

Cooperative Courses Development

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1. Purpose and Objectives

In a present-day foreign-language class following aims are persued:

- 1) teaching more about the nature and functioning of language
- 2) teaching students to communicate in a foreign language
- 3) developing an understanding of the people with whom one wishes to communicate
- 4) teaching students to read all kinds of material fluently in the foreign language.¹⁾

The order of priority was determined by the faculty members of English Department in 1976 and agreed on the indispensability of an Integrated Program, on the platform that most of our students have had no experience in hearing English much leds trying to use it orally²⁾. And there is a wide gap between

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1) Rivers, Wilga M., *Teaching Foreign-Language Skills* Toppan, 1970. p. 11

2) Prince, Moneta, *A plan for a Freshman English Course for Korean students*, Soong Jun Univ. Essays and papers 1977, p. 287

the actual reading ability and the necessary ability to communicate orally as well as in writing³⁾. An Integration Program was set up for the Reading class, Spoken English class, and The language laboratory hours. After students have explored the grammar, structure and the meaning of a given passage with a Korean professor in the Reading class, they come into the Spoken English class to practice use of the same basic material with a native English speaker. Further listening and speaking practice is provided in a laboratory hour using the same basic material.

Thus, an integrated objectives instead of being separate are set forth:

- 1) building confidence in using spoken and written English
- 2) establishing control over the semantic structures of English
- 3) improving ability to use special skills related to spoken English
- 4) improving ability to use special skills related to both reading and written English
- 5) improving pronunciation

2. Comprehensive description of the project in achieving the stated objectives

1) Course description

a. Class distribution, class size and evaluation

College (Seoul)	Class	Class hr/wk	Credit hr/semester	Number of Students
Liberal Arts	Reading	2	1	120
	S. E	2	0.5	25~30
	L. L	2	0.5	1~60

3) Ibid., p. 289

Lawd Economics	Reading	3	2	120
	S. E	2	0.5	25~30
	L. L	2	0.5	1~60
Engineering	Reading	3	2	120
	S. E	2	0.5	25~30
	L. L	2	0.5	1~60

※ L. L. has a set of boots for 60 students at a time, but individual instruction can be given through the Sound Library system.

b. Grade point evaluation

Point	Grade	Over-all Cred. hr
100 100 90	90~100	A 3
100 80	80~89	B 2
100 70	70~79	C 1
100 60	60~69	D —
100 50	50~59	F fail

2) Preparation of text books for the courses

a. Improvement rate of topics "known" and "unknown"

base : 70%

Unknown		Known	
Point (%)	Frequency	Point (%)	Frequency
90~100	11	90~100	51
80~89	11	80~89	34
70~79	27	70~79	21
60~	75	60~	18
	124		124

Interpretation

※ “Topics known”: the group was told of the topics in Korean before the utterance-response test was given

Topics unknown: the utterance-response test was given to the group without giving any knowledge on the topics beforehand.

- I. With the topics unknown “above 70%” are 49 frequencies which is 40% total frequency of 124
- II. With the topics known. “above 70%” are 106 frequencies which is 85% of the total frequency of 124
- III. There is a improvement rate of 45% ($85-40=45$)
- IV. The result supports the statement that our students have high mentality with poor ability in using English. There seem to be difficulties in their oral usage andf writing English.
- V. The principle of using “same basic material” in all English classes is decided in this aspect.
- VI. q. v. Appendix I

b. Correlation Factors of Lab. and Reading, and Lab. and S. E.

① Correlation Factors for Lab. and Reading (1976)⁴⁾

② Correlation Factors for Lab. and S. E. (1976)⁵⁾

Interpretation

※ below 0.2 : no relation

0.2~0.7 : some relation

0.7~0.9 : close relation

0.9~1 : very close relation

- I. correlation factor for Lab. and Reading : 0.16
- II. correlation factor for Lab. and S. E. : 0.56
- III. with this result, a principle was set up for the Laboratory work Drill materials. It

4) Kim Joon-min; Survey of Intergration Program in Teaching General English at Soong Jun L.L., Soong Jun Univ. Essays and Papers vol. 8, 1978, p.110.

5) Ibid., p.111.

should have more coherence with the S. E. text than Reading text.

W. q. v. Appendix II

3) Surveilant study on Students' studying improvement

a. Calculation of Improvement rate

Lab. 1978

base : 70%

1st Semester		2nd Semester	
Point (%)	Frequency	Point (%)	frequency
90~100	35	90~100	23
80~89	82	80~89	48
70~79	49	70~79	119
60~	35	60~	11
	201		201

I. for the 1st semester "above 70%" are 166 frequencies which is 82.6% in total frequency of 201

II. for the 2nd semester "above 70%" are 190 frequencies which is 94.5% in total frequency of 201

III. improvement: $(94.5 - 82.6 = 11.9)$ 11.9% of total frequency has improved in their grade point.

S. E. 1978

base : 70%

1st Semester		2nd Semester	
Point (%)	Frequency	Point (%)	Frequency
90~100	34	90~100	37
80~89	88	80~89	93
70~79	59	70~79	71
69~	29	60~	9
	210		260

- i) for the first semester "above 70%" are 181 frequencies which is 86.4% in total frequency of 210
- ii) for the 2nd semester "above 70%" are 201 frequencies which is 96% in total frequency of 210.
- iii) improvement rate: $(96 - 86.4 = 9.6)$ 9.6% of total frequency has improved in their grade points

Reading 1978

base : 70%

1st Semester		2nd Semester	
Point (%)	Frequency	Point (%)	Frequency
90~100	18	90~100	19
80~89	67	80~89	58
70~79	93	70~79	106
60~	38	60~	33
	216		216

- i) for the 1st semester "above 70%" are 178 frequencies which is 82.4% in total frequency of 216
- ii) for the 2nd semester "above 70%" are 183 frequencies which is 84.7% in total frequency of 216
- iii) improvement rate: $(84.7\% - 82.7\% = 2.3\%)$ 2.3% of the total frequency has improved in their grade point

b. Interpretation and remedial treatment

- I. In comparing the improvement rate of Lab and S. E. to Reading, Lab. and S. E. shows higher improvement rates than Reading's.
- II. Oral communication is a new experience to the students, so that they could be more interested in oral communication than a type of studying they are used to.
- III. While students' attention is more on the oral communication, there could be negligence on the part of reading and writing.
- IV. With this presumption a work book, which includes 1046 questions; vocabulary test 280

items, Reading comprehension test 101 items, Composition 208 items, Grammar 456 items and Letter writing 1 item, was employed to promote their study improvement in the Reading Class. (q. v. Appendix III)

V. As a remedial treatment to the large group instruction, Four Language Skills Improvement Check-Up card was employed as a way of individual instruction at the Language Laboratory. And S. E. has doubled its class hours; from 1 hour a week to 2 class hours a week with no change in credit hours. It's a simple increase in class hours only.

VI q. v. Appendix IV

3. Significance

All those stated measures were taken to pursue an integrated objectives in English teaching. In order to reinforce the pursuit, an experimental course, a special English Class for Freshman, will be given to achieve the stated objectives. It will start from the second semester of 1979 academic year. This class will be taught by a native English speaking professor and the students eligible for the course must be qualified with all "A" grade in Reading, S. E. and Lab. at the end of the first semester of 1979 academic year.

4. Time-table

academic year 1979	3	4	5	6	7	8	9	10	11	12	1	2
English work book	—	—	—	—	—		—	—	—	—		
4-skill improvement check-up card	—	—	—	—	—		—	—	—	—		
Special English class for freshman							—	—	—	—		

Appendix I

from "Freshman English"

A DAY'S WAIT

E. Hemingway¹⁾

1

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering,²⁾ his face was white, and he walked slowly as though it ached to move.

“What’s the matter,³⁾ Schatz?”⁴⁾

“I’ve got a headache.”

“You’d better go back to bed.”

“No, I’m all right.”

“You go to bed. I’ll see you when I’m dressed.”

But when I came downstairs he was dressed, sitting by the fire, looking very sick and miserable. When I put my hand on his forehead I knew he had a fever.

“You go up to bed,” I said, “you’re sick.”

“I’m all right.” he said. When the doctor came he took the boy’s temperature.⁵⁾

“What is it?”⁶⁾ I asked him.

“One hundred and two.”⁷⁾

Downstairs, the doctor left there different medicines in different colored capsules with instructions⁸⁾ for giving them. One was to bring down the fever, another a purgative,⁹⁾ the third to overcome an acid condition. The germs¹⁰⁾ of influenza can only exist in an acid

1) Hemingway Ernest (1899~1961) : 미국의 소설가, 대표작품 A Farewell to Arms. For whom the Bell Tolls. The Killer

2) shiver [ʃivər] : 떨다

3) what's the matter with you? : 무슨 일이나?

4) Schatz [ʃæts] Ger=darling [dɑ:rlɪŋ] (Ger=German)

5) temperature [tɛmpərɪtʃər] : 체온

6) what is it? : 몇도입니까?

7) one hundred and two=One hundred and two degrees [dɪgrɪ:z]

8) instruction[instrʌkʃən] : 약 설명서

9) purgative [pɜ:rgətɪv] : 下劑의(설사나게 하는)

10) germ [dʒɜ:rm] : 병원균

condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic¹¹⁾ of fluz¹²⁾ and there was no danger if you avoided pneumonia.¹³⁾

Back in the room I wrote the boy's temperature down and made a note of¹⁴⁾ the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached¹⁵⁾ from what was going on.

I read aloud¹⁶⁾ from Howard Pyle's *Book of Pirates*; but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far,"¹⁷⁾ he said.

I sat at the foot of¹⁸⁾ the bed and read to myself¹⁹⁾ while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.²⁰⁾

"Why don't you try to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed²¹⁾ and after giving him the prescribed²²⁾ capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground

11) epidemic [èpidémik] : 流行病

12) fluz=influenza

13) pneumonia : [nju:móunjə] 폐염

14) make a note of; ~을 적어두다.

15) detached [ditætʃt] : 소외된

16) read aloud : 소리내어 읽다.

17) so far=so~forth=thus 여태(여기)까지(는)

18) at the foot of. : ~의 밑에

19) read : 默讀하다.

20) look strangely : 이상한 눈초리로 보다.

21) light-headed [lait hedid] : 경솔한. 머리가 이상한

22) prescribe[priskráib] : 처방(전)을 쓰다.

covered with a sleet²³⁾ that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished²⁴⁾ with ice. I took the young Irish²⁵⁾ setter²⁶⁾ for a walk up the road and along a frozen creek,²⁷⁾ but it was difficult to stand or walk on the glassy²⁸⁾ surface, and the red dog slipped and slithered²⁹⁾ and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed³⁰⁾ a covey of³¹⁾ quail³²⁾ under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank.

2

At the house they said the boy had refused to let anyone come into the room.

"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring-still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like³³⁾ a hundred," I said. It was one hundred and two and four-tenths.³⁴⁾

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

23) sleet [sli:t] : 진눈깨비

24) varnish[vá:rnɪʃ] (윤이나게) : 얼음이 덮이다

25) Irish [éiəriʃ] : 아일랜드의

26) setter [sé:tər] : 세터종의 사냥개 (짐승의 소재를 가리켜 줌)

27) creek [kri:k] : 개울

28) glassy [glæsi] : 유리모양의 미끄러운

29) slither [sliðər] : 슬슬 미끄러지다

30) flush [flʌʃ] : 새를 날리다.

31) a covey of~ : (새의) 한떼

32) quail [kweil] : 매추라기

33) something like=about

34) four-tenths=4/10

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about some thing.

"Take this with water."

"Do you think it will do any good?"³⁵⁾

"Of course it will."

I sat down and opened the *Pirate* book and commenced³⁶⁾ to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."³⁷⁾

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "It's like miles and kilometers. You aren't going to die. That's a different thermometer."³⁸⁾ On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do"³⁹⁾ seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself⁴⁰⁾ relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

35) do good : 이롭다. 친절을 베풀다. cf. do harm eg) Excessive exercise will do harm.

36) commence[kə'mens] = begin

37) That's a silly way to talk : 말하기 조차도 어리석은 일이다.

38) thermometer [θə'mámítər] : 체온계

39) do make : 가다

40) the hold over oneself :自制力

From "Communication through English" S. E.

"A Day's wait"

When I came downstairs that morning he was sitting by the fire. looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said. "You're sick."

"I'm all right." he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two.

Downstairs the doctor left three different medicines. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I read aloud to the boy from Howard Pyle's Book of Pirates. His face was very white and I could see he was not following what I was reading.

"How do you feel?" I asked him.

"Just the same so far." he said.

"Why don't you try to sleep? I'll wake you up for the medicine.

"I'd rather stay awake"

After a while he said to me "You don't have to stay in here with me. Papa if it bothers you.

"It doesn't bother me.

"No. I mean you don't have to stay if it's going to bother you.

I thought the fever was making him light-headed I gave him his medicine and then went outside. I took the dog for a long walk Everything was covered into sleet that had frozen I flushed a cover of quail and shot two of them.

When I returned to the house, I took the boy's temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor"

"Your temperature is all right," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"About what time do you think I'm going todie? he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh. yes. I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's silly."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got one hundred and two." He had been waiting to die all day ever since nine o'clock in the morning.

Comprehension Questions:

1. When was the boy sitting by the fire?
2. When did the writer know the boy had a fever?
3. When the doctor came, what did he do?
4. How much fever did he have? Is that celsius (centigrade) or Fahrenheit? How much is that in Celsius?
5. What did the doctor leave?
6. What kind of illness did the boy have?
7. Why was the boy's face white?
8. When he was asked. "How do you feel?" he answered, "Just the same so far." Why did he say "so far"?
9. The boy said. "You don't have to stay in here with me, Papa if it bo thers you." What did he mean by "it"? What did his father think he meant?
10. What did the father think the fever was doing to the boy?
11. When the father returned. was his son's fever higher or lower than it had been?
12. How did the father feel when the boy asked him when he would die?

13. What mistake had the boy made?
14. Had the boy been very brave that day? Why do you think so?
15. Where had the boy attended school?
16. Is this story believable?

Study and Practice:

The future is most often expressed with "will" or with "be going to". Complete the following like the example:

It doesn't bother me (later)

It doesn't bother me now, but it will bother me later.

or It doesn't bother me now, but it's going to bother me later.

1. I'm not tired (after a while)
2. Jack is lazy (after he sees his grade)
3. The student doesn't speak French (next semester)
4. John cooks his own breakfast (when he gets married)
5. The course isn't difficult (in a short while)
6. Mary knows John's address (after he moves)
7. It is cold (much longer)
8. Jane doesn't play the piano well (after much practice)
9. Yune-suk tutors Mrs. Choi's children (two months from now)
10. She isn't angry (tomorrow)
11. The team is not practicing (day after tomorrow)
12. Mrs. Brown is using the telephone (in a few minutes)

Repeat changing the second part to shortended forms as for short answers.

Ex.: It doesn't bother me now, but it will later.

Read and study:

Read carefully the following explanations of ways to express obligation and preference:

must	(=You have no choice; it is	You must take this medicine.
have to	necessary for you to...)	You have to take this medicine.
has to		
don't have to	(=You have a choice; you	*You don't have to stay.
	*may decide not to...)	

must not (sometimes, "have to not" informal)	(=You have no choice; it is not permitted.)	You must not go outside if you have a fever.
I'd rather	(=This is what I want to do.)	*I'd rather stay awake.
I'd prefer to		

Finish the following sentences:

1. If you don't like this cheese, you don't have to...
2. When you study, you must not...
3. If it is cold, you have to...
4. I don't want coffee; I'd rather... (Don't forget the verb!)
5. Since tomorrow is a holiday, we must...
6. So far I have not read my textbook; I must...
7. Saturday is Mary's birthday; we have to...
8. I don't want to watch TV; I'd prefer to...
9. You have called me three times today; you must not...
10. If you are sick, you don't have to...
11. He doesn't like tennis; he'd rather...

Pronunciation Practice:

A. > and ou

caught-coat	gnaw-know	taught-tote
maude-mode	shaw-show	cawed-code
saw-sew	bought-boat	naught-note

B. > and ^

naught-nut	moss-muss	bought-but
dawn-done	boss-bus	caught-cut
talk-tuck	taught-tut	maude-mud

Appendix II

1-2

Listening comprehension

My nine-year-old boy was sitting by the fire, but he looked very sick. I noticed he had a fever. Then the doctor came and took his temperature. It was 102. The doctor said my boy had the flu and left three different medicines. Back in the room I read aloud to the boy from Howard Pyle's book of Pirates, but he did not follow what I was reading. I thought the fever was making him light-headed. I gave him his medicine and went outside. And I took the dog for a walk. When I returned to the house, I took the boy's temperature again. It was one hundred and two and four tenths. My boy thought he was going to die with a fever of 102, because his friends told him you couldn't live with 44 degrees. Well, it's a matter of Centigrade or Farenheit. What do you say?

Utterance-Response Drill

1. How old was the boy?
He was nine years old.
2. Did he have an upset stomach?
No, he had a fever.
3. How high was the fever?
It ran one hundred and two.
4. Who took his temperature?
The doctor took the boy's temperature.
5. And what else did he do?
He left three different medicines.
6. What did he say the boy was sick of?
He said it was an influenza.
7. Why did the boy have to stay in bed?
Because he had to avoid pneumonia.
8. What did his father have to do to keep him in bed?

He read a story from Howard Pyle's book of Pirates.

9. After he gave him his medicine, what did he do?

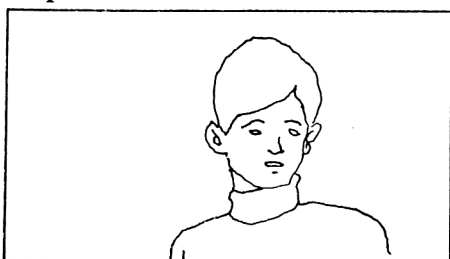
He took the dog for a long walk.

10. Why did he go outside?

He thought the fever was making him light-headed.

He wanted him to get a good rest.

Reproduction Drill



He was nine years old.



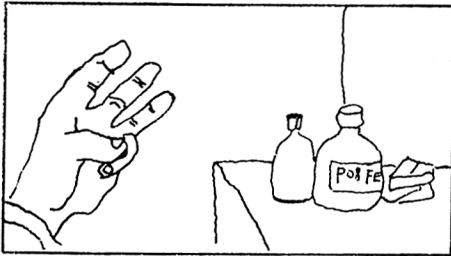
He had a fever.



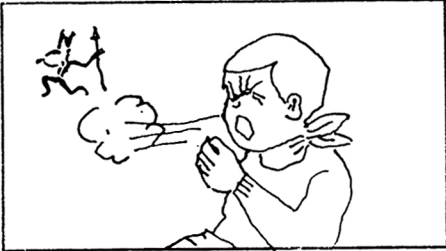
It was one hundred and two.



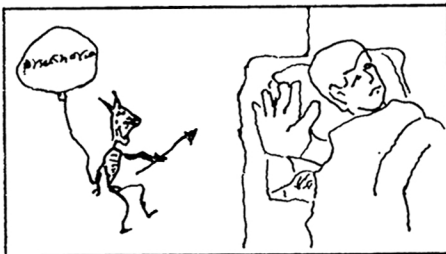
The doctor took his temperature



The doctor left three different medicines.



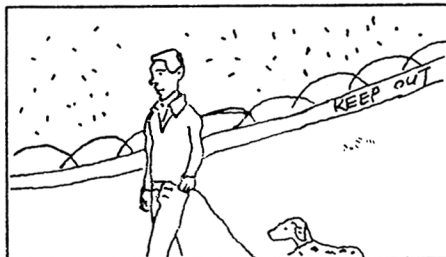
The boy had an influenza.



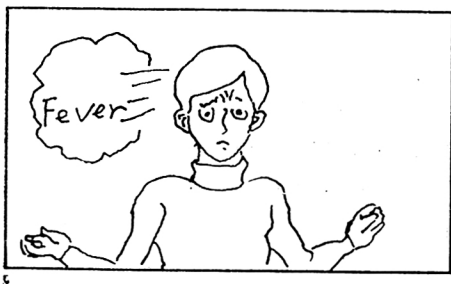
He had to avoid pneumonia.



His father read a story from
Howard Pyle's book of Pirates.



His father took the dog for a long walk.



His father thought the fever was making him light-headed.

Dictation

- ..
- 2.
- 3.
- 4.
- 5.

Composition

- ..
- 2.
- 3.
- 4.
- 5.

Appendix III

Date	No.	Name	1st Week
			Score

DIAGNOSTIC TEST—PART I—VOCABULARY

There are two types of vocabulary items in this test. In the first type you are given a sentence followed by four words or phrases. You are to find the word or phrase that is closest in meaning to the underlined word (or words) in the sentence and that could be used in the sentence without changing its meaning greatly.

EXAMPLE B. It's too windy to go for a stroll.

- a) swim b) sail c) drive d) walk

The word 'walk' means about the same thing as 'stroll' in this sentence. The sentence "It's too windy to go for a walk," means the same thing as "It's too windy to go for a stroll." To show that d. "Walk" is the correct answer, a circle has to be made over d for Example B.

In the other type of item you are given a sentence with one word omitted and a list of four words. You are to find the word that would best complete the sentence.

EXAMPLE C. Because of the storm and rough waves, it would be foolish to go out sailing today in a small _____.

- a) automobile b) house c) boat d) beast

The word 'boat' fits best in the sentence so that it reads, "Because of the storm and rough waves, it would be foolish to go out sailing today in a small boat." To show that c. boat is the correct answer, a circle has to be made over c for Example C.

Answer all of the questions of Part II in this manner.

Mark only one answer for each problem.

CONTINUE :

41. One hundred thousand people wanted to see the football game but the stadium had seats for only fifty thousand _____.

- a) attendants b) victims c) bullies d) spectators

42. Peaches are plentiful this year.

- a) pleasant b) very sweet c) in large supply d) in full baskets

43. He bet money on every horse race and every baseball game even though his wife did not want him to _____.
- a) propel b) gamble c) exploit d) endow
44. Harris was never able to do the work by himself because Mary would always _____.
- a) defer b) interfere c) disperse d) discontent
45. When food is scarce, people try to hoard large quantities of it.
- a) eat up b) grow up c) store up d) sell
46. David is married to Mary: he is her _____.
- a) plasma b) span c) anathema d) spouse
47. He rejected all the plans that were given to him.
- a) changed b) liked c) thought about d) refused
48. John did not have to write the composition if he didn't want to: it was _____.
- a) optional b) eligible c) unauthorized d) unseemly
49. The performances are always outstanding.
- a) outside b) crowded c) verygood d) understood
50. Jenny's dress became too small after she washed it because it. _____.
- a) strank b) slumtped c) slunk d) stalled
51. If you moisten this, it will work better.
- a) dry b) wet c) fix d) change
52. You told me that Jack will arrive tomorrow, but I am not certain that he will. Can you give me some _____?
- a) prescription b) agreement c) assurance d) insurance
53. He is hardly awake.
- a) completely b) scarcly c) already d) never
54. They need something to lure the fish.
- a) cook b) clean c) attract d) find
55. This farm breeds some of the best race horses in the country.
- a) raises b) sells c) owns d) races
56. He was asked to leave school because of his bad behavior.
- a) credit b) character c) health d) actions
57. Blend the ingredients cerefully.
- a) cook b) study c) mix d) bake

58. I am going to hire someone to prune these trees.
- a) dig up
 - b) pick the fruit from
 - c) plant
 - d) cut some branches from
59. Bees live in a _____.
- a) hindrance
 - b) hive
 - c) sty
 - d) stable
60. He is very stubborn.
- a) short
 - b) strange
 - c) hard to change
 - d) young
61. A spider spins a _____ that looks like lace.
- a) web
 - b) yarn
 - c) thicket
 - d) fare
62. The policeman wouldn't take the money when Chester tried to _____ him.
- a) gripe
 - b) bribe
 - c) grief
 - d) bridle
63. Aside from his salary, he has little money.
- a) even with
 - b) because of
 - c) compared to
 - d) except for
64. Stone used for building houses usually comes from _____.
- a) dales
 - b) bumps
 - c) manes
 - d) quarries
65. He is revising the plans for the building.
- a) changing
 - b) seeing
 - c) painting
 - d) learning
66. You should overlook his faults.
- a) correct
 - b) watch
 - c) find
 - d) not notice
67. We could hear the dogs gnawing on the bone.
- a) biting on
 - b) fighting over
 - c) barking at
 - d) begging for
68. John wishes to lease a house.
- a) rent
 - b) build
 - c) move
 - d) sell
69. I need something to quench the fire.
- a) start
 - b) put out
 - c) feed
 - d) cook on
70. If the work here were important I would help you do it, but I won't help because it is so _____.
- a) trivial
 - b) reliable
 - c) quaint
 - d) justified
71. Bill was very drowsy.
- a) drunk
 - b) angry
 - c) sleepy
 - d) sad
72. I have not been able to ascertain the facts.
- a) talk about
 - b) discover
 - c) follow
 - d) consider

73. It has not rained for forty days so there will not be much water to drink until the end of the _____.
- a) sponge b) drought c) draft d) spout
- 74) Allene is sick, but she will be able to go to the Christmas party next week because her illness is _____.
- a) affable b) affluent c) temporary d) temporal
75. I don't relish the thought of going to work early.
- a) enjoy b) understand c) obey d) hate
76. We must revoke the grant given to that school.
- a) increase b) take back c) watch d) credit
77. He barely made it on time.
- a) alone b) never c) just d) seldom
78. Mary seems rather subdued today.
- a) silly b) quiet c) angry d) early
79. His remarks were very flattering.
- a) interesting b) stupid c) easy to understand d) full of praise
80. He was fettered and unable to stand up.
- a) frightened b) sick c) chained d) feathered