, "I can't." You might say, "I can't hack it" when somebody tells you, "You have three tests, two book reports, and four papers due on the same day." Okay. Then you might say, "I can't hack it." Okay. "That's too much." You might say this sometimes, if, maybe you might say that if the English is too hard and you're not ready for it. "I can't hack it."

Uh, this would be considered informal language so you wouldn't write, "I can't hack it" in a paper. But you might use it in a dialogue. If you were writing about something and writing about something teenagers would say, this would be something that they would say. "I can't hack it" or "You can do it." "I think it'll be all right."

If you're trying to succeed at something and you do, you might say, "I brought it off." "I was able to take that test and I brought it off." "I succeeded." Usually this is something more in the line of a plan that you succeed in. But you could also say, if I studied and studied and studied and I "brought it off." I succeeded. You could say, "I brought it off."

Uh, let me have you repeat these so that you have the pronunciation.

Uh, "take a shot at it." Repeat. "Take a shot at it." Again. "Take a shot at it." Again. "Take a shot at it."

"Give it your best shot." "Give it your best shot."

"Keep plugging away." "Keep plugging away."

"I can't hack it."

"I can hack it."

"I brought it off."

Okay. Good. So these are ones that you might use in a dialogue when you're trying to tell somebody that you can. For encouragement. I thought we should introduce some of those.

Okay. Back to your problem. Do you need some time to work on this a little? Is that what I'm hearing?

You're finished. Because I have another one that I want you to think about. This one is, uh, I'd like this to be an oral drill. Okay. I'd like you to tell me about your best friends. What, what does your best friend like to do? What interests? What hobbies? Uh, do they like a favorite sport? Is there a favorite food or an ice cream or a dessert that they like? Uh, future plans. Are they gonna continue their school? Is there a special school they want to go to? Do they want to be doctors, lawyers? Do they know? Uh, what is their favorite subject? Do they like science, math, Japanese history, English, foreign language? What doesn't your friend like? What's the least favorite food? Uh, is there a sport they don't like? Sometimes people don't like certain sports. You don't want to watch 'em. You're not interested in it. Uh, maybe your friend doesn't like sports at all. Just in general doesn't like sports. Uh, does your friend like to go shopping? So this is something I would like you to do orally. So you might want to just jot down a list of some of the things that, you might make a list of "like to" and "doesn't like." You could just think of foods or...yeah. So if you want to write some notes, you can do that, but I'd like to have you do it orally. You don't have to say names. Could be a friend in the United States or could be friend in Japan. It makes no difference.

The other, if we have to, we can wait 'till tomorrow. But this, I would like to share today.

You might wanna just jot down, list and think about some of the things. Uh, soccer. Oh, let's see. Oh, let's make this complicated. (laughs) Let's see. I'm limited in space here. Let's see. That would give you some ideas.
I like spring and fall.
Mio doesn't have her glasses on today either. Does Mio have her glasses with her? No. Do you like them? Little bit.
I need mine for close work. At a distance, everybody's faces are blurry. You guys didn't know, but I can't see your faces when I wear my glasses.
Are we about ready to share? Are you ready to share?
Yoshio? Do you have everything now?
Mio looks like she's ready or just about. Almost. Almost.
Sachiko? Are you almost finished? Yes?
Keiko's doing a lot of thinking today.
Uh, many students do not like gym class. (laughs) I didn't like gym class. I'm not very good about doing exercise.
Did you watch the Goodwill Games these last couple weeks? In Russia? That they were having? The Goodwill Games? Played volleyball.
They were showing that they had Russian classes where they do aerobics now. And dance. (laughs) And they play America music when they do their aerobics and I thought it was (inaudible). And they have a regular program like we have every morning at, if you get up at six o'clock, six, there's an aerobics program on in the United States. They have one just like it in Russia with Russian people. Thought it was funny to watch. I watch 'em on T.V. but I never do 'em. (laughs)
Sachiko? Are you finished?
Yoshio? Are you finished?
Keiko? Are you finished? No. She's still writing. She's putting a lot of thought into hers.
Well, we could share three of 'em at least.
Yoshio? Would you tell us about your friend? Would you tell us about your friend? What are some of the things that your friend likes to do? What are some of the things that your friend doesn't like? Would you tell us about your friend?
You need to speak louder because I can't hear you and I know Keiko can't hear you. Okay.
Is, is there any type, special type of model he makes? Airplanes or trains or cars or all of those? Train? My son makes airplanes and cars. He likes fast cars now.

Mio? Would you tell us about this friend? (laughs) Is this one of your best friends? It's one she knows.


Mio doesn't like World History either. (laughs) Okay.

Sachiko? Can you tell us about your friend?

Finished? Okay. Why don't you tell us about your friend?

Very good. It is a little past our normal breaktime.

Day 21.

Good morning.

She wore her glasses.

Do you have to get glasses? No? They're okay. Your eyes are okay?

Did you have your eyes checked, too? No? She was lucky.

This morning you have a presentation, right? Does everybody have, I did not erase the one we're talking about.

Did you write out your answers for this? Did you finish? Yes? Mio finished.

Yoshio? Did you finish?

Sachiko? Are you finished? Yes.


Uh, do we need to practice with a partner? Do you need to pick a partner and practice? Let me give you about ten minutes. Okay? And match up and try and practice the ones that are all done.

I have lots for you planned today. Probably won't get through half of it.

Give you a couple more minutes.

Have you practiced with each other? Find a partner and have them read it.
Do you want to pair this way? Sachiko and Keiko read together?

About finished? Finished?

Okay. Why don't we start out with Keiko today. It will be your script and you (inaudible).

Your best friend's moving to Columbus. What questions might they ask?

I'm gonna move over here so, see if I can hear you.

Okay. Very good.

Sachiko?

Yoshio?

I put on the board for you, and it's more of a saying than it is an actual poem by, I believe, this is a Japanese writer. I don't know if she lives in the United States and writes for the United States or if she is a writer from Japan who had sent some things over. Uh, I assume she lives in the United States and is just known for children's books. She has a little illustration, illustrated books about what friends are. So this is at the start of her book. It's

"Friends, friends, friends
We will always be
Whether in fair or in
dark, stormy weather,
The fun we have will
keep us together."

And when I say something like, "whether in fair or dark, stormy weather," it means if things are good or bad, we're still friends because of the, of the fun we've had together.

And this is, uh, very, very much of an elementary book so I'm not going to read it to you, but I did want you to have a chance to see this one because the illustrations are so good. The faces. So it's very much, uh, elementary oriented, but I would think you would kind of enjoy looking at some of her drawings that she's (inaudible).

I do have another book. And this one is by Aliki. And that's the only name I have on this so I don't know. It's called We Are Best Friends.

And I thought since you were writing and telling about problems, that this one would be a good story to finish up our unit with. I do have a couple poems yet I'm gonna share.
This is a story about two boys who have always been best friends. They've always lived beside each other and done things together and one of them must move. And he's very sad and they write letters back and forth together and they both have to find new friends. So I thought this would be kind of appropriate for what you're doing.

"Peter came to tell Robert the news. "I am moving away," he said. "You can't move away," said Robert. "We are best friends."

"I am moving far away," said Peter. "What will you do without me?" asked Robert. "Who will you play with?" "We will live in a new house," said Peter. "You will miss my birthday party!" said Robert.

"I will be going to a new school," said Peter. "Who will you fight with?" asked Robert. "Nobody fights like best friends." "I will make new friends," said Peter. "You can't move away," said Robert. "You will miss me too much."

"But Peter moved away. There was nothing to do without Peter. There was no one to play with."

Did you ever feel this way when your friend left? There may be thousands of people outside playing, but there's no one to play with because your best friend is gone. It's a hard feeling.

"There was no one to share with."

You don't have things to do. No one to come to your birthday party that you really want. That special person is missing.

"There was no one to fight with. Not the way best friends fight. There was no fun anymore. "I'll bet Peter doesn't even remember me," said Robert. "It's a good thing he's not here. I'd have to punch him one."

"Hello. My name is Will," said a new face. "I don't like freckles, thought Robert."

Freckles. Remember I told you they were spots. Some, uh, usually red-headed people have them quite frequently, and some blonds.
"I used to go to another school," said Will.
I don't like glasses, thought Robert.
"My friends are all there," said Will.
I don't like silly names like Will,
thought Robert.
"It was fun," said Will.
"Not boring like this place."

So this is the new kid that has come to the school.

"A letter came for Robert.
A letter from Peter.

Dear Robert,

I hope you still remember me.
I like my new house now.
I like my new school now.
At first I didn't like anything.
But now I have a friend, Alex.
You are my best friend,
but Alex is nice.
It is fun to have someone
to play with again.
It's not so lonely.

Love, Peter"

Robert drew Peter a letter.
He drew two friends building a fort.
He drew them playing with their cars.
He drew them riding their bikes.
He wrote:

"IF YOU WERE HERE,
THIS IS WHAT WE'D BE DOING.
BUT YOU'RE NOT.

Then he wrote:

THERE IS A NEW BOY IN SCHOOL.
HE HAS FRECKLES."

He draws like I do.

"Robert saw Will by the fence.
"Did you lose something?" he asked.

This is a fence.
"I thought I saw a frog," said Will.
"That's funny, looking for a frog," said Robert.
"What's funny about it?"
"I like frogs," said Will.
"I used to have a pet frog named Greenie. He'd wait for me by the pond near where I lived. He must miss me a lot."

Have any of you had a green frog for a pet? Never? Never? Would you like to have a frog wait for you every day for you to come home from school? (laughs)

"I know where there are frogs," said Robert.
"Right in my garden."
"You're just saying that," said Will.
"I mean it," said Robert.
"You can see for yourself."
"If I had a frog in my garden, I'd share it," said Will.
"That's what I'm doing," said Robert.

Robert and Will rode home together.
They went straight into the garden.
The frogs were there.
One leaped under a bush, and Will caught it.
"I'll call you Greenie the Second," he said.
"You like me already, don't you?"

"The frogs lay their eggs here every year," said Robert.
"It's almost time. My friend Peter used to come watch the tadpoles. He called them Inkywiggles. He'll miss them."
"Why?" asked Will.
"He moved away," said Robert.
"Just about the time you came. I write him letters."
"Then you can write about the Inkywiggles," said Will. They laughed.
"Haven't had so much fun since I moved here," said Will.
"Neither have I," said Robert."

Do you know what "tadpoles" are? "Tadpoles"? That is a name we give to the baby frogs when they are still kind of, they have little, little tails when they're still swimming. They're tiny before they become frogs. That would be called "tadpole." "Tadpole." When you put your, if you put a bucket into the water, and most of the time
you'll bring it up, and it will have lots of little tadpoles if you go close to our rivers. And tadpoles, then, become frogs later on.

"Robert wrote to Peter.

DEAR PETER,

I CAN'T WAIT UNTIL SUMMER
WHEN YOU COME TO VISIT.
THE NEW BOY IS CALLED WILL.
I SHOWED HIM THE FROGS.
HE HAD A PET ONE NEAR HIS HOME.
BUT HE HAD TO MOVE AWAY, LIKE YOU.
HE THINKS INKYWIGGLES IS FUNNY."

It's a funny name that they have made up.

"I'LL WRITE WHEN THEY HATCH.

LOVE,
ROBERT.

P.S. HOW IS ALEX?
P.P.S. SEE YOU SOON."

Do you, do you use anything like that when you write letters?

Do you know what "hatch" means? "Hatch"? Uh, we use the word "hatch" whenever something is born from an egg. So when a chicken or frogs, when they break open an egg for the baby to come out, that is called "hatch" or "hatching." And it is spelled, these are good vocabulary words for biology. "Hatch." "Hatch." H-a-t-c-h. "Hatch." So a, uh, baby birds hatch. Any kind of a bird will hatch. Frogs would hatch because they have regular eggs (inaudible). "Hatch."

"Robert mailed the letter,
then rode over to Will's house to play."

Will's got a big do, it looks like. So each of them have found a friend but the other one, the one that had moved away, is still the best friend.

But I thought this was very appropriate because I have a feeling you have all felt this way at times when you first came here. Your best friends are there.

Okay. I have a couple short poems. One is called "The New Kid on the Block" and the other one is entitled "Friendship." You'll have to tell me if you think this, if you agree with this idea of friendship.
"Friendship"

"I've discovered a way to stay friends forever-
There's really nothing to it.
I simply tell you what to do
And you do it!"

Is that "friendship"? Do you agree with this poem?

"I've discovered a way to stay friends forever-
And there's really nothing to it.
I simply tell you what to do
And you do it!"

Do you like that kind of friendship? No? No? Do you want, do you want to have, do you want to be able to say things? I want to do this? Sometimes? Do you think this is a good friendship? No? What's missing? In the friendship?

Let's see. I'll have to pick on... Sachiko? Today I want to go to the movies. We're going to the movies. And tonight we're going to McDonald's to eat. And I want you to come over to my house and spend the night. I don't care if you have plans. You just come to my house tonight. Tomorrow we're going swimming and we will go to the park in the afternoon. And tomorrow evening we will go shopping. And I want you to stay at my house tomorrow night.

Would you like that kind of friend? Who told you to do something? No? He hasn't found a good way for friendship, has he? No. Okay. I wanted to share that with you. (laughs)

Okay. I like this next one because it has a surprise ending. It's called, "A New Kid on the Block."

Do you know what a block is? Do you know what a "block" is? On the block? If we talk about "on the block"? What is a "block"?

Can you draw for me what a "block" is? Can you draw kind of an illustration of what a "block" is? "Blocks" have a lot of meanings.

Okay. Good.

Okay. "Block" can be like a pile of blocks that you could have. Those are blocks made out of cement. You have blocks that you can
play with. Building blocks. You can have blocks that you live on. And usually a block is marked off by roads. From here to here to here to the next one. Okay. A block had to be marked out by streets and all the houses that are marked by those streets. So that there's another street here. This is a block. From here to here. So "a new kid on the block" means it's a new kid on my part of the street.

Where I live, there is only one street so it is only one block. Okay. I live where there's a street that goes like this. Okay. And all the houses face this way. There's a couple here and a couple here. And this is a playground. This is a dead-end street. So this would be a large block. Actually there's only probably about twelve houses. And all the houses have kids except for one and they're all about the same age. So this is one block. So "a new kid on the block" means that there's a new boy or girl who's moved on the street. That there's someone new living on our street.

"There's a new kid on the block, and boy, that kid is tough, that new kid punches hard, that new kid plays rough,"

fighting all the time.

"that new kid's big and strong, with muscles everywhere, that new kid tweaked my arm, that new kid pulled my hair.

That new kid likes to fight, and picks on all the guys,"

All the boys.

"that new kid scares me some, (that new kid's twice my size),"

two times.

"that new kid stomped my toes, that new kid swiped my ball,"

"Swiped" means steal. Take.

"that new kid's really bad,"

Please notice in the next sentence.

"I don't care for her at all."

The new kid is what? A girl. (laughs)
Do you like that one?

Have you ever lived on streets where that's happened? No?

Girls usually in our, at least in America, grow probably between the sixth and seventh grade. They start growing and they are usually a lot taller than the boys. And then the boys start growing and they'll catch up with 'em. But there usually is a time where there's a big difference between the girls and the guys and I like to look at, we take pictures of whole classes. And you'll see the boys are all in the front and the girls are all in the back. And then in a couple years, it changes. The guys are in the back and the girls are in the front. But there's always a difference somewhere along the line. And all the, in fact, the girls on my street, even, I know that we have one that's even taller than my tenth grade boy and has been taller than him for two years and she is only, she will be a seventh grader this year. She's six foot. And she's been six foot for the last three years. And my one son is just five foot two and he'll be in ninth grade. He used to like her until she grew. Now he doesn't like her so well (laughs) because she's tall. So this sometimes happens.

Okay. Last week I did a very hurried-up version of parts of speech and I would like to take some time and go back over them in a little more detail.

I thought we would start with the easy one first and that's noun.

Okay. I'll read these to you. The first one says, "Mary is very happy."

You don't have your glasses with you, do you?

"The girl is very happy."

Can you see the difference between this sentence and this sentence? And if so, can you tell me what the difference is? "Mary is very happy. The girl is very happy." Can you see a difference?

Yoshio? Can you see a difference between those two?

While you're thinking about that one, let me give you another one. Same difference in this one. This one says, "The children go to school." I shouldn't have said "children" but I named you. Mio, Yoshio, Keiko, and Sachiko go to Forestview High School. Do you see a difference between this one and this one? Can anyone tell me what the difference is? Or who can tell me?
"Columbus is very busy." "Columbus is very busy." "The city is very busy." "The city is very busy." Who can tell me what the difference is between this one and this one?

What do you know about this one?

Okay. What you're trying to say and you're doing a pretty good job...

Okay. The one in green, "The girl is very happy. The children go to school. The city is very busy," are general nouns and these types of nouns we call "common nouns." They're "common" because we use them every day. A desk would be "common," a pencil would be "common," paper, notebook, dictionary would be "common."

Specific is proper and a proper noun is the name, specific name so that we know exactly who it is and where they're going. Uh, a proper noun might be, this is a dictionary but a proper noun would say, "This is an [inaudible] English dictionary." It's a title so we know what dictionary. Not just a dictionary.

So common nouns are children, school, city, girl. It still tells us, we still have some idea of city but if I say, "Columbus," we know exactly what city you're talking about. If I say, "school," I don't know if it, I could have said elementary school or high school. It still wouldn't be a proper noun because I don't know the name of the school.

I could have a, let's see. Let me give you some.

These are all common nouns. Can you give me the name of a park that could be a proper noun? Clinton Woods. Clinton Woods. Yes. I wasn't sure what you said. Clinton Woods. I believe there's a golf course there, too. Clinton Woods?

Okay. River. Could somebody give me the name of a proper noun for a river? River?

I know. You don't have your glasses on. (laughs)

River? River? What river do we have right down here? Down the street? Anyone know the name of that river? That you go over every day? On your way to come to school? No one knows that name of the river that you cross? I heard it. Carver. The one that is close to us. The one that is on, is beyond, it's on the edge of Hidden Valley is the Foster. Okay. We have 216 going across. You're gonna have the Carver River that goes here. Forestview is kind of on this side. We have the Foster here. And Hidden Valley is here. This is by the bridge that is out. The Foster. It's on this side and the bridge is being built into Hidden Valley and kind of goes across that. And this one they have nice parks. You can go uh, if you like to feed
ducks, this is a good park to go to because they have hundreds of ducks. You can take bread and feed them. Those are your two rivers. The Carver is first and the Foster is second. And these are the major rivers that are close to you.

Okay. Can anyone give me the name of a mall? Mall? Do you know what a "mall" is? You don't know what a "mall" is? Oh, you go to them all the time. When you go shopping, you go to a mall. A "mall" is a large place where there are many different stores in them. Can you think of the name of a mall you go to?

Westwood. Westwood would be a shopping center. To be a mall it has to be enclosed. It means covered so you can walk around inside and not get wet.

Yes. Yes. That used to be a shopping center but now that would have to be called a mall. So you can use Forestview Square. The Market would be another one that's close to you. Or Northland is the big one. There's Northland, South__, uh, Northland, Eastland, and Westland.

Westwood is called a shopping center because it's not covered over. It's, it's spread out differently. Where a mall is built so that everything is kind of facing in. It may be built in a T-shape. But all the places are build like this. Where a shopping center may be spread way out so that you have to drive.

Teacher. Teacher. Let's use my name. Miss Johnson.

Sachiko? Can you think of a state? State? What state are you living in right now? Do you know what "Ohio" means? Do you know what the name means? Can you tell me? Yes. Big river. Or beautiful river. It is spelled like Japanese but it is an Indian Name. Many of the, uh, many of the names of towns in Ohio are Indian. My hometown is an Indian town. And it is frequently mispronounced because it looks French.


Okay. Before we have the break, I have three examples for us to look at. I color-coded 'em to make it easy for you.

"Mary was given a new dress for Christmas."
Yoshio? Can you tell me what kind of noun "Mary" is? Not common.

Mio? Can you tell me? It's specific so what is the, if it's specific, then it is called a proper noun.

Sachiko? Dress. What kind of noun is "dress"? Very good.

Christmas? Yes.


"Trenton is the capital of New Jersey." Okay. Trenton would then, would be a city.

Do you know what the word "capital" means? Columbus is the capital of Ohio. And New Jersey is a state. Uh, what kind of noun would Trenton be? Proper noun. "Capital" would be? Common noun. And New Jersey would be proper. Proper name. Okay.

Looking at these, is there anything different in the way we punctuate or write these? That you can also tell me about proper nouns? Can you tell me what the word is for that? How is this one different from this one? Or this one and this one?


That's all I will do today. I'd like you to take your break.

Day 22.

Good morning.

We have already done the first one hundred words on your list. So tomorrow I would like to review the first hundred words to be sure that everybody, what I had them do, Yoshio, was just give sentences for them. I just want you to be familiar with 'em because they're all very, they are very common English words that you see all the time. And I've had flashcards made up for all of them. So we'll (inaudible) spell-out, split you in half and see whose side can remember the most. I'll set it up so there's a time limit and only give you ten seconds to think. (laughs) Your eyes! Because I would like you to be able to use these very quickly without having to do a lot of thinking.

Who can tell me about the two kinds of nouns, who can tell me about the two kinds of nouns that we looked at yesterday? Anyone tell me what one kind of noun we looked at yesterday? Can anybody
name one kind of noun that we looked at yesterday? Just one? Can you name one?

Proper noun? Can anyone name the other one? We looked at two. We had proper nouns and we had...Sachiko? Do you remember the name? Proper and...? Common noun. Very good.

Uh, Yoshio? What type of, what kind of noun is the first word that's up there? Lake. Lake. What kind of noun? Is it common or proper? It's proper. How can you tell it's proper? What kind of name is it? Is it a general name or a specific name? Is it a common name? So what kind of noun is it? Common or proper? Is it common or proper? It's a general one. So it is a common noun.

Can you give me a proper_, can you make that into a proper noun? What do you have to do? No, no. Lake. Can you give me a proper noun for "lake"? I can't hear you. Lake? Lake Erie. Erie. Okay. Lake Erie. Lake Erie. Can everyone say, "Lake Erie"? Lake Erie. Again. Erie.

Where is Lake Erie? Where is Lake Erie? Yeah, It's north of Ohio. If you go to Cleveland or up towards Cedar Point or any of those places, the, the lake that you will see will be Lake Erie. Just north of Ohio. A shore between Ohio and part of Canada and part of Michigan and...so Lake Erie.


There are many mountains in the west in the United States. The proper noun or the proper name for those are, "The Rockies." You live very close to another mountain range in the United States. (Inaudible) and Pennsylvania and through West Virginia and Virginia, you have the Appalachian Mountains. And if you go into northern Ohio where you start hitting the, the hills, that is the start of the chain of the Rock__, of the Appalachian Mountains. So it's kind of on the edge.

Sachiko? This is going to be an easy one. Motorcycle. It's a common noun. Can you think of a proper noun for "motorcycle"? Where does your father work? Sachiko? Where does your father work? What company? Do you know where your father works? What is the name of
the company your father works for? So he doesn't work for Honda? Does he work for...? It's not under Honda Corporation, then?

For a motorcycle, we use, at least in the United States, we might ev... we would just call a motorcycle maybe a Honda. Okay. Or, what are some of the others? Can't think of any right now. But it's probably the most popular of any right now. There are several others that are Japanese. But you could just say Honda. Okay.

We have to be a little more careful since Honda is also making cars. At first, when Honda was just sending motorcycles over, if you said a Honda, everybody knew. Motorcycle.

Uh, is there, are there any companies in Japan that make just motorcycles? Suzuki? Do they make a car? They just make a, just make a motorcycle? Would that be the better one? Okay. We'll use it. You have to help me. S-u, it is "z." Like that. Suzuki. Okay. So you could say, Suzuki and everyone would know, then, that you're talking about a motorcycle. Or a Honda. Okay.

Keiko? What is Chevrolet? What kind of noun? If I said, "I have a Chevrolet." Proper noun. And what could you say, what word would you use for a common noun for Chevrolet? You have probably two choices. Do you know what a "Chevrolet" is? Uh, oh, we're in trouble. Let's see. Do you know what a "Chrysler" is? Or a Ford. Uh, Honda. Not motorcycle, but Honda makes? Uh, Toyota? Uh, Datsun? It's not Datsun anymore. "Nissan." Do you know what they are?

Yes. You could say "car" or possibly "truck" because they do make trucks. You'd say, "I drive a Chevrolet." And most, most people would say, "I have a Chevrolet." They're going to assume it's going to be some kind of car. They, you don't usually, uh, refer to the model name when you say truck. Trucks usually have fancy names that are on 'em that people would use. Okay. Very good.

Yoshio? Counted just right. What is "Yoshio"? Proper name. And what might be a common name? Boy. What else could we have said instead of "boy"? What other words? "Man." "Person."


And Keiko? Columbus. Proper noun. And what would another word for Columbus be? Capital? Is there another word we can use, too? That you could describe? It can be capital. City.
I'm going to throw you today. What would you have done, what would you have said if I gave you, "Forestview"? Are they really legit, they're not really this yet, are they? It's not what's on the sign when you come in. What would you call "Forestview"?

Okay. This is, you attend Forestview City Schools. If you look at the signs on the edge of Forestview, they will say this. Village. Okay. Which is small. Village of Forestview. And whether you're a village or a city or a town depends on the number of people you have living here, and the form of government that you have will determine what your status is. And their signs still say, "village." So I don't know for sure if they are really a city yet or not.

Where I live, it's not a village and it's not a town and it's not a city. It's just called, "township." We don't have any government where I live so it can't be, it can't even be a village. It's just called a "township." And they have three or four men that are elected each year and they sit down and talk about any problems that there might be, but they have no power. Under Amberly, our pow... our leader or our government would have to come under the, whatever the county is. The county decides what houses are going to be there. The only thing we can say is how big the land is when you buy a house. If you want to build a house, you have to buy five acres. Where I live, you were allowed to have one acre, and in the actual town you could have one acre. But every place else out there, you must buy five acres. Put a house on five acres. You can't go any smaller.

I want to tell you about, we do have two other types of nouns. We can classify nouns as, and that's what the w... if I use the word "classify." You can classify nouns as either proper or common. You can also classify nouns as...does anyone know what this word is? "Concrete." "Concrete." Uh, pronunciation, uh, information. This word can be used both as a noun and a verb. When it is used as a, let's see. It is, uh, it's not used as a noun or a verb. Sorry. It can be used as an adjective or a noun. Okay.

Those are concrete blocks. You can have concrete driveways. Roads are usually built with concrete and it is solid cement. Okay.

In English, we can use, we describe words as being concrete words when we can touch them, see them. They are concrete. I can tell you all that this is a dictionary. I can show it to you and everyone has a very clear image of what a dictionary is. Okay. Let's give you an example of dictionary. Use that as an example.

Uh, when we were talking about friends last week, we were talking about an abstract idea. We were talking about "friendship." And when you had "friendship," you had to have trust, you had to have "honesty." When we talked about the Statue of Liberty, we talked about "liberty." "Freedom."
Can you touch or show me "liberty"? Can you touch or show me "friendship"? Okay.

The difference between concrete nouns and abstract nouns is I can show you this. I can actually go over here and show you a dictionary. Okay. I can't with honesty, friendship, trust, liberty, and freedom. All I can do is give you an example of what friendship is like. I can tell you what "liberty" means to me, but it might mean something different to someone else. So abstract nouns are nouns that are idea nouns. They're ideas and can be thought about different ways.

"Honesty," to me, means that if I find five dollars in the street, I will take it to the police department. Where five dollars to somebody else might mean put it in their pocket and say, "No one will ever find it." Okay. So "honesty," I can just give you examples of what it is. To someone else, "honesty" may be, "I would not cheat on a test." So there are, the only thing I can do with an abstract noun is to give you examples of what it is. I can't show you "honesty."

So we have concrete nouns and abstract nouns. Abstract.

If you think about, uh, paintings. You have seen paintings that have, maybe it's, it might be a white picture and just some black put on it or a little bit of red. Not an actual picture that you can see. It doesn't have houses and different things like that. But it has, maybe it has, this would be what I, would be more in line with what a concrete painting would be. You'd have houses. There are things that you would recognize.

If I went to the Louvre, I might see, if I had painted this all white, I might have things, shapes that might be recognizable but the picture itself is not like a house or concrete. It's an abstract painting and we call it abstract painting because it has many different shapes and you can look at it and decide, "What does it mean to me? What does it look like?" And you'd have to think about what the painter was trying to show you. What kind of thing was this artist thinking about when he did this. And you would go to an abstract artist and see paintings done with, in black and white. Just, that's the only two colors that they use. Or it may have a lot of different colors and just be swirls. And you don't, you know you have to do a lot of thinking about it. And it is called "abstract."

Do you understand "abstract"? "Abstract"?

What other words might be abstract words? Us, these are the noun words that we see but we have adjectives that could be abstract, too, because, uh, I can say, "I'm happy," but there are degrees of happy. "I am happy today because it's not raining." Okay. And I could put it on a list of one to ten, what is the highest happy to
the lowest happy. So that "happy" is still abstract. Whenever there is room for difference or degree, then you would have an abstract word. Emotions are basically abstract because there are so many different degrees about... "hatred." "Hatred" is a strong word but it still has, what "hatred" means, little kids stand on the playground and say, "I hate you." Okay. And that is not the same thing as the hatred in the Middle East between the Jewish people and the Arabs, or between England and Ireland, or between Ireland Catholic and Ireland Protestant. That's a different kind of hatred than what a child says on the playground. Okay. So "hatred" would be an abstract noun.

And abstract words are generally common nouns. Uh, the Statue of Liberty is the only time when this becomes a proper noun because it's the name of a statue. It's not because of anything else. So concrete and abstract nouns are common nouns.

If I teach these two words, then I can get back at something else.

These are two big words in English. We have words in English and we decide whether they are denotative or connative. "Denotative" is the meaning that the word has intended. Uh, this has, I have a sense of real meaning. If I were to look it up in the dictionary, this would be the real meaning. "Connotative" is the implied meaning.

If I said "girl" everybody pictures, I don't wanna use "girl." "House." "House" is easier. Okay. If I say "house," everybody pictures a house in their mind and that is denotative. Uh, if I were to use a word like "mansion," "hut," "tent," "apartment," these are all forms of houses.

Yoshio? Would you prefer to live in a mansion or a hut? Do you know what a "hut" is? Well, for me, for my meaning, we're gonna make it a little grass one.

(laughs) Uh, okay. Pizza Hut is a building and they are just using the word "hut." But a hut usually, in English, if you look up the word, would be something like a grass hut that you'd find in Africa.


Would you prefer to live in a mansion or a hut? This would have no bathroom and one little room and a dirt floor. Which would you prefer to live in? If I could give you, I could say, "I'll give you a mansion or a hut. Which one do you want? They're both free." Okay. You would prefer the mansion. A mansion.
These are connotative words because it implies quality. How nice is it? I would rather live in a mansion than a hut.

Uh, let me give you another one. We'll go back to "girl."

Who could give me some, uh, what are some other words for "girl"? We'll just start listing. What's another word for "girl"? "Lady." Another one. Okay.

I hope they're all asleep back there and I'll shut the door. Do I dare do this? (laughs)

These are not nice things. Okay. You can see these on lockers and they're not nice. Okay. These have certain connotations. They carry meaning. Ladies. But you would not want to be called, that would be a name you would not want to be called. And you would not want to be called this. Okay. These carry a certain connotation. Okay. A certain meaning of what, they are all girls. They're all versions of saying "girl" but these have negative meanings and these are good meanings. Okay. So these would be, you can, you'll hear this, these in the hallway. So these would be bad ones. But these would have negative. I can do negative with girl also. I can say, "She's a girl!" "She's a girl." Okay. That also have meaning on how, when I pronounce it or how I say it. Where I put my emphasis. "She's just a girl." "What a girl!" That has a connotative or implied meaning that goes along with it beyond what "girl" is.

Okay. Boys are, strangely enough, we don't have any real negative things for them beyond (inaudible). (laughs) Should teach that one. So you can have negative words. And for some reason, and I don't know why, in English, there are more negative words for girls than there are for guys. And many of our nasty names have come out of our, during the thirties and forties, during the wars (inaudible). They have never done so with men and I guess that, part of that is, our country has been more, men have always had the right to vote and things before women did. And so women were always rated a proper lady or one of the other two. We have a real division in our country.

So those would be, you know, the, the denotative meanings are always good because, in general, that is what we're talking about. But when I add, when I change and use a different word for "girl," then that carries a connotative meaning. It can be bo__, it can be positive and negative. You can have a connotative meaning by just the way you say the word "girl." So pronunciation or how you accent it will also indicate connotative meaning.

So far you know just about everything you need to know about nouns in terms of how we classify them.
I want to also have you review pronouns and we'll spend some time next week looking at how to use nouns and pronouns in a sentence. I just want to make sure you know what they are before we go any further.

Last week we talked about three cases for pronouns. Now this does not take care of all other types of pronouns that we have. We have, sorry, this board does not attract. I'll use this one.

We have, we talked before, we have possessive case, objective case and nominative case. Uh, and I'll show, I want just to show you that we have other types. We have indefinite pronouns and they're indefinite because they're words like "some," "any," that aren't, they're not exact so they are indefinite. We're not sure. "Does he have any books?" Okay. We're not sure what kinds of books you're looking for. We're just asking in general.

We also have demonstrative, relative, interrogative. We have, so we have at least four other types of pronouns. And I don't wanna do a whole lot with these today. Uh, indefinite pronouns we can always see because they write "some," "any," "all." These I don't wanna take time with because they have certain verb rules that go with indefinite pronouns.

Demonstrative ones are like, "This" hat. "That" dog. "These" and "those."

Relative pronouns are classified by how they're used in a sentence and I don't even want to give you a list of these because they can be interchanged. So relative pronouns go the form of, and I'm not ready to teach them quite yet, but we do have other pronouns called relative pronouns.

The interrogative ones are the question ones. "Who," uh, let's see. "Whose." So interrogative is like the name of the sentence one. A question.

So we do have other pronouns. I didn't want you to not think that these are not pronouns, but they are.

These are the most important ones as far as how they interchange with nouns. These are probably the most difficult pronouns. Especially the indefinite and the relative. Because relative can also be "who" and "whom" and "that." And it can be interchanged with some of the others, and I want you to look at usage when you look at these. These are more difficult because of how they're used.

These are just sim, most of these can just simply replace the noun, so that's why I want to teach them separately because those have more complications. Okay.
We said the other day that nominative case ones replace nouns. And when they're like I, you, he, she, it, we, you, they, they can be used as what? Do you remember in your notes? Okay. They're used as subjects. Do you know what a "subject" is? In a sentence?

They replace nouns that usually come before the verb that are subjects. If my verb is "run" and I ask the question, "Who runs?" if the answer is "Yoshio", then "Yoshio" is my subject. So to find a subject in a sentence, you must find the verb and say, "who" before the verb. "Who" or "what." "What runs?" "The dog runs." So to find any subject, to find any subject, we have to ask "who" or "what" before the verb.

Question. Do all sentences, do all sentences have a subject that is written? That you can see? Do you know in a sentence, do you, what do you have to have in a sentence? What's one word that you absolutely can't have a sentence without? Verb. And a verb can be a sentence just by itself. I can say, "Run.", and that carries a meaning. Completely. So you can have a verb. You can have a verb plus an object which is like, "run." I can't use it with "run." "Get the police" or "Get help."

Do you know who the subject is if I say "Run"? "Run." "Turn the light off, please." What's the subject? If I don't say a name, who is the subject? How can you tell who's supposed to run? "Get help, please." Do you know who the subject is? Have a guess? "You." Yes.

So, in English, when we have something like, "Get help" or "Run," we always have a subject, but in this case it's an understood subject. So it doesn't have to be a written subject. Whenever you have a sentence like "Run." or "Get help." or "Turn the light off, please.", they're like commands. Telling you to do it. I am usually looking at the person when I say that. So you always know that it is you or Yoshio if I'm looking at him or, Mio if I'm looking at her. So in a sentence, you always have a verb written down. So when, in sentences like that, then, we always know that it is you. So you have to have a verb.

So these pronouns you would always find in the subject area.

The problem we tend to have is to know which of these do we use to replace what types of nouns.

Possessive ones are when I show that I own. Own. Ownership. "That's mine." Then I would use possessive to show ownership.

The objective case is probably the hardest because it has so many different ways it can be used in a sentence. Uh, you can use it in a prepositional phrase. And we will look at each of the parts of
speech so I will go over prepositions with you. Prepositional phrase, direct object, indirect object.

Those are the three most common. It can be used with some others, but the grammar is much too difficult.

For the time, I would want you to simply recognize what the pronouns are and to at least recognize that they're possessive case, objective case, and nominative case. I will, I'd like to take time and look at some sentence patterns. How you would organize them. But before we do that, we will go over what a direct object is and an indirect object.

I am not going to ask you right now to say, I'm not going to write sentences with the nouns and then ask you to replace them, 'cause I don't think you're ready for that. But I do want you to recognize a pronoun if you see it, and I have a couple sentences.

"My brother is older than I." Yoshio? What kind of pronoun is "my"? Possessive. And that means ownership, doesn't it? And that means, "my brother." "My brother is older than I."

"We had a good time at their house." "We had a good time at their house." "We." Nominative. Nominative. "We had a good time at their house." Object? T-h-e-i-r? I didn't get the color right? This one. My mistake.

"She is our best cheerleader." "She." Nominative. "Is out"? "Our"? Possessive. And this is a "cheerleader" (inaudible) She carries little pom poms.

I have a short exercise for you. Okay. I have ten sentences for you and I want you to identify the nouns and the pronouns in the following sentences. I would like you to circle the nouns. Circle nouns. And I would like you to underline pronouns. And then, then I will ask you whether they're common or proper and which type. But that you will do orally. I would like you to do the written part first. Circle the noun and underline the pronoun.

Finished?

Okay. Number one. "The notebook is in the desk." Who can tell me what the nouns are? Are there any pronouns? Can you tell me what kind of words "notebook" and "desk" are?

Number two. "Your dinner is burning." Can you tell me what the pronouns are? Okay. Can you tell me what the nouns are? There's another noun. "Burning" is a verb that's used as a noun in this case. So that's a hard one. It's like "swimming." The noun. "Burning."
"I like his tie." Sachiko? Can you tell me what the pronouns are? And what is the noun? Tie. And what kind of noun? Is that common or proper? Common or proper? Is it capitalized? So then it has to be what? Common. Very good.

Keiko? Can you do Number four? "The Empire State Building is in New York City." Can you tell me what the nouns are? Are there any pronouns? What type of noun is, "Empire State Building"? Common or proper? Proper noun. Okay. "New York City" is also a proper noun.

Number five. Yoshio? "Her sister broke the heel of her shoe." Is there just one pronoun? Okay. There's two. Her, her. Can you tell me what the nouns are? And "sister." Do you know what the "heel of the shoe" is? Okay. This part here.

Number six. Be careful with this one. We have a surprise. The pronoun is "our." The noun in the sentence is "assignments." Only. I threw in a little surprise for you.

Nouns can do something that is a little interesting. When you have something like, "the homework assignment," "homework" is usually a noun. Okay. But "assignment" is, in this case, is the noun. What "homework" is doing is telling what kind of assignment. And when it does that, then it is an adjective. Adjective. "Homework." I could say, what other kind of "assignments" might you get? You might get a "cleanup assignment." I could have said, "You have a science assignment." It tells you something about the assignment so it becomes an adjective. To make this a noun I would have had to say, "You had an assignment for homework." That makes this a noun by itself. This phrase still tells you what kind of an assignment you have. Homework assignment. So the phrase works as an adjective, but the noun is a noun and the preposition is a preposition and it works together as an adjective describing "assignment." Now we have many nouns that can do this so you have to watch. Possessive pronouns can cause you problems sometimes because they can be pronouns sometimes, but sometimes they are used as adjectives, so that can be confusing. If I ask you how it's used, you can tell me an adjective and when you ask, but if it, tell me parts of speech, it would be a pronoun. And if you look at, uh, if I said, "our assignments," "our" is a pronoun but it's used as an adjective because it's telling us whose assignments. "Our." So usage and part of speech are very different.

Okay. And when you're asked to classify in an English class, your English teacher says, "Tell me what, what part of speech is "homework"? They are going to ask you to classify by use, which means you have to say "homework" is an adjective. Or you would have to say "our" is an adjective 'cause that's how it is used. Uh, when you take the TOEFL, they ask you to do some things with nouns, pronouns, and verbs and you'd have to classify as how it's used. Okay.
Number seven. Can you tell me what the nouns are? Okay. Are there any pronouns?

Number eight. Keiko? Are there any nouns? Number eight? This one? Boys. Homework. Science. I have a trick question. Are there any pronouns in this sentence? "Some." "Some" is a pronoun, but it's used as an adjective. It's not one of the one I had put up here for you. Some.

Number nine. Yoshio? "They are the best swimmers around." Could you, tell me, uh, what the pronouns are? "They." And what are the nouns? Very good.

Number ten. Mio? What are the pronouns? Very good. And what are the pronouns? Oh, nouns. I'm sorry. And if you have, "Our garden is covered with weeds," what are you going to have to do? You remember our, what you have to do when you have a garden full of weeds? Remember what that is when you take, pull weeds out of the garden? "Weed." "Weed the garden." "Weed the garden." Remember we practiced this a week or so ago? "Weed the garden."

Do you have any questions on these? Okay. That's it for today.

Day 23.

Did you have a good time when you went to the amusement park? To Ridgewood Lake? Did you enjoy the wave? Did you ride any of the rides? Which one was your favorite? Which one did you like the best? Sea Dragon. Did you ride it many times? Were there a lot of people there? Did you do any of the slides? Water slides or...? It's a lot of lines, too.

Have you been to Ridgewood Lake? No?

My son likes the wave. It reminds me of "Jaws"? They turn on special music. (laughs)

Well, are you ready?

I though we would start with the words that I gave you for today and then the rest I will mix. We'll start with these first, okay?

One last peek.

That's probably about right. (laughs) Sounds good. Just think about all the sentences you have to say today. Speak lots of English.

Let. Let. He let me...he let me play.

His. Okay. His name is Yoshio.
Men. Ah! I think I have (inaudible). What is the "e"? Okay. There are three men on the corner. If you wanted to say, "Yoshio is also a man," it's with an "a." "E" is plural.

Got. I can't hear you 'cause your...Yoshio? I can't hear 'cause your mouth is...I got up at 7:00 a.m.

That. I know that. That book is on the desk. Okay. It's distance. And "this" is for close.

Miss. I miss you. Very good. What is another way we can use "miss" when we change to capital? Okay. You would use it for address.

Nine. Yes. Nine people are in this class.

Well. She's playing the piano well. Very well.


Blow. Uh, that describes the action, but what is blowing? What blows hard? What? Okay. The wind. Today the wind blows hard. Or we could say "is blowing."

Spent. I spent money today. This is past tense. I spent my vaca__, I spent my vacation in the country.

Block. We talked about "block" yesterday. "The new kid on the block." Okay. As a little child, I played with blocks. Can you think of another sentence using "block"? Can you use "block" as a verb? As an action? Okay. That's similar to hers. Can you use "block" as a verb? Can you use it as an action? "Block"? In football or soccer, you have, we do this. Okay. Can you think of a sentence? What does the goalie do in soccer? What does he do? What's he supposed to do? He's supposed to keep what? Or a pit__, a catcher. If someone's running in from third base, what is the catcher supposed to do? Okay. He blocks the base. That catcher blocks the, the base. So this would be used as a verb and that means (inaudible). I'm blocking. Keiko can't see the board. I'm blocking it. Okay.

You see it in baseball. In soccer, the goalie is supposed to block the ball (inaudible) or in volleyball, some of you been watching, they block the ball.

Three. She has three children.
Sick. I was sick yesterday. In English, you sometimes hear people say, you might hear someone say the phrase, "I'm sick of you." Or, "I'm sick and tired of that noise." And it usually means, "I am angry. I don't want to hear it anymore. I don't want to see you anymore. I am sick and tired of you. Get out of here." And those are things you could say when you're usually very angry. Tired of being bothered. Sometimes when little kids comes around, they keep asking you every day. My son right now is doing, making, my husband is feeling this way. He wants a moped. (laughs) And every time we see him, it's, "Hi Dad! Can I get a moped?" And he doesn't say anything else and if you say "no" he leaves. (laughs) And so the next time he comes through the door, it's, "Hi Dad! Can I get a moped?" Okay. So I'm getting a little "sick and tired" of hearing about the moped. So we have told him he has to earn his own money to do this. So, the idea comes from that you're so angry or you're, you're tired of hearing the same thing that it makes you almost sick. You might say it, too when people are, there's all this (inaudible) noise all the time and you're trying to, if anybody's trying to rest. It's noise, noise, noise, noise, noise, noise. And you might be "sick and tired" of all that noise.

I live in a noisy neighborhood this summer, I guess. All the little kids are outside screaming and yelling and mothers are screaming and yelling at their kids. Two of our mothers who came in, you can hear it four blocks away. They have voices I have never heard before. It's incredible. You think they're standing right beside you in the house. So I know all the kids who get in trouble because it's the same ones every day. One little boy behind me, every day it's, "John, shut the water off!" He likes to play in the water.

Do you understand this one? "I'm sick and tired of that." Or, "I'm sick of you." Little kids you'll hear them say this one. "I'm sick of you."

Uh, let's see. Sachiko did the last sentence.

For. This is a present for you.

Ah. Lay. We went through this last week. Lay. What was the other word we said that there are problems with? What's the other one? Lie. Good.

Wrong. (laughs) What do you have to have when you have "lay" after the verb? Anybody remember? You have to "lay" what? Something. You have to "lay" something. A book, dishes, forks, spoons. Whatever. Lay it down. Lay it on the table.

Should we review just a minute? You, we have learned this verb already but we will, I'll go back over it.
Uh, this is present tense. Past tense of "lay" is always "lay." It does not use a helping verb. Uh, and this is perfect. This one uses helping. "Laid." And it requires an object after it. You have to have, put or place something. It has to have an object after the verb. So, "He laid the book on the table."

"Lie." The past tense is "lay." Helping verb is "lain." And this is always followed by a prepositional phrase. Uh, "She is lying on the couch." Okay. See the difference. This one, you were, has an action. Something moving. Where "lie," it's, you're, you're the person that's being moved or placed. So, "She is lying on the couch." And we just have to find out, this just tells you where or what she's lying on. Okay.

"Lying" can also mean telling a fib. Not being truthful. Okay.

Did you all remember that?

North. The river is ten miles north. Okay. The river is ten miles north of the mountain. Very good. Longer and longer sentences.

Foot. Okay. When I was living in Japan, I went to school on foot. Okay.

About. Probably the most common phrase we hear is, "This story is about __________." Okay. This book is about my life. Or someone might ask you, "What is that about?" And they usually want you to tell what you're reading or what you're studying. "And what is that about?"

Was. When I was a child, I played soccer.

Face. I met the person face to face. Do you know the meaning when it says, "He made a face"? "He made a face", Do you know, do you have any idea what that means? No? Kids will do all kinds of these. Trying to make someone laugh. Or if I tell you, "You're going to have a test today," everybody goes ______ and you're "making a face." If I tell my dog "no," she'll peek up at you like, "I'm sorry." So it can be to make someone laugh or to show that you're unhappy. Uh, my son makes a face if I serve peas as a vegetable. "You know I don't like peas." Yuck. So, "made a face."

Run. My friend and I ran the race. Very good.

Ride. I want to ride the jet coaster again. Now this word can also be a noun as well as a verb. You can, uh, go on a ride. The Sea Dragon is a ride at the amusement park. Or you can say, "I ride the Sea Dragon." So this could be a noun or a verb.

Other. The gentleman was no other than Yoshio.
Now we're back to the (inaudible). Now we're going to do the next one.

Do you have any questions on what we've done so far?

I won't even tell you what group they're coming from. And there's three more sets here.

Should we do teams? We used to do spelldowns and you would stand up and when you missed one you would sit down. And when both sides, when no one is standing up, you lose. Okay. Shall we split? Or do you want to be on the same team? Does it matter? Two sisters against you two? Or do you want to split sisters? Sisters against ...okay.

So to do this, you're going to have to stand up. And when you miss a word, then you will have to sit down and your partner's gonna have to carry the whole thing. Okay. When both sides are sitting down, when one, one side has both people down, then we have a winner.

He'll probably miss the first one so you'd have to do all of them. (laughs)

Okay. Can I have you stand up now? You can face each other. Have you stand up face to face? Shove your chairs back. You have to stand. Your reward is not sitting down. (laughs)

Yoshio? Bring. Bring. I bring the notebook. All. This is all mine.

Home. Let's go home.

I. I am Yoshio.

Lost. I'm lost. Very good.

Law. Who makes the law? I can't understand you. The what? The lawyer makes the law. Okay.

Some. I have some pencils.

If. Cheat! If I don't understand the question, maybe I will cheat? OHHH!

How. I don't know how to play.

Her. I'll teach her how to play the game. She didn't know how and you're going to teach her.

Them. I gave them many dictionaries.
Yoshio? Has. He has a book.

Get. I get on the bus.

Not. No, I didn't, no I did not say that.

House. My house is not large.

Us. Let us go.

Age. Do you want to say the number? My age is sixteen or seventeen? Is that what you wanted to say? Okay. Yes.


Call. Okay. I call her.

Then. I will. Say your sentence again. Okay. I go shopping and then I go back home. We worked on that earlier, too.

Ask. May I ask a question?

As. Oh. A hard one. As. Okay. I am as tall as she. Very good. Very good.

Send. I send my friend a present.

To. You want two books. (laughs) I am going to the store. Okay. T-w-o is, "I want two books." T-w-o. We'll give it to you this time.

Long. This way is very long. Way. Come this way.

Ball. I like watching volleyball games.

We. We are students.

One. I have, use the word "one." I have, I didn't hear. Say your sentence again. I wasn't sure if I heard the word. Okay. I have an old book and a new one. Okay.

Good. She is a good student.

Let. Let's play together.

Big. Elephant. Elephant. Elephant. The elephant is big.

Now. The time is now.
Bed. It is time to go to bed.
Run. I don't like running.
Like. I like sports.
Little. I have a little sister. (laughs)
Year. Okay. We get yearbooks next month. We get a yearbook next month.
Much. Thank you very much. Okay. Usually the sentence you hear is the question, "How much does that cost?" We need to work on "much" and "a lot."
Old. Old. That's not nice. (laughs)
Out. He came out of the house.
An. Good. There is an apple on the table.
Bad. It was a bad day yesterday.
Six. Good.
And.
Go. Let's go shopping.
At. I got up at eight o'clock.
Book. This book is about history.
By. Okay. This book was written by Tom.
Have. I don't have a book. I don't have any pens. Okay. Pets. Is that what you were saying? Pets.
Eat.
Day. Day. Day. Today is Friday. That's a different word than "day" but...
Sea. I have never seen the sea.
Play. I forgot how to play the piano. You haven't been playing this summer, huh?
Ice. Very good. I slipped on the ice. Good word.
Child. The child is so small.
Hat. I have a lot of hats.
Yes. Very good.
Me. Okay. My father gave me a pretty flower.
Red.
Must. I must study.

Late. Good. I arrived at school late. When you arrive at school late, you must get a piece of paper from home saying why you were late.

Hot. Today is very hot.
Cold. Today is very cold.
Land. Japan is a land of many people.
Throw. I throw a stone into the river.
Mother. My mother, my mother is a good mother.
Soft. Clothes? Cloth. This cloth is soft.
Low. We'd say, "The sea level of the water is very low."
Tap. Tap. I tapped her shoulder.
He. He is a boy.
Three. There are three books.
Up. Please stand up.
My. My name is Sachiko.

But. Okay. My sister's afraid of ghosts, but she's brave, too.

I was going to say Yoshio gives, uh, sentences but they could be better. (laughs)

This. This dictionary is mine.


May. Yes. May I use the telephone?

Into. Okay.

Him. I met him on the street.

Live. Okay. I'm living in Price Hill.

Kill. I'll kill you. Do you ever say that to your sister? My brothers, the two brothers in my house say that frequently. "I'm going to kill you." And they'll run through the house. One chasing the other one.

Door. Door. I will close the door.

Belong. I belong to the tennis club.

Box. My toys are in the box. Okay. We needed a verb in there.

Lot. I can see a lot of people.

Sit. Okay.

Had. You had better go home. Very good.


School.

Are. Fine, thank you.

Street. I played on the street with my friend. Parents, sometimes, American parents will, when their children have been bothersome all day will say, "Go play in the street." Teasing the kids. "You want to get rid of me?" But sometimes you might hear that. We don't mean really go and play in the street but we're saying, "You know, it's time to quit bothering people."

Bay. Ah. It's Yoshio. You have a bay, huh? In your backyard? A bay is usually very close to where an ocean is. Do you know what a "bay" is? No. It's not like a tree. For cooking? You can, yes, you can use the leaf. But it would not be a tree. It would be a
spice. It would be a plant of some sort. Ah, I found one Yoshio didn't know. Can you think of a sentence now that you've been told what it means? Okay. I use a, usually you would say it's a bayleaf. Bayleaf. When you cook. Or if you crush it, break it up, then you would say you crushed a bayleaf. And we use bayleaves usually in spaghetti.

Five. She is five.

Tell. Tell me about her.

The. The notebook is mine.

In. I am living in the United States.

Am. I am studying.

Today. Today is Friday.

Look. Look at the sky.

Did. I didn't do my homework.

Man. Okay. The man standing over there is my father.

Yard. Ah. Let's see if she can remember the phrase we were using from "Amelia Bedelia." We weeded the yard. Yes. Take pretty little flowers out and leave wonderful yellow weeds.

Ten. It is ten o'clock.

So. I have never seen such a...uh, you would say, "They, they are so beautiful." The sentence you're using, you would use "such" instead of "so." "They are, they are such beautiful flowers." But you could say, "They are so beautiful." I'll have to think about why it's that way. I'm not sure.

No. I have no money.

Stand. We are standing.

Come. Come to my house.


Ring. The phone's ringing.

See. Yes. Can you see the difference between Sachiko and Keiko?
Seen. I have seen the panda.

You. How are you.

Will. I will go shopping. Very good. Somebody remembered how to do that.

Make. Make. I will make the mistake.

On. On. There are two dictionaries on the desk.

A. This is a pen.

It. It. It is a pen.

This. This is a pen.

And she. She is my friend. Okay.

We are finished. Very good. And you're all standing. Shouldn't have been, but we are all standing. Okay. We are finished for today. Very good.
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