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SHORTCUTS A Text and Workbook

Fred Eric Startz
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SHORTCUTS

A Text and Workbook

Fred Eric Startz

Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont.

May, 1987

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This project by Fred Startz is accepted in its present form.

Date Sept 11, 1987

Project Advisor Mike Gerald

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Acknowledgements: To JAS; illustrations by Mr. Agustino Woerdono (except those on page nine); illustrations on page nine by Letterset.

ABSTRACT

Shortcuts is designed to help students "get a handle" on the English grammar system. The material teaches just two elements: the parts of speech and the parts of sentences. With these, students work with and can see the framework upon which so much of English is "hung."

This material is suitable for an intermediate to advanced level student who needs to improve his or her grammatical accuracy in English, or for a student who needs a quick grammar review before studying more advanced material, such as that found in a preparation course for the TOEFL.

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FOREWORD TO TEACHERS

I developed this Independent Professional Project because for some time I have needed this material for use with my own classes. I thought too, that codifying a method of teaching English grammar I have been using for several years might be interesting. Previously, I had created and recreated the material extemporaneously for each class.

This "systems approach" to teaching grammar was first used as I taught a low advanced level group of students in a TOEFL preparation course. These students - with approximate TOEFL scores of 450 - were trying to work with compound and complex sentences yet they did not know a main from a subordinate clause. They were attempting to work with gerunds, infinitives and participles but they could not easily recognize nouns and adjectives. In all cases they did not know the functions of the parts of speech or the criterion of the parts of sentences.

EFL students seem to progress more quickly when they are able to sort out the different elements involved at the sentence level of discourse. Students of mine have studied English from four-to-eight years in their local school system yet many still cannot use English with any real facility. Much of the knowledge required for them to be more effective in English they already have. What is needed is a framework on which to hang all that knowledge.

The changes that English sentences go through give my students the most trouble. To be exact, it is word form and parts of sentence changes that play the most havoc. These changes seem to the students to be both arbitrary and unjustifiable. They believe that English is a language with many rules and as many exceptions. After wrestling with English grammar since high school, I can say now that English is not arbitrary. Certainly English spelling and pronunciation are madcap, but English sentence construction is not. I believe English is a rather beautiful system, much like a system of laws drafted with care, applicable in many different situations over and over again, evenly and predictably. It is, in fact, these sentence-level changes that give English its greatest strength: its flexibility. Armed with a basic knowledge of this grammar system, a student can repeatedly create simple, yet powerful English sentences. To show my students this is my aim, and that is why I wrote this text. I believe that the parts of speech and parts of sentence are the basis of English grammar. All else, so to speak, is commentary.

When students can see the evenhandedness of, and the justice in, this system they usually respond with an attitude of adventure toward expanding their knowledge and a willingness to try ever newer constructions. With this attitude, students usually outdo themselves trying to teach themselves more.

I have field tested this book with two classes: one group of intermediate-level students and one group at the low-advanced level studying for the TOEFL. The TOEFL class worked through this book in one week with two hours of classwork daily and as much homework assigned nightly. The intermediate class spent four weeks working through Part One; for them this material was interspersed with listening and writing exercises. The results have been encouraging. The TOEFL group quickly moved on with confidence to the more difficult material presented by the TOEFL, and the intermediate class started enjoying pitting their wits against English grammar. I feel certain that this material functioned to renew these students' confidence in themselves, helping them to organize all that they had been taught those years in grade school EFL classes. This confidence then, is the real significance of my having completed this project.

One additional note: this material was written for EFL students working for an international oil company. Some of the examples and exercises contain terms and locations significant to the students' work.

FOREWORD TO STUDENTS

English, like every language, is a system. Understanding how this system works makes learning the language more enjoyable.

Perhaps you already know many English words. Do the rules for using these words confuse you? Do you know why correct word order in an English sentence is so important? After months or years of study and practice, do you feel that using English correctly is still more a matter of luck rather than skill? If you answered "yes" to any one of these questions, this book can help you.

The book will show you the most basic framework of the English grammar system - the Parts of Speech and the Parts of Sentences. You will examine these two elements, each alone and then together, to see how they combine to create the language. You may have to memorize portions of this framework but never forget: only when you can use the framework quickly and accurately will it help you. The framework will give you points of reference for studying English, just as a good map helps you navigate through unfamiliar places.

Look through this book before starting your studies and look through it often as you continue studying. When you begin the exercises, complete them in order, one-by-one. Do not skip sections or individual exercises even if you feel that they are too easy or too difficult. If they are really easy for you, you will be able to do them quickly. If they are really difficult, you will need to do them more carefully, study your errors and in some cases repeat the exercises more than once.

"Grammar," someone has said, "is the art of putting the right words in the right places." Let's start by taking a look at the right words, and the right places, beginning on the next page.

WHAT YOU SHOULD KNOW BEFORE STARTING

The Sentence

We spend much of our time communicating with other people. We can communicate in many different ways. We may "make a face" when we do not like something, or we can cry out when hurt. An artist may paint a picture, or you may draw a map to show a friend the way to your house. All of this is communication.

The most common way we communicate is with words. Young children learn to speak using one word at a time. Only later can they put several words together to express what they want. When children are three or four years old they can finally put words together to form complete sentences.

Because words are the basis of any language, this is where we will start - with a look at the Parts of Speech in Part One. You must remember that we, as adults, usually speak in complete sentences. You must understand something about sentences before beginning your studies in this book.

What is a Sentence?

A sentence is a group of words that makes sense and has a subject and a verb.

<p><u>The group of businessmen</u> <u>left</u> Padang yesterday at noon.</p> <p>subject verb</p>

This definition is not yet complete, but it is accurate enough to help you start Part One of this book - the Parts of Speech. Later, in Part Two, this definition will be added to, made more complete, and then presented as The Four Criteria of a Sentence.

Parts of Sentences - The Subject and The Predicate

Every sentence has two parts: *the subject* which is the person, place or thing we are talking about, and the *predicate* which expresses our thoughts about the subject itself. EVERY PREDICATE MUST HAVE A VERB. The verb

expresses the action or condition of the subject. The predicate, then, consists of a verb PLUS all the other words in the sentence that tell us something about the subject.

<u>The group of businessmen</u>	<u>left</u> Padang yesterday at noon.
subject	verb
	predicate

Every sentence, whether it is a statement, a question, a command or an exclamation has a subject and a verb. THE VERB IS ALWAYS PART OF THE PREDICATE.

STATEMENT	<u>The airplane</u>	<u>flew</u> over the town and landed.
	subject	verb
		predicate

QUESTION	<u>What</u>	<u>is</u> that new engineer's name?
	subject	verb
		predicate

COMMAND	<u>You</u>	<u>will present</u> your report today.
	subject	verb
		predicate

EXCLAMATION	<u>You</u>	<u>must be joking!</u>
	subject	verb
		predicate

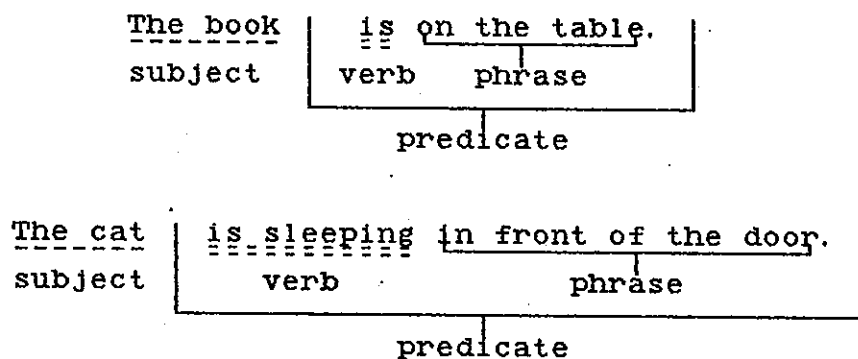
As you can see in the last example, sometimes the predicate consists of only the verb. There are no additional words that tell us about the subject.

Parts of Sentences - Phrases

We said that a sentence is a group of words that makes sense and has a subject and a verb. Not every group of words that makes sense has a subject and a verb. Consider these groups of words:

on the table	in front of the door
beside the sofa	because of you
behind the desk	next to that

These groups of words make sense but, because they do not have a subject and a verb, they are not sentences; they are phrases. If a subject and a verb were added to these groups of words they would then be sentences. Here are two of these phrases with subjects and verbs added which make them sentences.



A Quick Review

As you study the Parts of Speech remember that words are the basis of communication, but we usually speak and write using groups of words - either sentences or phrases.

- 1 Every sentence must have a subject and a verb.
- 2 A verb is part of every predicate.
- 3 A phrase is a group of words that makes sense but is missing either a subject or a verb.

Later, in Part Two, you will learn more about the sentence, the phrase and another part of the sentence, the clause. Part One will introduce you to individual words and their functions in sentences - as Parts of Speech.

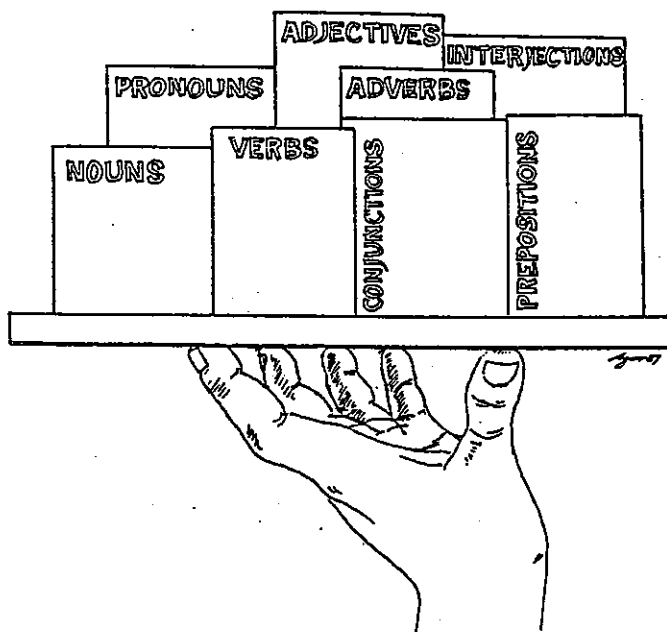
PART ONE

INTRODUCTION * THE PARTS OF SPEECH

- 1 NOUN
- 2 PRONOUN
- 3 ADJECTIVE
- 4 VERB
- 5 ADVERB
- 6 PREPOSITION
- 7 CONJUNCTION
- 8 INTERJECTION

PART ONE: PARTS OF SPEECH - INTRODUCTION

Each of the 750,000 words in the English language can be put into just eight "boxes," or categories. These categories are called the eight Parts of Speech.



A word is placed into one of these boxes according to the work that the word does in a sentence. In other words, a word's use or its function in a particular sentence determines what part of speech it is.

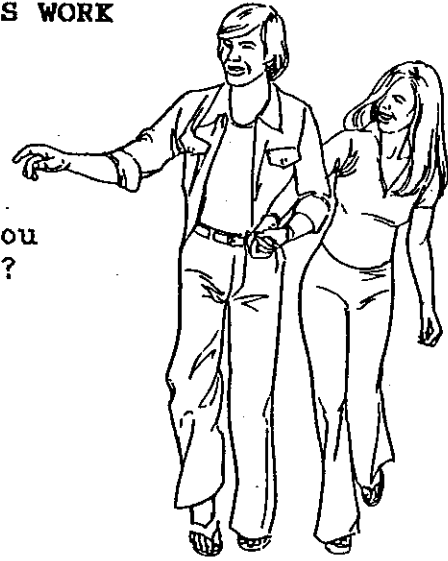
THE USES OF THE EIGHT PARTS OF SPEECH

1	NOUNS	-	Name.
2	PRONOUNS	-	Substitute.
3	ADJECTIVES	-	Describe.
4	VERBS	-	Express.
5	ADVERBS	-	Describe.
6	PREPOSITIONS	-	Connect.
7	CONJUNCTIONS	-	Connect.
8	INTERJECTIONS	-	Express.

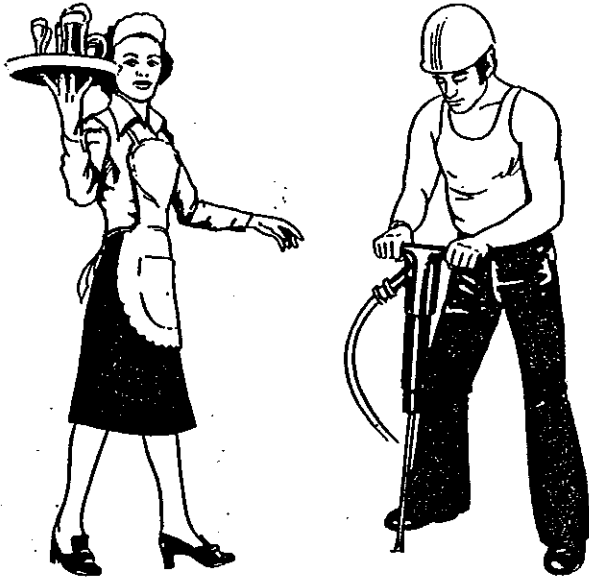
Study the chart above, but do not try to memorize it now. We will look at each of the Parts of Speech and their uses, one-by-one.

HOW THESE FUNCTIONS WORK

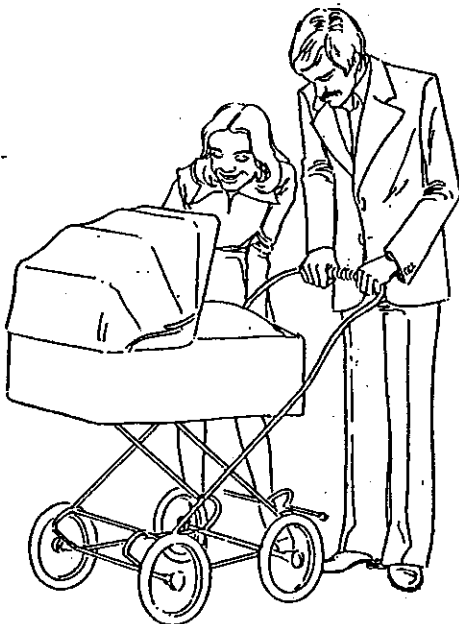
Imagine that you saw a man and a woman walking down the street. If you had never met them before, how could you know what work they did in their lives? How could you know what functions they filled in their lives?



However, if you saw them at work you could say for sure what they did for their livelihoods. You would be able to say what work each one did to earn their living.



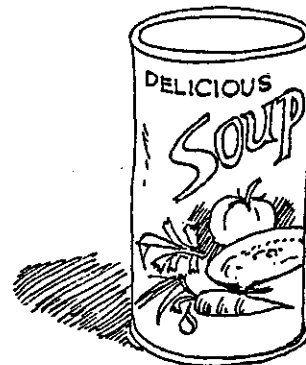
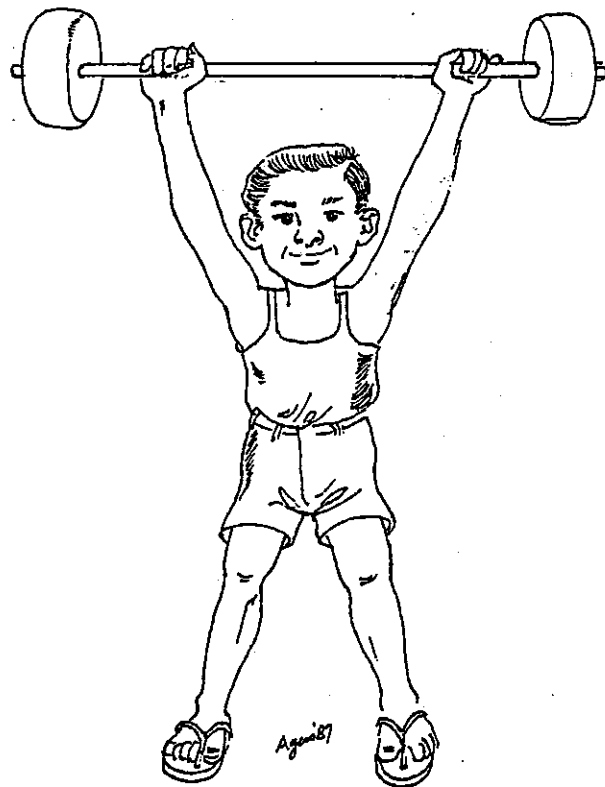
Then later, if you saw these people in their home wouldn't you have to say that, at a different time and place, their work was also that of a husband or a wife?



And if still later, you saw them playing with their child, you would have to say that these same people, in addition to everything else that they did, also functioned as a mother or a father?

If one of your friends asked you what either of these people did in their lives, what would you say? Wouldn't you first ask your friend, "When...in what situation; in what context?" Wouldn't you have to ask, "Do you mean what do these people do at work, or at home, or when relaxing?" As you saw from our story, a person in different situations - different contexts - can have different functions. In other words, a person, at different times, does different work.

We classify words the same way. We put them into these eight "boxes" or categories - the eight Parts of Speech - according to their use or *function* in a sentence. We classify them according to the work that they do in a sentence. If a word functions as a noun in one sentence, this same word might function as a verb in a different sentence. What part of speech a word is in a sentence depends only on what work that word does in that particular sentence. Take, for example, the word *can*. *Can* has two meanings. One of the meanings is that of a container usually used for holding or carrying liquids or food: "I bought a *can* of soup at the supermarket." The other meaning of *can* indicates an ability, or capability, as in the sentence, "I *can* lift that weight myself."



Although "can" is one word, it has two meanings because this word has two different uses. Look at these sentences again:

1 "I bought a can of soup at the supermarket."

2 "I can lift that weight myself."

In the first sentence *can* is used to name a familiar object that you would see in a supermarket - a can of soup. In English, words used to name people, places or things are called nouns. *Can* is the name of a thing in sentence number one.

In the second sentence *can* is used to help express the action of lifting - *can lift*. In English we say that words used to express action (or condition) are called verbs. *Can* is expressing action in this sentence.

When you want to identify what part of speech a word is in a sentence you must first be able to determine the word's function, or use, in that particular sentence. The shape of the word - what it looks like - has nothing to do with its use in the sentence. As you saw in the example with the word *can* - only its use, or function, determined what part of speech it was in two different different sentences (one *can* named something; the other expressed action).

Why Do I Need to Know the Use of Words in Sentences?

First consider this question: how is it that you as a speaker of English can understand and produce an unlimited number of sentences that you have never spoken or heard before? For example, suppose you were to meet a total stranger who said,

"The cat carefully observed the ant's progress up the fence."

Of course, you would immediately understand exactly what had been said. You might wonder about the stranger's mental health, but you would understand. You might say to yourself, "Of course I understand because I know what all the words in that sentence mean." But notice that these same words when put in a list do not provide the meaning that they do when they are arranged as in the sentence above:

fence	up
ant's	the
cat	carefully
progress	observed.

In fact, these words read or said in this sequence nearly amount to nonsense. Clearly, the knowledge you have of the way in which these words are arranged and rearranged in sentences provides much of the meaning that permits you to understand sentences that you have never heard before. As a user of English you have learned to interpret that meaning. Furthermore, you have learned to produce sentences with arrangements of words that are meaningful to other users of English.

Knowing what part of speech a word is in a sentence helps you determine two important facts about the grammar in that sentence. One, you will know if each word used is the grammatically correct form of the "root" word you want to use:

His nationality is (Indonesia; Indonesian).

and two, you'll know if the position of a word in the sentence is correct:

WRONG: His is Indonesian nationality.
CORRECT: His nationality is Indonesian.

Because English is a system, it has certain rules that must be followed. This makes communication between speakers and their listeners or writers and their readers easier. People using English have agreed to obey these rules when constructing English sentences. You have already learned one rule: a sentence is a group of words with a subject and a predicate. Every sentence must have a subject - which states what we are talking about - and a predicate - which tells the listener or reader something about the subject. Other rules of English sentence construction concern the order of words and the order of groups of words inside sentences.

Individual Word Order

In English sentences an adjective usually goes before a noun;

ADJ	NOUN
rich	uncle

A preposition goes before a noun or pronoun;

PREP	PRONOUN
of	mine

Parts of Sentences Order

In English sentences the subject goes first, then the verb and, finally, the object;

A rich uncle of mine rides the bus to work each day.

SUBJECT

VERB

OBJECT

(The object of a sentence "receives" the action from the verb)

Combined Parts of Speech and Parts of Sentences Order

A	A		P					P						
D	D		R					R						
J	J		E					E						
E	E		P					P						
C	C		O	P				O						
T	T	N	S	R				S						
I	I	O	I	O				I						
V	V	U	O	U			V	O						
E	E	N	N	N			E	U						
							B	N	N	N	N	E	N	

A rich uncle of mine

SUBJECT

rides

VERB

the bus to work each day.

OBJECT

PREDICATE

All of this can help you understand the meaning of a sentence when you read and listen, and can help you develop your accuracy when speaking and writing. You will have to first know the names of these Parts of Speech and, more importantly, their uses. Knowing all this will help you better understand how the words that you use combine to make meaningful sentences.

PART ONE: PARTS OF SPEECH - NOUN

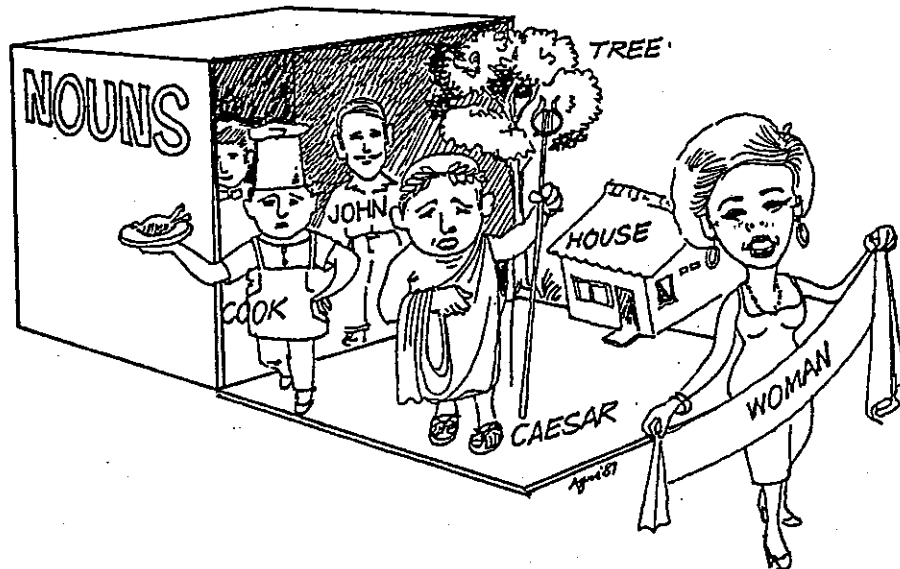
THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|--|
| 1 NOUNS | - Name. Nouns name people, places and things |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express. |

KEY CONCEPT: A NOUN NAMES.

A noun is a word which names a person, place or thing. A "thing" is anything that is not a person or a place, such as:

an ANIMAL	...	for example	...	a TIGER
a MATERIAL	...	for example	...	WOOD
an OBJECT	...	for example	...	a TABLE
a QUALITY	...	for example	...	HAPPINESS
an IDEA	...	for example	...	FREEDOM.



NOUN EXERCISE - 1

Objective: To recognize nouns that name people.

Directions: Underline the names of people in the following sentences:

- 1 My friend met his brother at school.
- 2 The supervisor spoke to the draftsmen this afternoon.
- 3 My mother cooks spaghetti very well.
- 4 That girl is wearing a new dress.
- 5 There is a man standing over there near his wife.
- 6 The children are staying with their uncle and aunt.
- 7 That woman is smart at mathematics.
- 8 Leslie has run out of tea and sugar for her coffee.
- 9 The farmer sold his vegetables to people at the market.
- 10 That lady plays tennis with her friends everyday.

REVIEW: What are the names of people called in grammar?

NOUN EXERCISE - 2

Objective: To recognize nouns that name things.

Directions: Underline the names of things in the sentences below.

- 1 There is a pen in his pocket.
- 2 The boy kicked the ball into the goal.
- 3 Please put the book on the table.
- 4 The car drove quickly down the road.
- 5 There were some apples and oranges in the box.
- 6 You can buy tea and sugar at the shop.
- 7 There are three doors in this room.
- 8 The airplane is waiting at the airport terminal.
- 9 One passenger has put her small bag over her seat.

- 10 The referee blew his whistle and waved his flag. The teams begin to play and the crowd yelled.
- 11 The idea we heard in that meeting was a good one.
- 12 Life is considered by some people to be a learning experience.
- 13 Those water pumps sell very well in this area.
- 14 Democracy is our system of government.
- 15 The United Nations works to promote understanding in the world.

REVIEW: What are the names of things called in grammar?

NOUN EXERCISE - 3

Objective: To recognize nouns that name places.

Directions: Underline the names of places in the following sentences.

- 1 Jakarta already has a very large population.
- 2 It's hard to believe that this city will continue to grow.
- 3 In the year 2000, this urban area will be the fifth largest city in the world.
- 4 I escape to the country whenever I have a long weekend.
- 5 Our family usually goes to the mountains.
- 6 If we want to go to a different place, we go to the beach.
- 7 The seashore is fun for me only if I can go swimming in the ocean.
- 8 Why don't you come over to my house in Roxy tonight?
- 9 Please go upstairs and get the book in my room.
- 10 Arizona, the state he lives in is famous for its desert panoramas.

REVIEW: What are the names of places called in grammar?

NOUN EXERCISE - 4

Objective: To practice completing sentences using nouns.

Directions: Put a suitable-noun in each of the following blank spaces.

- 1 The farmer drove the tractor through the fields.
- 2 The _____ played with a _____.
- 3 Tom kicked the _____ through the _____.
- 4 Put a _____ in the _____.
- 5 Write a _____ on the _____.
- 6 He cut the _____ with his _____.
- 7 Ali opened the _____ of the _____.
- 8 The _____ climbed the _____ and picked a _____.
- 9 Haryati went to the _____ and bought a _____.
- 10 The _____ sang a _____ at my _____.

NOUN EXERCISE - 5

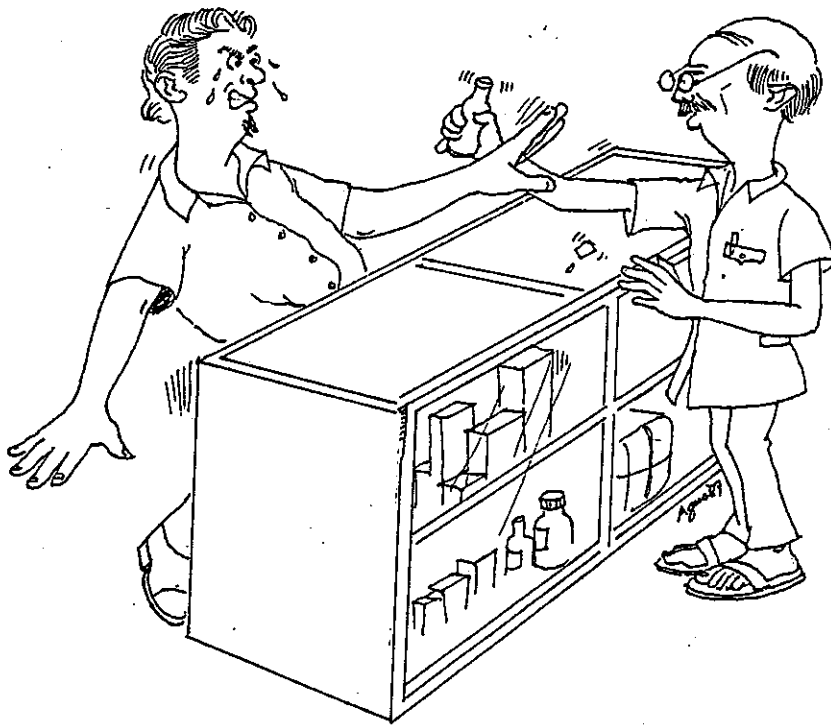
Objective: To recognize nouns which name people, places and things in the context of a story.

Directions: Underline (or write down) all the nouns in this story. There are 17 different nouns in it.

A CURE FOR A HEADACHE

One day a man walked into a drugstore and said, "Have you got anything for a headache?"

The druggist took a bottle from a shelf, held it under the gentleman's nose and took out the cork. The smell was so strong that tears came into the man's eyes and ran down his cheeks.



"What did you do that for?" he said angrily, as soon as he could get back his breath.

"But that medicine has cured your headache, hasn't it?" said the druggist.

"You fool," said the man, "It's my wife that has the headache, not me!"

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____

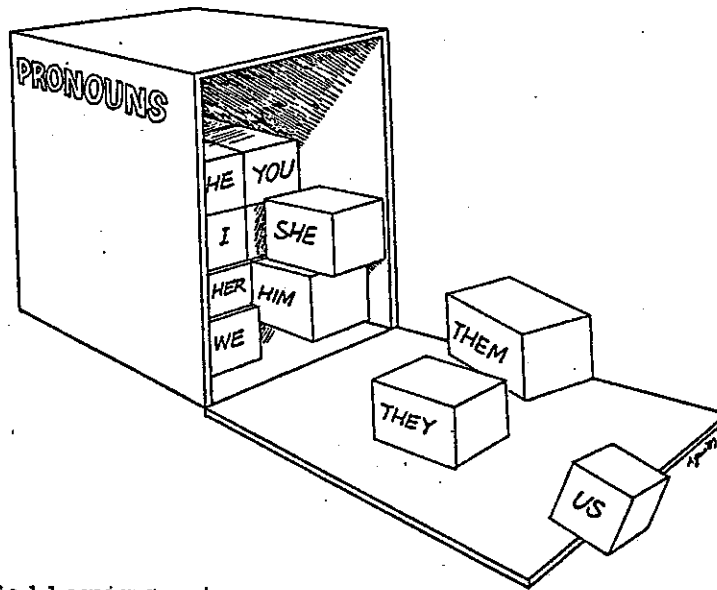
KEY CONCEPT: A NOUN NAMES.

PART ONE: PARTS OF SPEECH - PRONOUN

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|-------------------------|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute for nouns. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express. |

KEY CONCEPT: A PRONOUN SUBSTITUTES FOR A NOUN.



Read the following story:

John Brown said that John Brown was hungry. Mary Brown said that Mary Brown was hungry. When Mrs Brown heard that John Brown and Mary Brown were hungry, Mrs. Brown gave John and Mary a piece of cake each. John and Mary thanked Mrs. Brown for the piece of cake and John and Mary ate the piece of cake. Then John said, "John thanks Mrs. Brown, John isn't hungry now" and Mary said, "Mary thanks Mrs. Brown, Mary isn't hungry now." Mrs. Brown

said, "Did John and Mary enjoy the cake?" and John and Mary said together, "John and Mary enjoyed the cake very much.

It sounds funny doesn't it?; and I'm sure you can see why. It's funny because we keep repeating the nouns "John" and "Mary" and "Mrs. Brown" and "the piece of cake." Now let's try again, and this time, instead of always using these nouns we'll substitute other words that stand for them. We'll mark all the words that take the place of the nouns.

John Brown said that he was hungry. Mary Brown said that she was hungry. When Mrs Brown heard that they were hungry, she gave them each a piece of cake. They thanked her for it and ate it. Then John said, "(I) Thank you, I'm not hungry now," and Mary said, "(I) Thank you, I'm not hungry now." Mrs. Brown said, "Did you enjoy it?" and they said together, "Yes! We enjoyed it very much."

That sounds better, doesn't it? Those words that we put in the place of the nouns (the words: I, you, he, she, we, they, them, her, him, it) made all the difference.

WORDS THAT TAKE THE PLACE OF NOUNS ARE CALLED PRONOUNS.

PRONOUN EXERCISE - 6

Objective: To recognize pronouns in sentences.

Directions: Underline the pronouns in the following sentences:

- 1 John is a man. He is an accounting clerk.
- 2 Mary is a woman. She is an engineer.
- 3 They are husband and wife.
- 4 We know them very well.
- 5 They stayed at our house last year.
- 6 Both John and Mary are very smart. I like them very much.
- 7 They have a cat. It is called Boots.
- 8 They have asked me to visit them next year.
- 9 They live and work in Toronto, Canada. It is a big city.
- 10 Do you like these flowers? They are from the garden.

- 11 I already read that book. It is very interesting.
- 12 Show me how to do this exercise.
- 13 Don't you know how to do it?
- 14 I don't know how to do it.
- 15 If you'll wait just a minute, I'll show it to you.
- 16 Uncle Bob took David and me to the circus.
- 17 Let John and me do it.
- 18 Our friends have known them for years.
- 19 My daughter and she are going on vacation together.
- 20 Yes, it's him sure enough.

PRONOUN EXERCISE - 7

Objective: To practice using pronouns in sentences.

Directions: Change the nouns in italics with a suitable pronoun. Draw a box around the nouns marked in italics and write the correct pronoun over this box.

- 1 The report has been completed. *The report* ^{*It*} is scheduled to be presented at the meeting tomorrow.
- 2 John is leaving in an hour. *John* will return shortly.
- 3 Robby and Ralda are studying for *Robby's and Ralda's* examinations.
- 4 Joan, as well as Mary and Francis, is on vacation. *Joan* went to Thailand and *Mary and Francis* went to Bali.
- 5 Harlan and Atna have been working all night. Please do not disturb *Harlan and Atna*.
- 6 Lydia and John are working this weekend. *Lydia* will work on Saturday; *John* will work Sunday.
- 7 Look! There's Hartono. Has *Hartono* been here long?
- 8 It was a poor game. *The game* was watched by only a small crowd.

- 9 The entire family enjoyed their reunion. *The family* plans to hold another family get-together next year.
- 10 The committee has been meeting for many hours. *The committee's* director is becoming very critical of how long it is taking to reach an agreement.

PRONOUN EXERCISE - 8

Objective: To practice using pronouns in sentences.

Directions: Put a suitable pronoun in each blank space.

- 1 I saw an owl yesterday.
- 2 _____ must be joking.
- 3 _____ is on holiday.
- 4 The cat swallowed _____.
- 5 _____ didn't recognize _____.
- 6 My husband and _____ awoke early.
- 7 _____ must stick together.
- 8 Will _____ please submit purchase orders in duplicate?
- 9 _____ are very angry.
- 10 _____ have a new self-correcting typewriter.

PRONOUN EXERCISE - 9

Objective: To practice using pronouns in sentences.

Directions: Select the correct pronoun form from the each of the pronoun pairs in brackets and write it in the blanks.

- 1 Uncle Bob took David and me to the circus [I, me].
- 2 My daughter and _____ are going to the movies together [she, her].
- 3 _____ Indonesians have much to be proud of [we, us].

- 4 Our friends and _____ have known each other for years
[they, them].
- 5 Let John and _____ do it [I, me].

KEY CONCEPTS: A PRONOUN SUBSTITUTES FOR A NOUN
IT TAKES THE PLACE OF A NOUN IN A SENTENCE.

REVIEW EXERCISE - 10

Objective: To identify the Parts of Speech.

Directions: Label the nouns N and the pronouns PRO in the following sentences.

- 1 The American alligator can be found in the southeastern United States. ^N
- 2 ^{PRO} Its dark green and grey skin is tough. ^N
- 3 The alligator has eyes at the top of its skull so it can see while swimming.
- 4 It swims by moving its tail.
- 5 It lives for fifty or sixty years.
- 6 Females use grass and other plants to make a nest.
- 7 They lay their eggs in the center of it.
- 8 In winter, these animals rest under water, in the mud, or in deep holes.
- 9 They eat turtles, fish, snakes, frogs and other animals.
- 10 Alligators used to be seen in North Carolina and the Mississippi River.
- 11 The Fish and Wildlife Service does its best to protect them.

THE USES OF THE EIGHT PARTS OF SPEECH

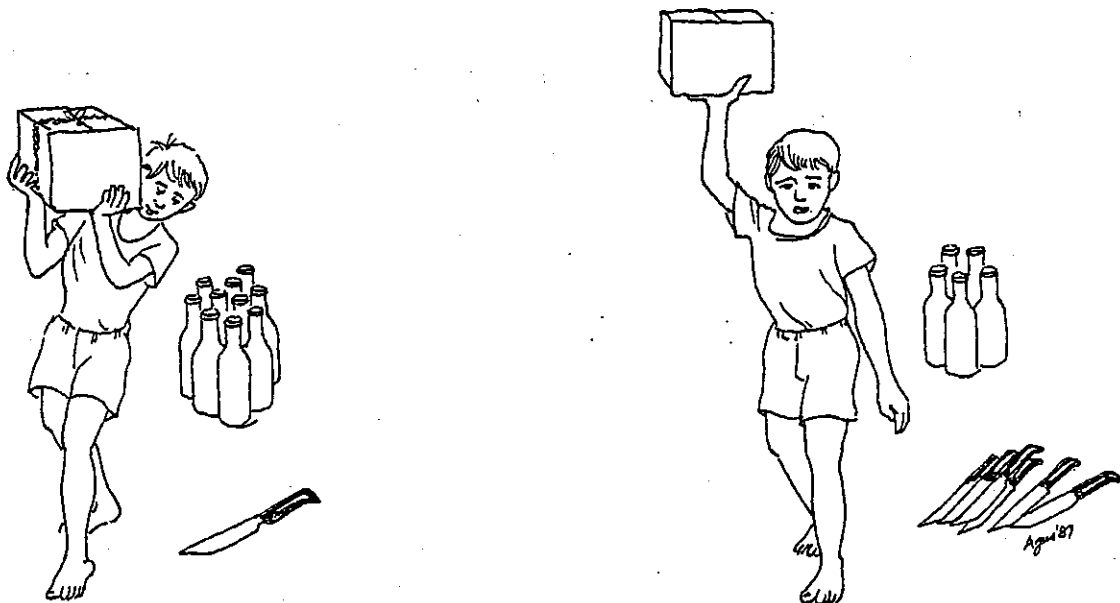
-

If you walked into a large shoe store and said, "I'd like to see some shoes," you could be in that store a very long time before you left wearing a new pair of shoes. If there were, say, hundreds of pairs of shoes in that store the shop assistant might be forced to show you shoes for many hours

before you found a pair that you liked. If, however, you said, "Let me see some *brown shoes*," this would help limit the amount of shoes the shop assistant would have to show you. If you used words such as, "*square-toed; high-heeled; rubber-soled; plain or inexpensive*," you could even further reduce the amount of shoes that he'd have to show you. All the italicized words above limit, or describe shoes (remember what you just learned about nouns; shoes is a noun). That is exactly what adjectives do - they describe nouns and pronouns. All these italicized words are adjectives.

AN ADJECTIVE DESCRIBES A NOUN OR A PRONOUN.

Here are some examples of adjectives describing nouns:



a young man
a interesting book
a heavy box
a red rock
ten bottles
a knife

an old man
an uninteresting book
a light box
a brown rock
five bottles
six knives

The words *man*, *book*, *box*, *rock*, *bottle* and *knife* are nouns. The words *young*, *old*, *interesting*, *uninteresting*, *heavy*, *light*, *red*, *brown*, *ten*, *five*, *a* and *six* are adjectives that tell us something about those nouns. Because numbers such as *ten*, *five*, and *six* limit - another way of describing - the nouns that follow them, we classify them as adjectives, too. The words *a*, *an* and *the* identify

- another way of describing - the nouns that follow them. For this reason they are adjectives as well.

ABOUT A, AN AND THE

A, an and the, although adjectives, are also called articles. The word *the* is called the *definite article* because it identifies a particular person or thing. The words *a* and *an* are the *indefinite articles* because they do not identify a particular person or thing. The indefinite article *a* is used before a word beginning with a consonant or consonant sound, and *an* is used before a word with a vowel (*a, e, i, o, u*) or vowel sound. Here are some examples:

a pilot
an unlucky accident

but

a university

because even though *university* begins with a vowel, it is pronounced 'you-niversity' as if it began with a consonant. In this case, it begins with a vowel sound. Although "a," "an" and "the" are called articles, they are, more generally, adjectives.

Whether or not a word is an adjective depends on its function in the sentence. A person may enjoy a *sound* sleep (adjective), while not making a *sound* (noun). Right now, take a minute and look up the meanings of the word *sound* in your dictionary. Be sure to see how the dictionary indicates different meanings of this one word by marking its different uses as different parts of speech.

ADJECTIVE EXERCISE - 11

Objective: To practice using adjectives to describe nouns.

Directions: In each blank place a suitable adjective before each noun.

- | | | |
|---|-------------------|--------|
| 1 | <u>unusual</u> | house |
| 2 | <u> </u> | day |
| 3 | <u> </u> | dinner |

- | | | |
|----|-------|----------|
| 4 | _____ | book |
| 5 | _____ | boy |
| 6 | _____ | tree |
| 7 | _____ | lion |
| 8 | _____ | train |
| 9 | _____ | river |
| 10 | _____ | headache |
| 11 | _____ | reasons |
| 12 | _____ | doctor |
| 13 | _____ | manners |
| 14 | _____ | seats |
| 15 | _____ | policy |

ADJECTIVE EXERCISE - 12

Objective: To recognize adjectives in the context of sentences.

Directions: Underline the adjective(s) in each sentence.

- 1 They live in a big, red house.
- 2 Jochim is a clever man.
- 3 This plant has small, yellow flowers.
- 4 Mr. Yong is a diligent man.
- 5 The horse can be a very useful animal.
- 6 In some parts of America, we have warm weather in summer and cold weather in winter.
- 7 Mary has a new, green frock.
- 8 Lions are strong, fierce animals.
- 9 San Francisco is a large, busy city.
- 10 These apples have a sweet taste.
- 11 During the race he was consistently in fifth place, but in the last lap he moved into second place.

- 12 Eighty percent of the financial report had been completed when he was called to the phone.
- 13 Five people were injured in today's big hotel fire.
- 14 The primary reason that we use hardhats is for safety.
- 15 The quick-thinking driller handled the kick before it became a blowout.

ADJECTIVE EXERCISE - 13

Objective: To practice using adjectives to describe nouns.

Directions: Write a suitable adjective in each of the blank spaces.

- 1 The man bought a new car.
- 2 The teacher gave us a _____ lesson.
- 3 Agus has broken his _____ knife.
- 4 An antelope is a _____ animal, a turtle is a _____ one.
- 5 Do you like _____ apples?
- 6 In my country we have _____ nights in summer and _____ nights in winter.
- 7 Have you seen a _____ cat? We have lost one.
- 8 Mr. Rozali is a _____ man.
- 9 The druggist had a lot of _____ bottles on his shelves.
- 10 Are you sure that this is a _____ idea?

ADJECTIVE EXERCISE - 14

Objective: To recognize adjectives in context, in sentences.

Directions: Underline or write down the adjectives in the following short story, and give the noun that each adjective describes.

THE WOODSMAN AND THE FAIRY

One day a poor woodsman was cutting a big piece of wood near a wide river. Suddenly his old axe slipped from his hand and fell into the deep water. He sat on the bank of the river and felt very sad because he had lost his only axe. When, suddenly, a lovely, bright fairy appeared and asked the woodsman what the matter was.

"I have lost my axe," he said. "It fell into the deep water."

The fairy showed him a gold axe and said, "Is this yours?"

"No," said the woodcutter.



The fairy then showed him a silver axe and said again in her clear voice, "Is this yours?"

"No," again answered the woodcutter.

Then she showed him a common, iron axe with an old, wooden handle.

"Yes, that's mine," said the happy woodcutter.

"I know that very well," said the fairy. "I only wanted to see if you would tell the truth; and now I will give you the gold axe and the silver axe because you are an honest man."

KEY CONCEPT: AN ADJECTIVE DESCRIBES A NOUN OR A PRONOUN.

REVIEW EXERCISE - 15

Objective: To identify the Parts of Speech.

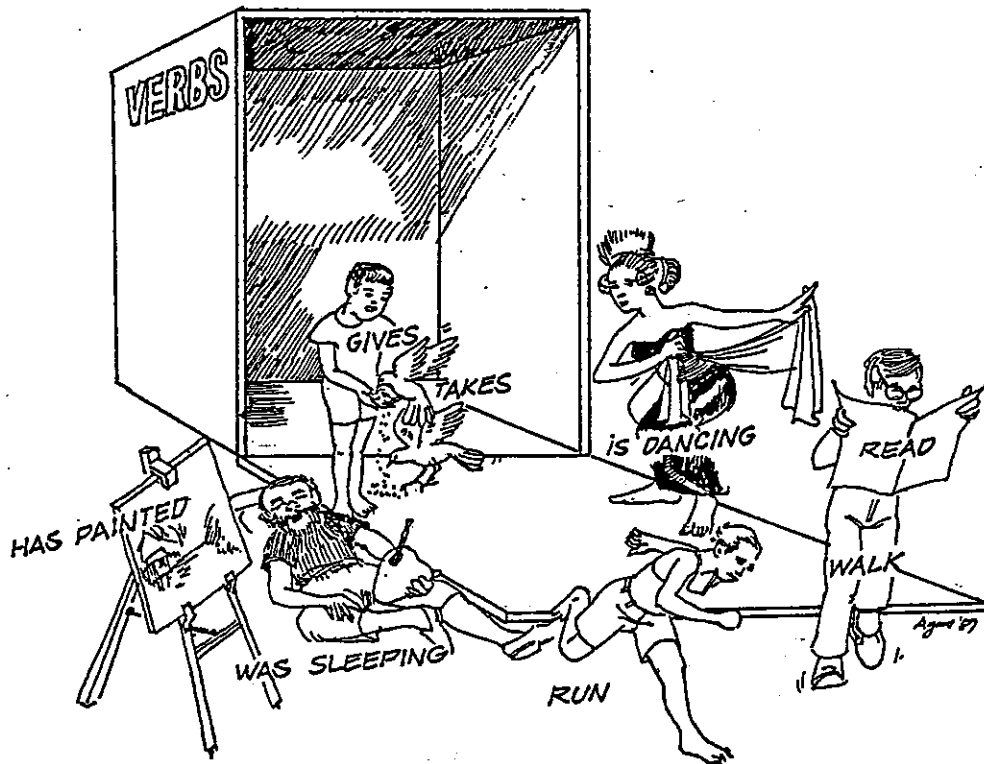
Directions: Label the nouns N, the pronouns PRO and the adjectives ADJ in the following sentences.

- ADJ ADJ N ADJ N*
- 1 Those sudden showers drenched the ripe corn.
 - 2 An easy way often becomes the hard way.
 - 3 Our new car broke down on that long stretch of road between here and Indramayu.
 - 4 Those large containers hold the fresh chemicals.
 - 5 Two-and-two-tenths (2.2) pounds equal one metric kilogram.
 - 6 Where are you going for your next vacation?
 - 7 They say Tokyo is still cold at this time of the year.
 - 8 The name of that rock and roll station that I listen to every night is Radio Bahana.
 - 9 It can be found at 101.90 Hz. on the radio dial.
 - 10 Will you be going to the next Toastmasters Club meeting?

PART ONE: PARTS OF SPEECH - VERB

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|---------------------------------------|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express action or condition. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express. |



A VERB EXPRESSES ACTION.

To say that verbs express action covers many of the uses of this part of speech. In the sentence:

The man *caught* the thief.

The verb *caught* expresses the action in this sentence.

A VERB EXPRESSES CONDITION (STATE OF BEING).

Some verbs in English do not express action. These verbs are used to tell us about the condition of the subject in a sentence.

In the sentence: The man *was* a policeman.

the verb does not express action, instead it expresses a condition or state of being; there is no action expressed here. The verb just says people, animals or things are *something*.

She appears to be the winner of the contest.

In this sentence the verb *appears* does not express action; it states that *She*, the subject of this sentence, is in a condition, or state, of being the winner.

The verb is a very important part of speech; in fact, without one you cannot make a sentence. Perhaps the reason that verbs are so important in English sentences is due to culture - especially the North American culture. North American native English speakers - especially those from the United States - value action. This society is based upon the idea of doing things; changing conditions today so that they will be improved tomorrow. Because of this, the verb - more than any other part of speech - is the most developed; the most complex. To use English skillfully you should become proficient in working with and skillfully using the many forms of verbs. This will help you to closely indicate the exact type or time of action or condition that you want to express.

KEY CONCEPT: A VERB EXPRESSES ACTION OR CONDITION.

VERB EXERCISE - 16

Objective: To recognize verbs that express action.

Directions: Draw two lines under the verb in each sentence.

- 1 The man ran away.
- 2 Those couples danced for hours.
- 3 The family next door works long, hard hours.
- 4 Birds sing.
- 5 That man does not smoke.
- 6 The train departed quickly.
- 7 A postman came to our door.
- 8 The sun shined bright on the surface of the water.
- 9 I wrote a letter.
- 10 Fish swim in the sea.
- 11 I received an interesting letter this morning.
- 12 They speak English in that department.
- 13 Henry completed the project.
- 14 The bell rang early today.
- 15 Tom shut the door quietly.

VERB EXERCISE - 17

Objective: To recognize verbs that express condition.

Directions: Draw two lines under the verb(s) in each sentence.

- 1 Budi is tired.
- 2 Mary is very pleased with her new house.
- 3 Those men outside in the snow are cold.
- 4 My new car is the latest model.
- 5 That flower smells sweet only at night.
- 6 Mary seems sad about something.
- 7 They are all healthy.

- 8 He appears ready for work.
- 9 Relax and rest.
- 10 You look very happy today.
- 11 He became very tired as the race continued. 12 You don't look sick.
- 13 Can you prove your theory?
- 14 When you become more experienced, you can go alone.
- 15 We sat very quietly at the meeting.

VERB EXERCISE - 18

Objective: To recognize verbs that express either action or condition.

Directions: Draw two lines under the verb(s) in each sentence.

- 1 That man is a machinist.
- 2 The couples went dancing at the club.
- 3 They are very tired.
- 4 The geologist is working on the data and he should be finished soon.
- 5 She stayed sick all weekend.
- 6 The engineer has already worked on the tank system and starts a new project tomorrow.
- 7 At 10:00 AM we will have been here for more than two hours.
- 8 The supervisor will work on the design sketch next week.
- 9 Our guide has come and gone.
- 10 That truck can carry a heavy load long distances.
- 11 I have written the letter already.
- 12 He gets tired very easily because his condition is still very weak.
- 13 I plan to write the proposal tomorrow.

- 14 The weather continued to be cold but the forecast calls for a warming trend next week.
- 15 You must be at the drill site by 12:00 noon.
- 16 He runs daily and he is in very good condition.
- 17 She has been recording cassette tapes all morning long.
- 18 It will come true if you believe and work diligently.
- 19 It will be a fine day.
- 20 We are going to the field next week.
- 21 You should all complete this work in one more minute.
- 22 What was he doing while the show was going on?
- 23 They have been drilling all day and now they are heading home.
- 24 What time will they arrive?
- 25 When will they return?

KEY CONCEPT: A VERB EXPRESSES ACTION OR CONDITION.

REVIEW EXERCISE - 19

Objective: To review predicates.

Directions: Remember that the subject of a sentence names what we are thinking about in the sentence and the predicate tells us something about the subject's action or condition. Divide the following sentences into subjects and predicates. Draw one line under the subject and two lines under the predicate. If it helps you, turn back and review pages 4 - 6 at the beginning of this book.

Statements

- 1 The subject is not always the first word in a sentence.
- 2 They can't find it anywhere.
- 3 Never have I been so shocked.
- 4 The only way to learn how to spell correctly is to learn words by heart.

Questions

- 5 Can anyone visit the President's house?
- 6 What kind of car are you going to buy?
- 7 Who has been elected?
- 8 Has he been seen by a doctor?

Commands/requests

- 9 Watch your step
- 10 Ask that policeman.

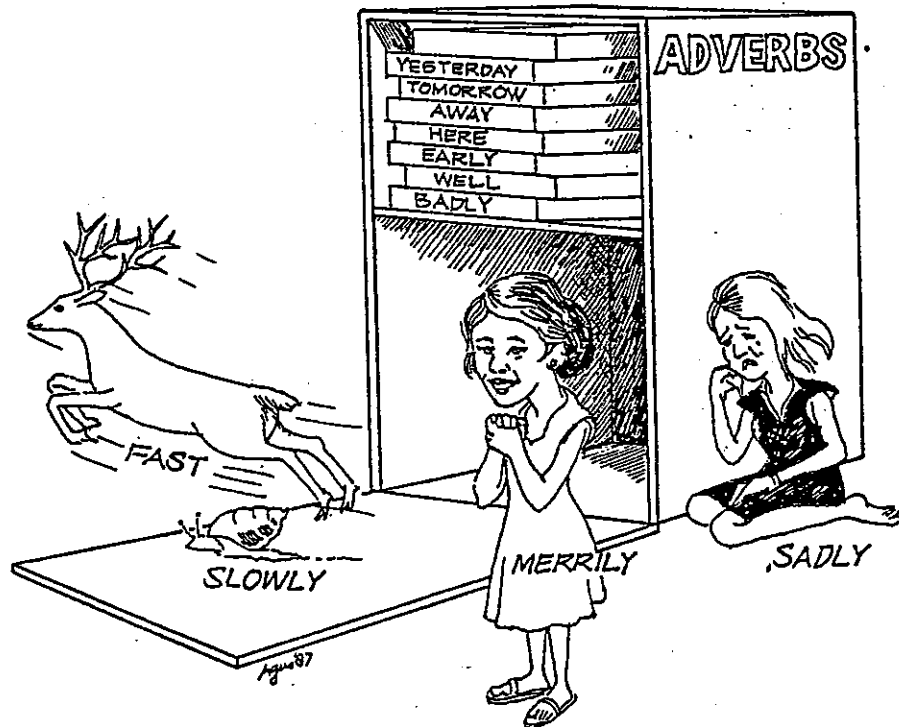
Miscellaneous

- 11 It's never easy to find your way there.
- 12 Come in.
- 13 What will be the final outcome of all this?

PART ONE: PARTS OF SPEECH - ADVERB

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|--|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe verbs, adjectives or other adverbs. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express. |



KEY CONCEPT: AN ADVERB DESCRIBES A VERB, AN ADJECTIVE OR ANOTHER ADVERB.

ADVERBS DESCRIBE VERBS.

She sang *beautifully*.

In this sentence the adverb *beautifully* describes the verb sang. The adverb *beautifully* tells us how she sang. This adverb describes a verb.

Ricky arrived *today*.

In this sentence the adverb *today* describes the verb arrived. The adverb *today* tells us when Ricky arrived. This adverb describes a verb.

Bill ran *home*.

In this sentence the adverb *home* describes the verb ran. The adverb *today* tells us where Bill ran. This adverb also describes a verb.

ADVERBS DESCRIBE ADJECTIVES.

His report was *really* interesting.

In this sentence the adverb *really* describes the adjective interesting (the adjective *interesting* describes the noun report). The adverb *really* tells us how interesting the report was. This adverb describes an adjective.

She will be the *next* best choice for president.

In this sentence the adverb *next* describes the adjective best (the adjective *best* describes the noun choice). The adverb *next* tells us when she will be the best choice. This adverb describes an adjective.

ADVERBS DESCRIBE OTHER ADVERBS.

She worked *very* hard.

In this sentence the adverb *very* describes the adverb hard. The adverb *hard* tells us how she worked. The adverb *very* tells us how hard she worked. This adverb describes another adverb.

ADVERBS DESCRIBE VERBS, ADJECTIVES AND OTHER ADVERBS.

ADVERB EXERCISE - 20

Objective: To recognize adverbs that describe verbs.

Directions: Circle the adverb in each sentence that describes a verb and then draw an arrow to the verb that it describes.

- 1 The old man walked slowly along the street.
- 2 Wait here patiently.
- 3 He measured the chemical carefully.
- 4 He will come here.
- 5 The sun shone continuously.
- 6 The woodsman lost his axe yesterday.
- 7 The children played by themselves quietly.
- 8 His car often needs repair.
- 9 I sat down there.
- 10 He recounted his experiences proudly.

ADVERB EXERCISE - 21

Objective: To recognize adverbs that describe adjectives.

Directions: Circle the adverb in each sentence that describes an adjective and draw an arrow to the adjective that it describes. There may be more than one adverb in some of these sentences.

- 1 They live in an unusually old house.
- 2 Hakim is very clever.
- 3 This plant has incredibly large flowers.
- 4 Mary has a new, dark green frock.
- 5 Mr. Adlin is always helpful.
- 6 The horse can be a very useful animal.
- 7 The price of that book is too expensive.
- 8 The weather in January usually turns bitterly cold.

- 9 He had just completed eighty percent of the overly complex financial report when his boss called Tim to present it to management.
- 10 The doctor thought that the patient would remain generally stable throughout the night.

ADVERB EXERCISE - 22

Objective: To recognize adverbs that describe other adverbs.

Directions: Circle the adverb in each sentence that describes an adverb and then draw an arrow to the adverb that it describes.

- 1 He certainly was a man that worked exceedingly hard.
- 2 She almost always plays tennis on Saturdays.
- 3 He never usually goes to the office on Sundays.
- 4 Jack very calmly treated that snakebite victim today.
- 5 He telephoned late last night.

MORE INFORMATION TO HELP YOU IDENTIFY ADVERBS

All the adverb exercises that you have just completed explain the "work" that adverbs do, but here is additional information that will help you identify and use adverbs correctly.

Adverbs, as you have learned, describe verbs, adjectives and other adverbs. When adverbs describe these parts of speech, they also answer three important questions about them.

Adverbs answer the questions: **HOW**, **WHEN** and **WHERE** about the verbs, adjectives and adverbs that they describe.

HOW = She sang *beautifully*.

In this sentence the adverb *beautifully* describes the verb sang. The word *beautifully* also tells us **HOW** she sang. Adverbs that answer the question **HOW** are called adverbs of **MANNER**.

WHEN = His report was completed *yesterday*.

In this sentence the adverb *yesterday* describes the verb completed. The word *yesterday* also tells us **WHEN** the

report was ready. Adverbs that answer the question WHEN are called adverbs of TIME.

WHERE = The airplane landed here.

In this sentence the adverb here describes the verb landed. The word here also tell us WHERE the airplane landed. Adverbs that answer the question WHERE are called adverbs of PLACE.

ADVERB EXERCISE - 23

Objective: To practice using adverbs of manner.

Directions: Supply a suitable adverb of manner for each of the sentences below. Adverbs of place tell us "how" about the words they describe.

- 1 He counted his money accurately.
- 2 The speaker apologized for being late.
- 3 The guard dog barked .
- 4 Did you sleep .
- 5 They were rewarded.

ADVERB EXERCISE - 24

Objective: To practice using adverbs of time.

Directions: Supply a suitable adverb of time for each of the sentences below. Adverbs of time tell us "when" about the words they describe.

- 1 I think the problem will soon be solved.
- 2 There are reports that the fighting is at an end.
- 3 The rebel troops have surrendered.
- 4 First we heard one story and we heard a very different one.
- 5 The news we have heard sounds promising.

ADVERB EXERCISE - 25

Objective: To practice using adverbs of place.

Directions: Supply a suitable adverb of place for each of the sentences below. Adverbs of place tell us "where" about the words they describe.

- 1 At last! Here comes the truck we've been waiting on.
- 2 Are you going _____ for work or vacation?
- 3 The rescue team has searched _____ for him.
- 4 Tons of cold seawater poured _____ the capsized ferry.
- 5 The technician climbed _____ miles of tunnels to get to the broken cable and repair it.

ADVERB EXERCISE - 26

Objective: To practice using adverbs of manner, time and place.

Directions: Put suitable adverbs into the blank spaces in the following sentences and say whether each adverb shows how, when or where the action of the verb was done.

- | | | |
|------------|---|--|
| <u>how</u> | 1 | The boy wrote <u>quickly</u> . |
| _____ | 2 | You are working too _____. |
| _____ | 3 | I will do the work _____. |
| _____ | 4 | Open the door _____. |
| _____ | 5 | Come _____, I want to speak to you. |
| _____ | 6 | I saw Jane _____ and I will see her again _____. |
| _____ | 7 | John drove the car _____ along the wide road but _____ in the crowded streets. |

- _____ 8 It was a beautiful day, the sun was shining
_____, the birds were singing _____ and
the children were playing in the field.
- _____ 9 Mary is a good singer; I didn't know she sang so
_____.
- _____ 10 Learning English is hard work, but I want to learn
it and so I will work _____.

KEY CONCEPTS: ADVERBS DESCRIBE VERBS, ADJECTIVES AND OTHER ADVERBS.

ADVERBS TELL US "HOW," "WHEN," OR "WHERE" ABOUT THE WORDS THAT THEY DESCRIBE.

REVIEW EXERCISE - 27

Objective: To identify the Parts of Speech.

Directions: Label the nouns N, the pronouns PRO, the adjectives ADJ, the verbs V, and the adverbs ADV in the following sentences.

- 1 The simple plan soon changed matters.
- 2 Those men came late.
- 3 He gave her a rose.
- 4 A large house stood there once.
- 5 Some people say you should never go to that part of town after dark.

REVIEW EXERCISE - 28

Objective: To review the Parts of Speech.

Directions: Using a dictionary, give the synonyms (words of the same meaning) and the antonyms (words of opposite meaning) of the words below.

	<u>SYNONYM</u>	<u>ANTONYM</u>
1 <u>NOUNS</u>		
fear	<u>terror</u>	<u>courage</u>
health	_____	_____
greed	_____	_____
shame	_____	_____
departure	_____	_____
2 <u>VERBS</u>		
ask	_____	_____
defend	_____	_____
extend	_____	_____
trust	_____	_____
command	_____	_____
3 <u>ADJECTIVES</u>		
ample	_____	_____
apt	_____	_____
talkative	_____	_____
urgent	_____	_____
discreet	_____	_____

4 ADVERBS

fast

sternly

well

carefully

firstly

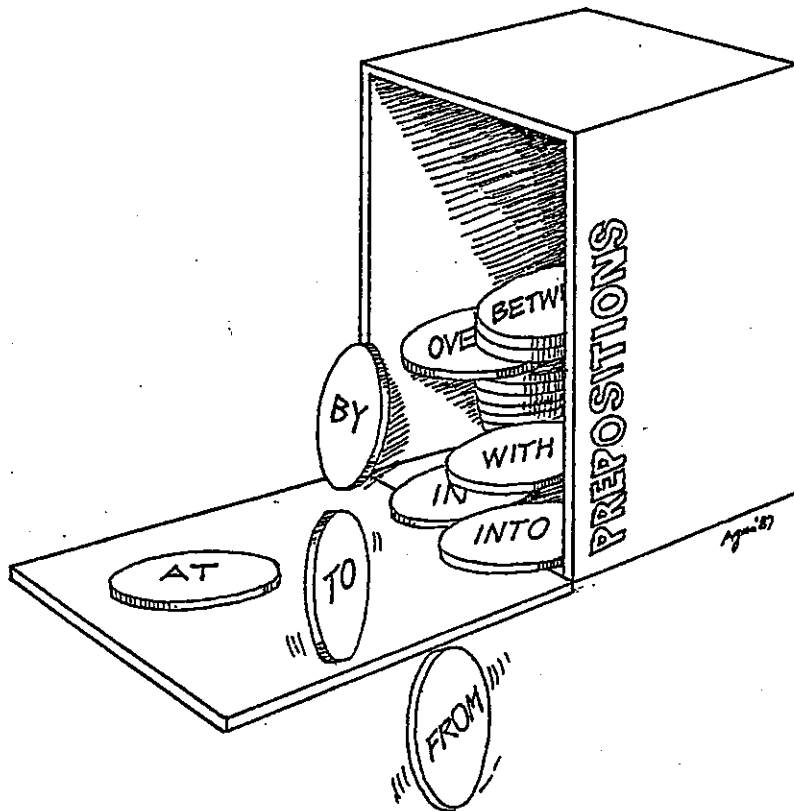
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PART ONE: PARTS OF SPEECH - PREPOSITION

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|---|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect nouns to other parts of speech. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express. |

Let's open the next box and see what words come out. Here they come: to, by, at, in, some of the shortest words in English but sometimes the most difficult to use.



Look at these sentences:

SET ONE

They live in a bungalow *near* the village.
They live in a bungalow *in* the village.
They live in a bungalow *beyond* the village.

The three italicized words show us three different relationships between the nouns bungalow and the nouns village.

In the sentences:

SET TWO

They live *near* the village.
They live *in* the village.
They live *beyond* the village.

The italicized words show us different relationships between the verbs *live* and the nouns *village*. You should have noticed that the sentences in each set are identical except for the italicized words. The differences in meaning among the sentences in each set are due to these italicized words which show us different relationships between the nouns bungalow and village in set one, and village and the verb live in set two. The italicized words are prepositions. In the set of examples below, the prepositions connect an adjective and a noun:

She is full *of* ideas.
It is blunt *from* overuse.

You can see from all these examples that the one thing common to all of them is that they all have a preposition connecting a noun to another part of speech in the sentence. Remember that if prepositions connect nouns, they can also connect pronouns, because a pronoun takes the place of a noun. Here is an example of a preposition connecting a pronoun to a verb:

Come and sit *between* us.

KEY CONCEPT: A PREPOSITION CONNECTS A NOUN OR PRONOUN TO OTHER PARTS OF SPEECH IN THE SENTENCE.

Here are some other examples of prepositions at work:

<u>Preposition</u>		<u>Noun or Pronoun</u>
in	your	pocket
over	the	wall
through	the	window
to		him
around	the	house
into	the	garden
towards	the	door

PREPOSITION EXERCISE - 29

Objective: To practice using a preposition to connect a noun to another part of speech.

Directions: Put an appropriate preposition in each of the blanks below.

- 1 It was the houses near the ocean that were destroyed by the hurricane.
- 2 The men _____ the mine are not in great danger.
- 3 The pilot _____ the aircraft immediately realized that something was wrong.
- 4 The shop _____ the corner is for sale.
- 5 The noise _____ the hall was deafening.
- 6 The parade will go _____ the park.
- 7 The sun disappeared _____ the clouds.
- 8 He is shaking _____ fear.
- 9 Please come _____ the waiting room.
- 10 The squirrel ran _____ the tree, _____ the garden, _____ the hedge and _____ the road.

PREPOSITION EXERCISE - 31

Objective: To recognize prepositions and the nouns and pronouns which prepositions connect in a sentence.

Directions: In each blank, write the connecting preposition and then the noun or pronoun that is being connected.

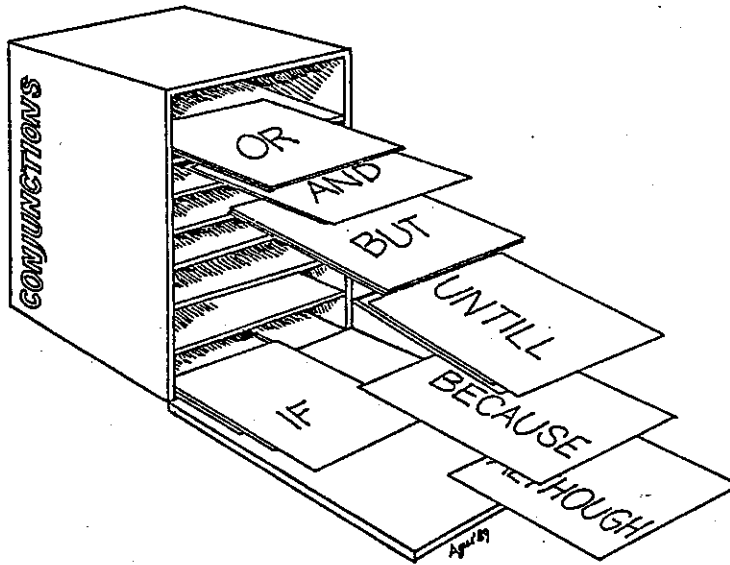
	Preposition	Noun	
1	<u>for</u>	<u>living</u>	He writes for a living.
2	<u> </u>	<u> </u>	They used to live near us.
3	<u> </u>	<u> </u>	We shall not stop on the way.
4	<u> </u>	<u> </u>	He is proud of his stamp collection.
5	<u> </u>	<u> </u>	I will be satisfied with whatever you choose.
6	<u> </u>	<u> </u>	Are you interested in rock collecting?
7	<u> </u>	<u> </u>	The building was made of prestressed concrete.
8	<u> </u>	<u> </u>	I found it in the street.
9	<u> </u>	<u> </u>	Please send it to me.
10	<u> </u>	<u> </u>	I parked the car near the market.

PART ONE: PARTS OF SPEECH - CONJUNCTION

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|--|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect words with words; phrases with phrases; clauses with clauses; sentences with sentences, of equal weight. |
| 8 INTERJECTIONS | - Express. |

The next-to-the-last box is marked conjunctions.



A junction is a point where things join. A road junction is where two or more roads join together. A river junction is where two or more rivers join together. Sometimes it is necessary to JOIN WORDS TOGETHER: bread and butter; slowly but surely, either here or there.

Can you suggest other, common pairs of words that go together so easily?

_____	_____
_____	_____
_____	_____
_____	_____

The joining words are called conjunctions. They may join single words together:

Machmud *and* Sally are best friends.

or phrases together:

The boat sailed out of the harbor *and* into the sunset.

or main clauses together:

We must hurry *or* we shall be late.

Here is a list of conjunctions joining Parts of Speech together:

NOUNS WITH NOUNS

Tom *and* Rini are friends.

You may have meat *or* fish.

PRONOUNS WITH PRONOUNS

You *and* I will go there.

The two towels in the bath are marked "his" *and* "hers."

ADJECTIVES WITH ADJECTIVES

She is both pretty *and* charming.

The complete *and* accurate report was well received.

VERBS WITH VERBS

The horse both ran *and* won the race last Saturday.

His fever broke *and* subsided last night.

ADVERBS WITH ADVERBS

She finished the well report quickly *and* easily.

The old man walked slowly *and* carefully.

PREPOSITIONS WITH PREPOSITIONS

The books were placed both in *and* on the desk.

He completed the trip to *and* from Bogor in less than an hour.

CONJUNCTION EXERCISE - 33

Objective: To recognize conjunctions which join parts of speech together.

Directions: Draw a circle around each conjunction joining together two words in the following sentences. In the blank to the left of each sentence indicate what parts of speech are being joined together.

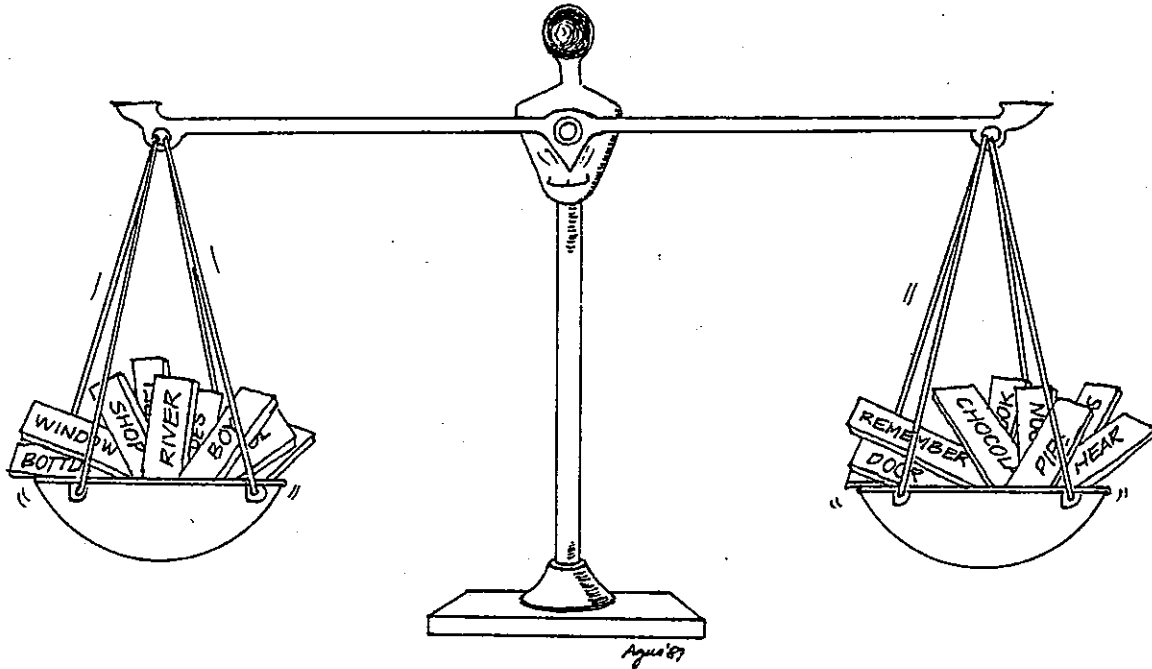
NOUNS

- _____ 1 The trucks carried assorted building materials and furniture.
- _____ 2 He ordered a new red and black car yesterday.
- _____ 3 They are clearly and understandably the best team in this year's tournament.
- _____ 4 Monday or Tuesday will suit my schedule.
- _____ 5 He is the most popular candidate; he is an honest and sincere working man's representative.
- _____ 6 I usually eat and sleep at that hotel in Singapore.
- _____ 7 Do not swim or exercise too soon after eating; you might get a cramp.
- _____ 8 I agree with Jane and Harry. I am not very happy about the decision, though.
- _____ 9 The police ran up and down the street looking for the lost child.
- _____ 10 The airplane swooped in low and did two rolls.

KEY CONCEPT: A CONJUNCTION IS A WORD THAT JOINS TOGETHER A WORD WITH A WORD; A PHRASE WITH A PHRASE; CLAUSE WITH A CLAUSE OR A SENTENCE WITH A SENTENCE, OF EQUAL WEIGHT.

Conjunctions may be used to connect parts of speech together, but these parts of speech must be similar. This is what "equal (grammatical) weight" means. A noun may only be connected to another noun, a verb must be connected to another verb, an adjective must be connected to another adjective, etc.. Parts of sentences may also be connected together, but only if they are similar. Phrases must be connected to other phrases; main clauses must be connected to other main clauses; subordinate clauses must be connected to other subordinate

clauses; sentences must be connected to other sentences. To make this important point about conjunctions very clear, let's state it conversely: you may not connect different parts of speech together. You may not connect a noun to an adjective, a verb to a preposition, an adverb to an adjective, etc., nor may you connect different parts of sentences together such as a phrase with a clause or a subordinate clause with a main clause or a sentence with a phrase. Remember, you may join words together, but only if they are of equal grammatical weight."



Here is a list of conjunctions joining Parts of Sentences together:

MAIN CLAUSE WITH MAIN CLAUSE

I woke up at 6:00 AM and I ate breakfast at 6:45 AM.

MC

MC

SUBORDINATE CLAUSE WITH SUBORDINATE CLAUSE

Who will go and who will stay is not known.

SC

SC

PHRASE WITH PHRASE

The camp is over that hill and across a small stream.

PHR

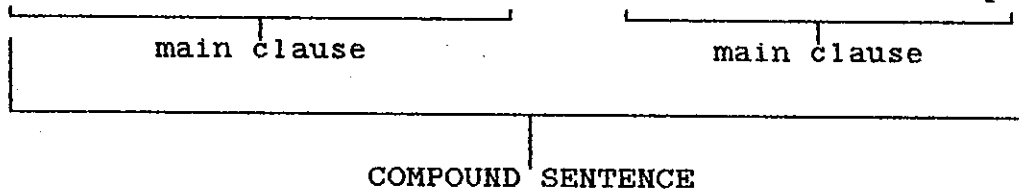
PHR

MAIN CLAUSES AND SUBORDINATE CLAUSES

Words make sentences. Just as every word in a sentence has a function - because each word is one of the eight parts of speech - sometimes several words in a sentence combine to perform a single function. This is how a clause is used. Clauses are groups of words that express ideas; they MAY or MAY NOT make sense by themselves (depending on whether the clause is a main or subordinate type); but clauses always have a subject and a verb.

English has two types of clauses: main clauses and subordinate clauses. One of these you already know: the main clause. You already know this because a main clause is a simple sentence. We use the term *main clause* because sometimes we put two main clauses (two simple sentences) together to form one compound - or double - sentence. A compound sentence always uses a conjunction to join its two main clauses together.

He goes to movies on Friday *and* he swims on Saturdays.



The Main Clause

A main clause is sometimes called an independent clause. A main clause, like a simple sentence, is a group of words which expresses an idea, has a subject and a verb and **MAKES SENSE BY ITSELF**. It is independent because it does make sense by itself. It can stand by itself. A main clause is, in fact, a simple sentence.

I want to go to the movies

The Subordinate Clause

A subordinate clause is sometimes called a dependent clause. A subordinate clause (or dependent clause) is different from a main clause because a subordinate clause **CANNOT MAKE SENSE BY ITSELF**.

Although I don't have any money

This is a group of words which expresses an idea and has a subject and a verb (just like a main clause) but this clause cannot make sense - or stand - by itself. It is dependent on a main clause for its meaning or sense. To understand how this works, look at the sentence below. Imagine someone walking up to on the street and saying something like

"Although I don't have any money ... "

without finishing the thought. Words such as *although*, *however*, *nevertheless*, *eventhough* etc. set up situations where conflicting ideas or ideas that follow one another will be stated. Saying only

"Although I don't have any money ... "

is like saying only half of the complete or total idea. That is why we say that subordinate clauses, although they have subjects and verbs, cannot stand, or make sense, by themselves.

Once again, here are the examples of a main clause (MC) and a subordinate clause (SC) from above:

MAIN CLAUSE: I want to go to the movies

SUBORDINATE CLAUSE: although I don't have enough money

The main clause above would make sense by itself if spoken or written. The subordinate clause would not. If, however, the two were combined:

"I want to go to the movies, although I don't have enough money."

the subordinate clause would then borrow its "sense" - its ability to be understood in context - from the main clause. In other words, the subordinate clause would be dependent on the main clause for its meaning.

These examples are what we mean when we say conjunctions join sentences with sentences (MC + MC), and clauses with clauses (MC + MC or SC + SC only! You may not join MCs and SCs together with conjunctions).

A third type of sentence is called a complex sentence. This type of sentence also expresses two ideas, but in this type of sentence one idea is more important than the other. A conjunction cannot be used to join these two ideas together because they are not "equal" in importance or construction.

He usually goes to a movie on Friday if he has enough money.



COMPLEX SENTENCE

ABOUT PHRASES

A phrase is a group of words, that expresses an idea, MAKES SENSE BY ITSELF, but DOES NOT HAVE A SUBJECT AND A VERB. Here are some examples of phrases:

on the table	near the house	to the store
in the desk	behind the wall	up there

Notice how a phrase makes sense by itself but it does not have a verb. Remember that a group of words, even if it makes sense by itself, must have a subject and a verb to be a sentence.

We'll have a more detailed look at phrases, clauses and sentences in Part Two of this book.

KEY CONCEPT: A CONJUNCTION IS A WORD THAT JOINS TOGETHER A WORD; WITH A WORD; A PHRASE WITH A PHRASE, A CLAUSE WITH A CLAUSE OR A SENTENCE WITH A SENTENCE. PARTS JOINED TOGETHER MUST BE OF EQUAL (GRAMMATICAL) WEIGHT.

CONJUNCTION EXERCISE - 34

Objective: To practice using conjunctions to join two parts of speech together, or two parts of sentences together.

Directions: Put the most suitable conjunction from the list below into the blanks of each sentence below. Use each conjunction only once.

and	until	that	before	as
but	or	while	unless	so

- 1 We will leave at 3:00 P.M. and we expect to arrive at 7:00 P.M..
- 2 He is thirteen _____ fourteen years old.

- 3 I can't leave here _____ the job is finished.
- 4 The judge spoke kindly _____ firmly.
- 5 Tell him _____ we are in a hurry.
- 6 He scored 70 _____ his partner scored 54.
- 7 The storm started _____ we could find shelter.
- 8 No one will buy the house _____ the price is reduced.
- 9 He is a hard worker just _____ his father was.
- 10 The courts are under water _____ we cannot play tennis today.

KEY CONCEPT: A CONJUNCTION IS A WORD THAT JOINS TOGETHER A WORD WITH A WORD; A PHRASE WITH A PHRASE; CLAUSE WITH A CLAUSE OR A SENTENCE WITH A SENTENCE, OF EQUAL WEIGHT.

REVIEW EXERCISE - 35

Objective: To review the Parts of Speech.

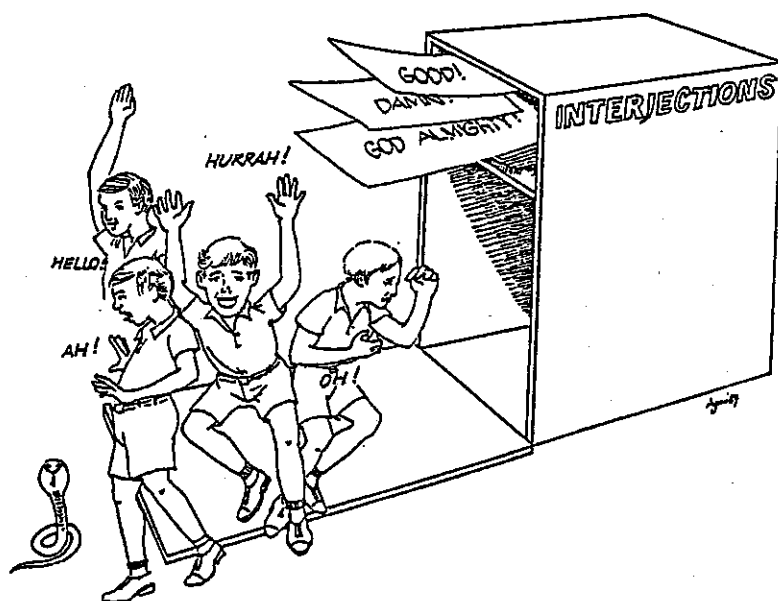
Directions: Identify the italicized part of speech. In the blank write PREP if the word is a preposition and CONJ if the word is a conjunction.

- _____ 1 He is honest *but* indecisive.
- _____ 2 He thinks of nobody *but* himself.
- _____ 3 *After* lunch we'll go for a walk.
- _____ 4 *After* we've finished lunch, we'll go for a walk.
- _____ 5 He has been abroad *since* last month.

PART ONE: PARTS OF SPEECH - INTERJECTION

THE USES OF THE EIGHT PARTS OF SPEECH

- | | |
|-----------------|---|
| 1 NOUNS | - Name. |
| 2 PRONOUNS | - Substitute. |
| 3 ADJECTIVES | - Describe. |
| 4 VERBS | - Express. |
| 5 ADVERBS | - Describe. |
| 6 PREPOSITIONS | - Connect. |
| 7 CONJUNCTIONS | - Connect. |
| 8 INTERJECTIONS | - Express sudden feeling or strong emotion. |



KEY CONCEPT: AN INTERJECTION EXPRESSES SUDDEN FEELING OR STRONG EMOTION.

These feelings or emotions can be surprise, pleasure, pain, etc.. Most often interjections are one-word exclamations of sudden feeling or strong emotion.

Hello! Hurrah! My Gosh! Damn! Ah! God Almighty!

A point to remember about interjections is that it is not the

meaning of the word that makes it an interjection, it is the way in which it is used. One person might use one word to express a feeling or emotion while another person might use a different word to express that same feeling or emotion. It is all a matter of temperament.

Here is a partial list of other interjections that you may want to use:

FEELING OR EMOTION

INTERJECTION

Attention	hey! ho! look! say! see!
Joy	great! thank God!
Pain	ah! oh! ouch! ow! ugh!
Praise	bravo! fine! good! well done!
Silencing	easy! hist! hush! quiet! shh!
Sorrow	ah! oh me! oh no! woe!
Surprise	gee! gosh! man! whew! what!
Weariness	ho-hum! O me! whew!
Wonder	O! strange! well-well! whew!

Notice how these words have an exclamation point (!) after them. Sometimes the exclamation point is omitted or delayed.

Hello, what's happening?
Well, that is a surprise!

INTERJECTION EXERCISE - 36

Objective: To practice using interjections.

Directions: Below are six interjections and six sentences. Write the interjection that makes the most sense in the blank in front of each sentence.

Hurrah!	Hello!	Wow!
Ouch!	Ah!	Too bad!

- 1 Too bad! I haven't enough money to buy a car like that.
- 2 _____ We've won the football game.
- 3 _____ That hurt me.
- 4 _____ I didn't expect to meet you here.

- 5 _____ This is the book I wanted.
6 _____ You've been to America?

**KEY CONCEPT: AN INTERJECTION EXPRESSES SUDDEN FEELING OR
STRONG EMOTION.**

PART TWO

INTRODUCTION * THE PARTS OF SENTENCES

- 9 SUBJECT AND PREDICATE
- 10 OBJECT AND COMPLEMENT
- 11 THE CRITERIA OF A SENTENCE
- 12 THE CRITERIA OF A CLAUSE
- 13 THE CRITERIA OF A PHRASE

PART TWO: PARTS OF SENTENCES - INTRODUCTION

Parts of Speech and Parts of Sentences

You must keep the uses of the Parts of Sentences and the Parts of Speech separate in English grammar. The Parts of Sentences and Parts of Speech are like oil and water; they never mix. When oil and water are put together they may form an emulsion, but they can never form a mixture.

The Verb as a Part of Speech and a Part of a Sentence

One of the Parts of Speech - the verb - must be in the predicate of a sentence. Although a verb is required to make a sentence, the Parts of Sentences and Parts of Speech remain separate and do not mix. Notice how the Parts of Speech and Parts of Sentences are separated in the sentence

Fire destroyed the house.

PARTS OF SPEECH =	noun	verb	adj	noun
	Fire	destroyed	the	house
PARTS OF SENTENCES =	subj	verb	object	

PART TWO: PARTS OF SENTENCES - SUBJECT AND PREDICATE

Look at the sentence

The museum is closed on Sundays.

you can see that it has two parts. The first part states what this sentence is about: *The museum*. The second part expresses something about *the museum*. Similarly, in the sentence

The goat chewed up my wallet.

we are told what the sentence is about - *The goat* - and then something is expressed about him - *chewed up my wallet*. In both these sentences, the first part - the person, place or thing (material, animal, idea or quality) about which something is said or asked - is called the *subject*. The remainder of the sentence - *the predicate* - expresses something about the subject. The predicate consists of the verb, an object or a complement plus any modifying words.

The Subject

Every sentence must have a subject and a verb. The subject can be one word or many words but it always names what we are thinking about in the sentence.

Tono and Yani left.

They left.

Tono and Yani along with 26 members of their department plus 15 employees from another department left.

The subject is the person, place or thing about which something is said or asked.

Is Jack going too?

Jakarta will be the world's fifth largest city in 2000.

Are there still wild elephants in Indonesia?

The complete subject is the person, place or thing about which something is said or asked plus all the words that modify the subject.

The boy, while chasing after his ball, was almost hit by a car.

The simple subject is the most important word in the complete subject.

The boy, while chasing after his ball, was almost hit by a car.

The simple subject can be more than one word if the subject is compound. Compound means that two words of the subject are joined by a conjunction, or the subject is a series of words separated by commas and a conjunction.

Rina left for Surabaya.

Rina and Jack left for Surabaya.

Rina, Jack, Annie, Ali and Christine left for Surabaya.

How to Find the Subject of a Sentence

To locate the subject of a sentence, first find the verb in the sentence. The verb is often easier to find because it is the one word in the sentence that expresses action or condition which usually makes it easy to see. When you have located the verb, ask the verb "who" or "what". An answer to the question "who" will be a person. An answer to the question "what" will be a place or a thing.

Jack ran ...

Those cows are ...

Mieska jumped ...

We will ...

Even with Bob, Ali and Susie close behind him, Jack always ran faster.

===

It is easy to see that ran is the verb in this sentence. To locate the subject just ask the verb "who" or "what" if there is a word that gives you an answer, that word will be the subject of this sentence.

"What" ran faster? ... (NO ANSWER)

"Who" ran faster? ... (ANSWER = Jack)

If you ask "what" ran faster, you do not receive an answer because the subject of this sentence is not a place or a thing. Ask "who" ran faster and the answer is Jack, a person. Jack is the subject of this sentence.

Whatever the season; summer or winter, spring or fall, those cows are well fed.

"Who" are well fed? ... (NO ANSWER)

"What" are well fed? ... (ANSWER = cows)

Are is the verb of this sentence. Ask the verb "who" or "what." There will be no answer to the question "who" because the subject in this sentence is not a person. Ask "what?" and the answer is the subject, cows.

SENTENCE EXERCISE - 1

Objective: To identify the complete subject of a sentence.

Directions: Draw a single line beneath the complete subject of the following sentences.

- 1 That bird in the cage has many brilliant feathers.
- 2 An apple containing worms is worthless.
- 3 Our cement, made from a special formula, dries quickly.
- 4 Whatever food that you want can be found in that supermarket.
- 5 Those that you meet along the way are usually helpful.

SENTENCE EXERCISE - 2

Objective: To identify the simple subject in a sentence.

Directions: Draw a single line beneath the simple subject of the following sentences.

- 1 Having been spotted by the policeman, the thief ran away.
- 2 The report, having no errors, was approved by the president.
- 3 Can you, without any assistance, lift this desk?
- 4 Where in the world did you get that great looking hat?
- 5 That old man and his five sons are all expert carpenters.

The Predicate

As you have learned, the word or group of words forming the subject names what the sentence is about. The rest of the sentence - the predicate - makes a statement about the subject. The verb is part of the predicate. A verb expresses action or condition. The predicate consists of the verb plus any modifying words.

The boy was almost hit by a car speeding through the neighborhood while he was chasing his ball.

That doctor is a man very dedicated to his profession,
his patients and his family.

The verb is the word (or words) in the predicate that tell us something about the action or condition of the subject.

The boy was almost hit by a car speeding through the neighborhood while he was chasing his ball.

That doctor is a man very dedicated to his profession, his patients and his family.

The verb can be more than one word if it is a compound verb, that is, the words are joined by a conjunction or a series of words separated by commas and a conjunction.

Rina swam at the sports club this afternoon.

Rina swam and jogged at the sports club this afternoon.

Rina swam, jogged and played tennis at the sports club this afternoon.

SENTENCE EXERCISE - 3

Objective: To identify the (complete) predicate of a sentence.

Directions: Draw a double line beneath the predicate of the following sentences.

- 1 She has such beautiful hair.
- 2 What beautiful hair she has!
- 3 In the event that the plane is delayed, we will sleep at the airport hotel.
- 4 Here comes the plane now!
- 5 Usually, but certainly not always, the weather is fair during the latter part of this month.

SENTENCE EXERCISE - 4

Objective: To identify the verb of a sentence.

Directions: Draw a double line beneath the verb of the following sentences.

- 1 She has such beautiful hair.
- 2 What beautiful hair she has!
- 3 In the event that the plane is delayed, we will sleep at the airport hotel.
- 4 Here comes the plane now!
- 5 Usually, but certainly not always, the weather is fair during the latter part of this month.

Position of the Subject and the Predicate in a Sentence

In English sentences the subject generally comes before the predicate.

The rain came down.

In this sentence, *The rain* - the subject - comes before *came down* - the predicate. The subject, however, may come after the predicate.

Down came the rain.

In this sentence the predicate comes before the subject.

In both these sentences

The rain came down.
Down came the rain.

The subject is _____.

The predicate is _____.

More information about predicates that you should know: We often use the words *here*, *there* and *where* to introduce the predicate.

Here comes Charlie.
There goes Charlie.
Where is Charlie?

Although *here*, *there* and *where* are the first words in their sentences above, none of them are the subjects of their sentences. Here are these same sentences rearranged with their subjects (Charlie) placed in their usual, grammatical, initial positions.

Charlie comes here.
Charlie goes there.
Charlie is where?

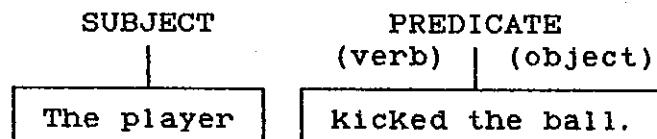
In all three sentences, *here*, *there* and *where* are parts of the predicates of these sentences.

Key Concept: *Here*, *there* or *where* may never function as the subject of a sentence.

PART TWO: PARTS OF SENTENCES - OBJECT AND COMPLEMENT

The Object of Verbs

The object in a sentence receives the action of the verb:



There are three ideas here: (1) *The Player*, the doer of the action; (2) *kicked*, the verb which expresses the action; (3) *the ball*, which receives the action of the verb.

The Player is the subject of the verb *kicked*; *the ball* is called the object of the verb *kicked*.

Any word or group of words which receives the action expressed by a verb is said to be the object of that verb.

How to Find the Object of a Verb

To locate the object of a verb, first find the verb in the sentence and ask the verb "whom" "or what". An answer to the question "whom" will be a person. An answer to the question "what" will be a place or a thing.

Locate the verb first because the action that verbs express is usually easy to see.

... kicked the ball

... spudded-in the well

... finished the document

... copied the report

Maradona kicked the ball through the goal posts during
=====
the last few seconds of the last game of the World Cup.

It is easy to see that *kicked* is the verb in this sentence. To locate the object just ask the verb *kicked* "whom" or *kicked* "what" and if there is any word that gives you an answer, that word will be the object of the verb.

... kicked "whom?" ... (NO ANSWER)

... kicked "what?" ... (ANSWER = the ball)

If you ask "Maradona Kicked 'whom?'" there is no answer. Ask "Maradona *kicked* 'what?'" and the answer is "ball." *Ball* is the object of the verb *kicked*.

When a verb has an object, it is considered to be a **transitive verb**. Transitive is from the Latin word, *trans*, which means *across*, as in *Trans-Sumatran Highway*. In the sentence

The player kicked the ball

the action of the verb *kicked* is 'carried across' from the subject to the object; *kicked* in this sentence is a transitive verb.

To locate the object of a verb, find the verb and see if there are any words upon which the action of the verb is carried out. Find the verb and ask "whom" or "what;" if there is an answer, that word (or words) will be the object of the verb.

SENTENCE EXERCISE - 5

Objective: To identify the objects of transitive verbs.

Directions: Draw a double line beneath the verb and parenthesis around the object in each of the following sentences.

- 1 They found a few empty (bottles.)
- 2 He has hurt his knee.
- 3 I did not paint the chair that color.
- 4 He has spilt his tea.
- 5 I will not permit that.
- 6 That I will not permit.
- 7 What have you found?
- 8 Which did you choose?
- 9 They have completed the exploration of Mungunjaya.
- 10 Whose letter shall we answer first?

The Complement of Verbs

Consider the following sentence

Wood floats but iron sinks.

There are two verbs in this sentence, *floats* and *sinks*.

The subject of the former is *wood* and the latter *iron*. Neither verb has an object; the actions of the verbs are complete in themselves; there is no 'carrying across.' When a verb expresses an action or condition that is complete in itself, the verb is said to be intransitive.

It is possible for a verb to be intransitive in some sentences, and transitive in others. For instance, *sinks* is intransitive in the example above, but transitive in this imaginary newspaper headline:

Explosion sinks an oil tanker in the Pacific Ocean.

Other examples of verbs used both transitively and intransitively:

I shall return your book next week. (transitive)
I shall return tomorrow. (intransitive)
The team lost. (intransitive)
She has lost her glasses. (transitive)

HOW TO TELL IF A VERB IS TRANSITIVE OR INTRANSITIVE

To determine whether a verb is transitive or intransitive, mentally place *what* or *whom* after the verb: if an answer can be provided from a word within the sentence then the verb is transitive. If no answer can be provided from the sentence, the verb is intransitive. Here is an example:

All the runners *finished* the race.

Finished what? Answer - *the race*. Therefore the verb *finished* is transitive: it has an object.

All the runners *finished* before nightfall.

Finished what? No answer is given in the sentence, so *finished* is intransitive in this sentence.

The news *cheered* him.

Cheered whom? Answer - *him*. The verb is transitive.

The spectators *cheered* with enthusiasm.

Cheered whom or what? No answer. Intransitive verb.

SENTENCE EXERCISE - 6

Objective: To determine if a verb in a sentence is transitive or intransitive.

Directions: Draw a double line under the verb in each sentence. In the blank write T if the verb is transitive and I if it is intransitive.

- | | |
|----------|-----------------------------|
| <u>I</u> | 1 Please <u>write</u> . |
| ___ | 2 Please write a letter. |
| ___ | 3 The wave rocked the boat. |

- ___ 4 The boat rocked gently at its moorings.
- ___ 5 Jump!
- ___ 6 Jump quickly!
- ___ 7 They've jumped the starting gun.
- ___ 8 Don't cross the road.
- ___ 9 Don't cross until I tell you.
- ___ 10 What shall I pack?
- ___ 11 When shall we pack?
- ___ 12 How many books have you read this month?
- ___ 13 My friend will use his van to take us to Cirebon.
- ___ 14 Is he going to Ramba or Rantau Panjang tomorrow?
- ___ 15 I can't tell you the development plans yet.

Position of the Object and the Complement in a Sentence

Because objects receive the action of a transitive verb and complements complete the meaning of an intransitive verb, both objects and complements are parts of the predicate in a sentence. As you have learned, the normal order of an English sentence is subject first, predicate second. Now, after having worked with these new parts of a sentence you may learn a more exact word order: the normal order of English sentences is SUBJECT first; VERB second; OBJECT or COMPLEMENT third. Finally a more complete definition of the predicate of a sentence: the PREDICATE of a sentence is the VERB, the OBJECT or COMPLEMENT plus any other words which modify the predicate.

KEY CONCEPT: A predicate is the verb, the object or complement plus any other modifying words in a sentence.

REVIEW EXERCISE - 7

Objective: To review subjects and predicates.

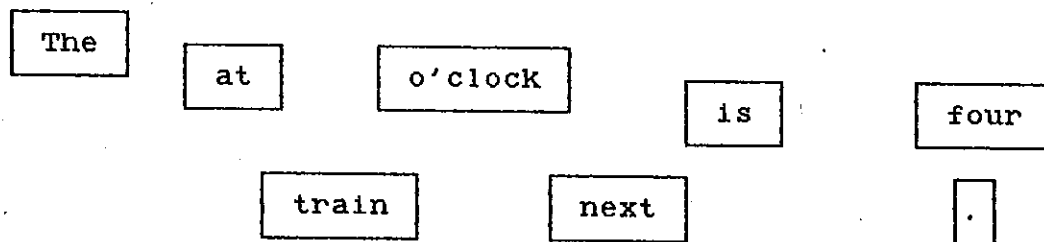
Directions: Draw a single line beneath the words of the subject and a double line under the predicate in the following sentences.

- 1 Horses run.
- 2 The four men are ready.
- 3 Thousands of screaming teenagers greeted the young and famous singer.
- 4 Here stood the statue of the leader.

- 5 Three pretty little girls carried baskets of white flowers in the wedding procession.
- 6 Where were you?
- 7 The girl sitting in the first row of seats is my best friend.
- 8 Where have you been since one o'clock?
- 9 I have just returned from the barber shop.
- 10 The ratio of imported to exported goods since 1983 has been steadily decreasing.

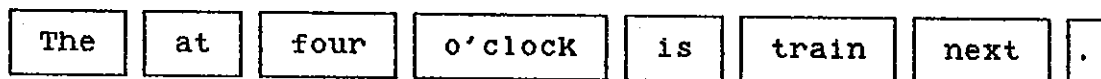
PART TWO: PARTS OF SENTENCES - THE CRITERIA OF A SENTENCE

Words are the basis - the building blocks - of language. Words make a sentence. We put words into a group and arrange them in an order that gives us a meaningful idea which we can understand. Look at all these blocks of words:



Each word by itself has meaning, but these words have not yet been placed into a group. They do not express an idea.

Here are these same words in a group.



Question: Does this group of words express an idea?

Answer: It looks as if this group of words is trying to express an idea, but it certainly does not yet make sense.

Action: Let's rearrange it so that it does express an idea, and makes sense by itself.

The	next	train	is	at	four	o'clock	.
-----	------	-------	----	----	------	---------	---

What is this (1) group of words that (2) expresses an idea, and (3) makes sense by itself - talking about?

What is the subject? _____

What is the verb? _____

Look at all these words we arranged once again:

The next train is at four o'clock.

Answer these questions about that sentence:	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

You should have checked "yes" to all those questions because *The next train is at four o'clock* is a sentence and those questions indicate what it takes to make a sentence. The questions in that box are the CRITERIA of a SENTENCE. Below are the same criteria written in statement form.

KEY CONCEPT: A sentence is a group of words, that expresses an idea, makes sense by itself, and has a subject and a verb.

FOUR-POINT CHECKLIST

A SENTENCE:

- ☒ IS A GROUP OF WORDS
- ☒ EXPRESSES AN IDEA
- ☒ MAKES SENSE BY ITSELF
- ☒ HAS A SUBJECT AND A VERB

This checklist is very important. You must remember it. The criteria of this checklist are the basis for everything else that you will learn about Parts of Sentences in this book. To speak, write and understand English at higher proficiency levels you must first be able to recognize a sentence, and second, you must be able to make one. To be really proficient in English you must be able to combine different parts (of sentences) to create accurate, meaningful sentences.

If you have trouble remembering these four criteria you should memorize them. After working with this checklist for awhile, you will see how important and useful it really is.

SENTENCE EXERCISE - 8

Objective: To recognize groups of words.

Directions: Put a check (✓) in front of the groups of words:

- _____ 1 I like it
- _____ 2 Under the table
- _____ 3 She ran under the
- _____ 4 Please remember the checklist
- _____ 5 Where he lives

Did you check all the numbers above? You should have, because all of them (1-5) are groups of words.

SENTENCE EXERCISE - 9

Objective: To recognize groups of words that express an idea.

Directions: Put a check (✓) in front of the groups of words that express an idea.

- _____ 1 I like it
- _____ 2 Under the table
- _____ 3 She ran under the
- _____ 4 Please remember the checklist
- _____ 5 Where he lives

Did you check all the numbers above? You should have, because all of them (1-5) are groups of words and they all express an idea.

SENTENCE EXERCISE - 10

Objective: To recognize groups of words that express an idea and make sense by themselves.

Directions: Put a check (✓) in front of the groups of words that express an idea and make sense by themselves.

- _____ 1 I like it
- _____ 2 Under the table
- _____ 3 She ran under the
- _____ 4 Please remember the checklist
- _____ 5 Where he lives

You should have checked numbers (1), (2) and (4).

SENTENCE EXERCISE - 11

Objective: To recognize groups of words that express an idea, make sense by themselves and have a subject and a verb.

Directions: Put a check (✓) in front of the groups of words that express an idea, make sense by themselves and have a subject and a verb.

- _____ 1 I like it
- _____ 2 Under the table
- _____ 3 She ran under the

- ____ 4 Please remember the checklist
____ 5 Where he lives

You should have checked numbers (1) and (4) only. This means that only numbers (1) and (4) are sentences. Numbers (2), (3) and (5) do not meet all of the criteria of the four-point checklist. Numbers (2), (3) and (5) are not sentences.

An Explanation of Sentence Exercise - 10

Look at these groups of words again, one-by-one.

- ____ 1 I like it

This group of words meets all the criteria for being a sentence. It expresses an idea, it makes sense by itself and it has a subject (I) and a verb (like).

- ____ 2 Under the table

This group of words expresses an idea and makes sense by itself, but does not have (a subject and) a verb. If you think that this group of words cannot make sense by itself, think of it as an answer to the spoken question:

Question: "Where is the cat?"

Answer: "Under the table"

- ____ 3 She ran under the

This group of words expresses an idea and has a subject (she), and a verb (ran), but does not make sense by itself. This group of words is not complete. It has a subject and a verb but does not have a noun which the preposition (under) can connect to another part of speech in the sentence. It is not yet a complete idea.

- ____ 4 Please remember the checklist

This group of words expresses an idea, makes sense by itself, and has a subject (you) and a verb (remember). Although the subject you is not written, it is understood. This is because this sentence gives an order or command. A sentence which gives an order or command is called an imperative sentence and the unwritten, but understood, subject in this type of sentence is always, "You."

5 Where he lives

This group of words expresses an idea, makes sense by itself, but does not make sense by itself even though it has a subject (he) and a verb (lives). It cannot function as a question because it still lacks the auxiliary word - *does* or *did* - as this type of question should have to go with the verb, *lives*. If this group of words had this missing auxiliary word it would still not make sense by itself because the verb, *lives*, would, as a verb in a question sentence, have to drop the "s" to be correctly written: "live." If this group of words were to be considered a statement it would still require a complement - or completer - for the initial idea, "Where he lives" such as "is far from here." Therefore, "Where he lives is far from here."

SENTENCE EXERCISE - 12

Objective: To recognize sentences using the four-point checklist.

Directions: Using the check list of criteria determine which of these groups of words are sentences.

1 I saw the man	Check One	
Is this a group of words?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does it express an idea?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does it make sense by itself?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does it have a subject and a verb?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

1 Is this is a sentence? ☒ Yes ☐ No

2 at the drugstore	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

2 Is this is a sentence? ____ Yes ____ No

3 in the garden	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

3 Is this is a sentence? ____ Yes ____ No

4 open the door	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

4 Is this is a sentence? ____ Yes ____ No

5 across the garden	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

5 Is this is a sentence? ____ Yes ____ No

PART TWO: PARTS OF SENTENCES - THE CRITERIA OF A CLAUSE

Introduction

We said earlier in this book that words are the basis of language and that sentences are the basic unit of communication. A sentence is made of words, obviously, but these words combine to make groups of words which have certain uses or functions themselves within a sentence. Think of this idea as a house under construction. Houses are made of materials such as bricks, wood, cement, tiles, paint, glass and other construction materials just as sentences are made of words. The materials used to make a house can be organized into other, more integrated units: floors, walls, roofs, windows, doors and furniture, to name but a few. These units combine the basic construction materials in different ways to fill certain, specific functions within a house. These materials combined make the different units of a house. A list of how these elements combine might look like this:

Floors = Cement + tiles

Roofs = Wood + tiles

Walls = Cement + paint

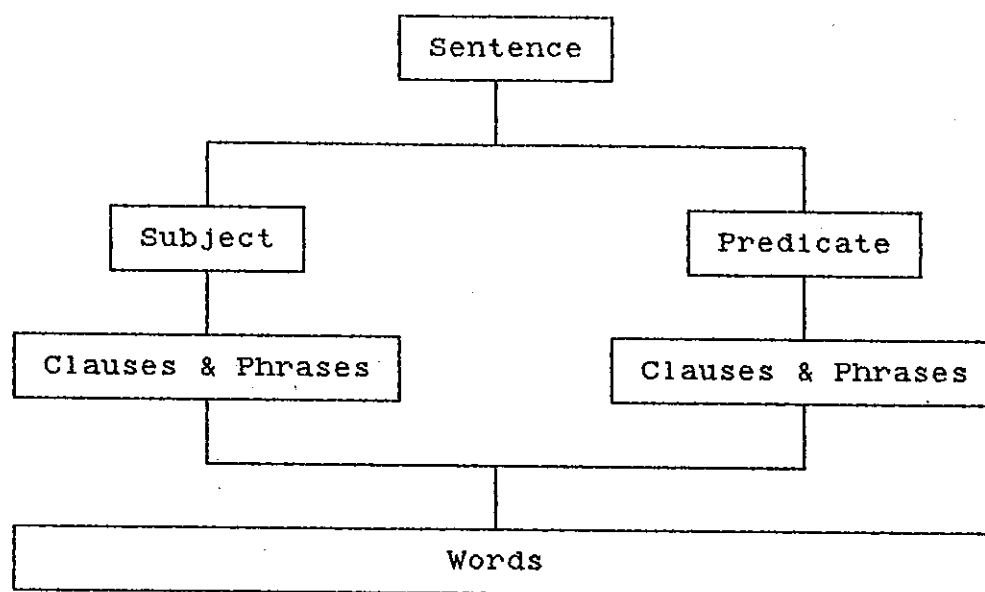
Windows = Wood + glass

Doors = Wood (alone)

A table = Wood + paint + glass

We construct sentences the same way. We combine different words - the Parts of Speech - in different ways to create a subject and predicate for each sentence. This subject and predicate are very often constructed from other, smaller units of construction - the parts of sentences - which insure that the idea a sentence expresses is integrated and easily understood by a listeners and readers.

If we charted the parts of sentences from the word level up to the sentence level of communication, the schematic drawing would look like this:



What Is a Clause? Is There More Than One Type?

In English there are two types of clauses: main clauses and subordinate clauses.

- 1 Main Clause (MC) - also called an independent clause because it can make sense by itself.
- 2 Subordinate Clause (SC) - also called a dependent clause because this clause cannot make sense by itself; the subordinate clause depends on its relationship with a main clause for obtaining meaning, or making sense.

The Main Clause

A main clause is a group of words which expresses an idea, makes sense by itself and has a subject and a verb.

Here are these same criteria in the form of the four-point checklist:

FOUR-POINT CHECKLIST

A MAIN CLAUSE:

- ✓ IS A GROUP OF WORDS
- ✓ EXPRESSES AN IDEA
- ✓ MAKES SENSE BY ITSELF
- ✓ HAS A SUBJECT AND A VERB

This looks very familiar doesn't it? It should, because the criteria of a main clause is the same as the criteria of a sentence. **A MAIN CLAUSE IS A SENTENCE.** Each criterion of a sentence is also one of the criterion of a main clause.

KEY CONCEPT: A main clause is a group of words, that expresses an idea, makes sense by itself, and has a subject and a verb.

How Main Clauses Are Used

As you learned, adults speak and write in sentences. Children, too, can speak in sentences but their sentences are very different from those that adults, proficient in English, create. Imagine a young child describing his or her morning hours just after waking up.

"I wake up. " "I brush my teeth. "

"I eat breakfast. " "I go to school"

If an adult communicated this way it would - appropriately - be called "childish." Adults know how to link their thoughts together to create one sentence with two, or more, ideas.

"I wake up and then I brush my teeth. " "After that, I eat breakfast and I go to work (or the office). "

Did you notice the primary difference between the way that children make sentences and the way that adults make them? Children communicate in sentences that are single, main clauses; they state them one at a time. Adults, on the other

hand, often link their ideas - or main clauses - together to make their communication more fluent. Adults may link two, or more, main clauses together to express themselves.

CLAUSE EXERCISE - 13

Objective: To recognize main clauses using the four-point checklist.

Directions: Using the checklist of criteria determine which of these groups of words are main clauses.

1 At our company we look for oil	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

1 Is this is a main clause? ____ Yes ____ No

2 What an honest man	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

2 Is this is a main clause? ____ Yes ____ No

3 near the office	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

3 Is this is a sentence? ____ Yes ____ No

The Subordinate Clause

Earlier, in Part One - Conjunctions, you learned that two main clauses could be connected together with a conjunction. These two main clauses would be equal in weight because conjunctions can only connect equal parts of speech or parts of sentences.

Sometimes we put two ideas together in a single sentence and one of these ideas is more important than the other idea. The idea that is not the main idea is subordinate to that main idea. This subordinate idea, however, still needs the main idea to make sense. This subordinate group of words may meet all the criteria of the main idea but one; the subordinate idea will not make sense by itself.

A subordinate clause is a group of words which expresses an idea and has a subject and a verb.

Here are these same criteria represented on the four-point checklist:

FOUR-POINT CHECKLIST	
A SUBORDINATE CLAUSE:	
<input checked="" type="checkbox"/>	IS A GROUP OF WORDS
<input checked="" type="checkbox"/>	EXPRESSES AN IDEA
<input checked="" type="checkbox"/>	MAKES SENSE BY ITSELF
<input checked="" type="checkbox"/>	HAS A SUBJECT AND A VERB

Did you notice that a subordinate clause DOES NOT have a check in front of the third criteria - "makes sense by itself "

It is the absence of this one criteria that makes a subordinate clause different from a main clause (and, therefore, a sentence).

CLAUSE EXERCISE - 14

Objective: To recognize subordinate clauses using the four-point checklist.

Directions: Using the checklist of criteria determine which of these groups of words are subordinate clauses.

1 which I thought was the best	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

1 This is a subordinate clause ____ True ____ False

2 come here	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

2 This is a subordinate clause ____ True ____ False

3 from my father in California	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

3 This is a subordinate clause ____ True ____ False

REVIEW EXERCISE - 15

Objective: To recognize main clauses and subordinate clauses using the four-point checklist.

Directions: Using the checklist of criteria determine whether these groups of words are main clauses or subordinate clauses.

1 sit down	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

1 What kind of clause is this? ____ Main ____ Subordinate

2 since the window is stuck	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

2 What kind of clause is this? ____ Main ____ Subordinate

3 where are my computer printouts	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

3 What kind of clause is this? ____ Main ____ Subordinate

4 eventhough you did see Margaret	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

4 What kind of clause is this? ____ Main ____ Subordinate

PART TWO: PARTS OF SENTENCES - THE CRITERIA OF A PHRASE

A phrase is a group of words which expresses an idea, makes sense by itself and DOES NOT HAVE a subject and a verb. Here are these same criteria in the form of the four-point checklist:

FOUR-POINT CHECKLIST

A PHRASE:

- ☒ IS A GROUP OF WORDS
- ☒ EXPRESSES AN IDEA
- ☒ MAKES SENSE BY ITSELF
- ☐ HAS A SUBJECT AND A VERB

You should notice that the difference between a phrase and main and subordinate clauses is that a phrase does not have a verb nor a subject.

KEY CONCEPT: A phrase is a group of words, that expresses an idea and makes sense by itself.

How Phrases Are Used

into the well; at eleven o'clock;
for 500 rupiah; in front

Main clauses, subordinate clauses and, of course, sentences all contain verbs. A phrase does not. You can change a phrase into a clause or sentence by adding words to it, BUT ONE OF THE WORDS THAT YOU ADD MUST BE A VERB. Let's turn those phrases above into sentences by adding some words - including a verb - to each one of them.

The gas was injected into the well.
I'll meet you at eleven o'clock.
He bought the carrots for 500 rupiah.
In front of the store sat an old friend.

PHRASE EXERCISE - 16

Objective: To recognize phrases using the four-point checklist.

Directions: Using the checklist of criteria determine which of these groups of words are phrases.

1 where have you usually gone	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

1 This is a phrase: ____ True ____ False

2 put that down	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

2 This is a phrase: ____ True ____ False

3 having been the recent winner	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

3 This is a phrase: ____ True ____ False

4 located on the south side	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

4 This is a phrase: ____ True ____ False

5 without any support	Check One	
Is this a group of words?	Yes	No
Does it express an idea?	Yes	No
Does it make sense by itself?	Yes	No
Does it have a subject and a verb?	Yes	No

5 This is a phrase: ____ True ____ False

PHRASE EXERCISE - 17

Objective: To practice using phrases in sentences.

Directions: In the blanks below, create sentences using the following phrases.

- 1 at times: _____

- 2 from time to time: _____

- 3 to travel slowly: _____

- 4 to arrive: _____

- 5 very difficult to understand: _____

- 6 stuck to the floor: _____

- 7 holding their breath: _____

- 8 feeling their way: _____

- 9 having finished the food: _____

- 10 in former times: _____

PART THREE

*** APPENDIX ***

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Curriculum For Teaching Mexican Engineering Students How to
Read Technical English

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Submitted in partial fulfillment of the requirements for the
Masters of Arts in Teaching Degree at the School for
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This project by Janet Willison Stahl is accepted in its
present form.

Date: July 18, 1989

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Abstract

In this paper, I have described the course I designed for teaching Mexican engineering students how to read technical English. I have included a description of the course goals in the first section along with the explanation of why I chose them. The goals focus on teaching the students areas skills for improving their independence as readers of English. Briefly, these five areas are 1) recalling background information, 2) selecting and applying the appropriate reading activities, 3) decoding skills, 4) self-evaluating comprehension and 5) evaluating the validity or usefulness of a text.

In the following sections, I have decided how I selected materials and designed pre-reading, reading, follow-up and assessment activities with the course goals in mind. In the final section of this paper, I have included the lesson plans with my comments about how successful the plans were in achieving the lesson objectives and the class goals.

ERIC descriptions: Curriculum Design
English For Science and Technology
Reading Comprehension
Learning Activities
Readability

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I. Introduction

This paper is the documentation of a semester curriculum I wrote for teaching fourth-year Mexican engineering students how to be independent readers of scientific English. Independent readers refers to the students' having the skills for reading articles or texts outside of class assignments and for evaluating and improving their comprehension level.

In this report I describe five reading skills and my reasoning for establishing teaching and learning objectives that involved having the students understand and perform these skills. In the following sections I explain how the teaching and learning of these skills influenced the curriculum development in terms of selecting materials and designing pre-reading, reading and follow-up activities. The report also includes the class lesson plans with my comments about how successful the plans were in achieving the objectives.

II. Objectives

The course material described in this paper is based on work done for a joint project between the TESL/Applied Linguistics Department of UCLA and the Engineering School of the Universidad de Guadalajara (U. de G.). This project, Reading English for Science and Technology (REST), is being carried out by American and Mexican teachers, who are involved in designing and implementing English reading courses for third and fourth-year engineering students. The students are required to read technical articles and texts that are written in English for their engineering courses. The U. de G. staff's interest in the project is to meet the specific language needs of the students within the engineering department without increasing the student's already heavy course load. The UCLA staff is concerned with researching the feasibility of, and the most effective and efficient methods for, teaching only reading language skills in a specific academic field.

I was hired to teach the fourth-year engineering students, select reading material, design the curriculum and help evaluate the students' progress and the effectiveness of the project. My major concern in developing course goals and lesson plans was to help the students become independent learners and readers so that they could use and continue to improve their reading skills immediately in their other

classes. As recommended by Brown, Armbruster and Baker (1980), I made an effort to increase the students' metacognitive awareness of strategies for learning and for reading, giving them as much control as possible over their own progress¹. Classes tended to be student-centered rather than teacher-centered.

I divided the course goals into five major areas; learning to process old and new information, learning to select and apply appropriate reading activities, learning to evaluate comprehension, learning decoding skills and learning to evaluate the validity of a text. We worked on the first four major areas simultaneously throughout the semester. The fifth area required more advanced capabilities than the students had and therefore was not addressed during the semester that I taught.

The first goal which I labeled "learning to process old and new information" involved teaching the students to recall knowledge they previously learned about the reading topic and teaching them to make guesses about the focus of the new material. Judith Langer (1981) states that background information is an 'anchor' in the brain for new information during comprehension of reading material². I would view the process of combining new with old information, as more of a chain effect. Recalling background knowledge facilitates and enhances the top-down schema for reading, that is, guessing the meaning of the new information and then validating or

invalidating the guesses. For example, the title Greenhouse Effect may stimulate the reader's thoughts of indoor agriculture. However, the reader would soon discover that the article discussed the earth's outer atmosphere and not glass houses. If the reader considered further what s/he knows about greenhouses and how that relates to the earth's atmosphere, s/he may make the connection that solar energy enters both greenhouses and the earth's atmosphere and can be either filtered during transmission or trapped inside. Making this connection would enhance the reader's comprehension of the article. With little or no active memory of the topic, guesses may be vague leading to a rather general comprehension of the new information. This may occur if the reader has no previous experience with that topic. However, vague guessing may also occur if the reader is not encouraged to remember earlier experiences with this topic, thus resulting in no overlap of old and new information. In other words, the student may make no connection between what he previously learned about the topic about which he is now trying to read. Therefore the reader is at the disadvantage of not having old clues for interpreting the new information, and he is unlikely to integrate old information with new information in his mind.

The classroom consequence of this goal was that students were asked to recall and clarify preknowledge of the reading material and to continually make and share predictions about the information in the article we were reading.

The second reading skill goal that I identified is learning to select and apply the appropriate reading activity to be used. The four reading activities considered were skimming, scanning, studying and critiquing. This skill required that the students determine their purpose for reading the text or article and that they evaluate the importance of each bit of information for this purpose. Class assignments with realistic and practical activities involved the students with each of the reading activities. Beyond these assignments, students were asked to identify occasions when the activities could be used appropriately outside of the classes.

A third requisite for independent reading is self-evaluation of comprehension. This was the third learning goal and was the most challenging metacognitive skill to impart to the students, who quite passively relied on the teacher to evaluate their progress and depended on grades to determine their performance. A requisite for independent reading is self-evaluation of comprehension. The reader must be able to decide when he has failed to comprehend new information, to decide if the failure is important for the purpose for reading and to decide how to remedy the situation if immediate comprehension of what he has misread is important. Brown, Armbruster and Baker present what they call "fix-it strategies": reading, searching other sources of information, skipping ahead for clues or storing the problem for later clarification³. Students were given the structured

opportunity to try each strategy and then the flexibility to determine which strategy best suited them in a given situation.

The fourth reading skill goal addressed in the course was learning decoding skills of vocabulary, grammar points and of recognizing rhetorical style. These skills lead to the use of the bottom-up approach to reading comprehension. With the bottom-up approach I am referring to building meaning from small units.

In describing the interactive model for reading, Eskey (1986) proposes that the bottom-up decoding skills become more and more automatic as the reader becomes more advanced and focuses more attention on the top-down prediction skills.⁴ This automaticity allows the reader to expend more energy and memory space on critical comprehension of the entire meaning rather than on interpretation of small units of material. My hope was that the students' use of decoding skills would become more automatic through practice. However I found it necessary to continue to draw attention to their decoding skills throughout the semester.

I designed the course for students who had studied grammar and rhetorical structure the previous year and who hence had a solid basic foundation of decoding skills. I, therefore, concentrated on helping the students develop patterns for independently improving their decoding skills. For example, vocabulary-building exercises asked students to

guess meanings from the context or from recognition of morphemes and parts of speech. Grammar exercises focused on simplifying or isolating sentences or phrases to extract meaning. And reading materials included examples of the various rhetorical styles of writing such as describing objects, sequences of events or problems and solutions. Students were encouraged to identify the style of writing and to use their knowledge of the structure of the style to anticipate the direction of the article. For example, if a process was described in the text, then most likely the writing would follow the sequence of events of that process.

I identified a fifth reading skill to be taught to more advanced students than the ones in my classes. Advanced readers should be able to evaluate the validity of a text through consideration of the source, of the logical arguments and of the supporting facts. Of further value is the reader's ability to examine the agreement or disagreement between various articles or texts on the same topic.

III. Situation

My teaching situation at the Universidad de Guadalajara had both advantages and disadvantages. An advantage was that the students were homogeneous in terms of their educational background, their first language and culture, their age and their socio-economic standing. To a large degree they all had very similar professional interests and therefore similar language needs. There was not a wide range of spoken or written English knowledge among the students since they had all attended Mexican public schools where they received rigorous language training and since they had been together the previous year for the first two semesters of the REST project's English courses.

A disadvantage was that the students expected teacher-centered instruction that required that they merely memorize information to be reproduced intact on an exam. The standard lecture method is practiced at the Universidad de Guadalajara. The students' experience with language learning had involved mostly grammar rule instruction. Initially, I had to occasionally present grammar rule lectures in order to decrease the students' tension and anxiety.

Another disadvantage was the students' limited reading skills and habits in Spanish. I could not expect any transfer of reading skills and habits from the first language to the

English class. I had to present all of the reading skills I identified as new concepts to students who had successfully progressed so far in their education without them. I soon learned also that the Mexican students were not in the habit of reading for school or pleasure, mostly due to the lack of available reading material and the lack of free time. Students were not encouraged to use libraries as part of their education. Hence, I could not expect them to practice reading or do homework outside of class because they had no time with school, job and family responsibilities and could not afford English books or magazines. The University engineering school had no library with English material.

The facilities and resources were mostly disadvantages. There were no engineering or language texts available. I relied on magazines that I could find in local bookstores for the class material. Fortunately I was able to find current technical magazines. However, I had difficulty copying any materials since we had no mimeograph machine and since we were given unreliable hours of scheduled access and a very limited paper supply for a photocopy machine. The limited supply of colored pens, paper and cards, greatly influenced the development of the lesson plans.

English reading courses through the REST project covered two years. The first year was structured to give the beginning students a foundation in grammar specific to reading technical English and an introduction to the following five

rhetorical styles: descriptions, classifications, comparisons/contrasts, processes and problems/ solutions. Jan Frodeson, a graduate student in the UCLA Applied Linguistics Department, researched technical writing in English to determine which grammar points figured prominently and these points were covered in the first year.

The second half of the complete REST course was open to fourth-year engineering students who had successfully completed the first year of the REST English course. Class sizes were between ten to twenty-five students per class. Students were divided into sections according to their language proficiency. Each class met three or four times a week for a total of five hours.

English classes were an elective subject and therefore not a priority. Often classes were cancelled for exams in other subjects, for extra laboratory experiments or for industrial visits. On several occasions an entire week would go by with no meeting of the English class, which was detrimental to continuity required for learning.

The only structure for the fourth year English course that was established by the REST project administrators was that the year be divided into six periods of nearly equal time length and that one general topic be assigned to each period. This was mandated so that students would be exposed to each topic not just the teacher's favorite and with some continuity from day to day. The topics were pollution/waste, technology,

electronics, computers, equipment design and physical and mechanical processes. These topics were general enough to be able to find appropriate reading material.

The following two sections describe how I made the selection of reading material for the class and then my reasoning for developing the specific lessons and activities to supplement the reading. I have included the material from the first semester of the course in Appendix A and in the conclusion of this paper I discuss future directions and modifications to the developed material and some criteria for selecting texts.

IV. Selection of Texts

T. Johns and F. Davies (1983) have proposed four reasons for selecting texts and using them in an English class as a vehicle for learning content rather than linguistics.⁶ Johns and Davies suggest that texts should be selected with the idea that the information and not the linguistic style is most important and as a consequence the value of the information is apparent to the students. Also, if texts are selected for the content, activities based on the text can emphasize reading for meaning and can be the framework for class interaction. The last two reasons or guidelines stem from their belief that classroom activities should provide models for self-study outside the classroom. These four reasons suited the criteria for my students' learning requirements since all of my students needed to be able to comprehend meaning from written material immediately as scientists and not as linguists or language experts.

Keeping these guidelines in mind, I chose up-to-date science articles from reputable sources knowing that the information would be more or less of value and memorable to the students and that the writing would be of good quality, though maybe not reflective of prescriptive English grammar. I discussed the source of each article with the students, making them aware of the actual uncontrived value the articles had in the real science world.

I continually asked the students for interest areas to help me choose articles. Initially, it seemed crucial to find subjects about which the majority of the students had some background knowledge that could be brought out during the prereading activities. I was careful however, not to select articles or texts about subjects they knew thoroughly in Spanish. Not only would those type of texts be boring but the practice or exercises would not be addressing the students' needs of having to study and search for new information in material written in English.

As much as possible given my limited supply, I varied the sources of reading material, using engineering and technical magazines, business magazines, newspapers, popular news magazines, text and equipment manuals. I did this for several reasons. One was to expose the students to different writing styles, for example, first- or second-hand reporting, formal passive voice writing and informal writing full of colloquial expressions.

Another reason for varying the source of reading material was to give the students various aspects or points of view about a particular topic. For example, I used several articles about superconductors: one covering the basic scientific research of superconducting material, one describing possible technical applications of the material and discussing the production and marketing of superconductors.

This last example points out another decision that I made in selecting texts. I chose several articles about the same basic topic primarily knowing that with each successive article, the students' preknowledge would increase, giving the students more background for making predictions about that article's content. At the same time, key vocabulary words were reviewed. Students were able to appreciate the progress they were making in learning to read English texts. Hence their confidence in being able to make predictions increased and with the practice, their predictions improved in focus and relevancy.

Another advantage of repeating a topic with different articles is that we had more of a framework for classroom interaction as the students became more knowledgeable about a certain subject. The class was progressing towards a level of skill at which articles expressing different points of view about a controversial topic could be debated in class.

Both length and difficulty were serious considerations for selecting reading material. Initially I chose short, relatively easy articles so as not to overwhelm the students, so that I could assess individual capabilities and so that I could keep the class together in terms of level and amount of comprehended material, allowing for everyone's participation in group activities.

Before the end of the first theme, I was issuing complete articles that the students would naturally encounter

while reading outside of the class. Since I was concerned with helping the students become independent readers, I did not want to shelter them nor foster any sense in the students that they were not yet ready to be able to read and comprehend to some degree English journals not written for language learners. It became apparent that practicing sustained reading was important for the students to develop those habits and to allow each student the flexibility to read at his own pace and level of comprehension.

In an appropriate setting where material is readily available, I would recommend that the students be given more responsibility for choosing the reading material and the purpose for reading. I believe it would enhance the learning process if reading material for other classes were used in the English class and if actual reading tasks for research projects could be incorporated into the course.

V. Activities

A. Prereading Activities

I viewed prereading objectives as divided into three areas, although they were often addressed in one activity. These three areas involved introducing the students to and having them practice stimulating background knowledge, examining the structure, title, pictures and graphs for content clues and guessing what information may be written in the article.

To reiterate what I wrote earlier, prereading activities were designed and routinely practiced in the class in order to set the pattern for the students to bring to their immediate attention what knowledge they already had about a topic to be read about and to use this knowledge with obvious clues from the text to make predictions about the content of the article. As recommended by Brown, Armbruster and Baker (1980)⁷ and by Grabe (1986)⁸, I did not give the students sets of rules to follow blindly, but instead I tried to bring to their awareness reasons for adopting these strategies so that the students would be able to modify them. I made every effort to give explicit instructions with extensive modeling of the exercises and to provide structured and free opportunities to practice the strategies.

At the beginning of the semester, I would draw the students' attention to the title and subtitles of the article and would initiate a discussion about vocabulary. The purpose of this exercise was to establish the routine of identifying article topics and of recalling and clarifying background knowledge of the topic. Then I would lead the class through a structured oral question and answer session about the key points from the title. Students more often than not answered in Spanish since English production was not a concern of the course. Due to my limited Spanish comprehension, answers often had to be repeated and clarified sometimes with the help of other students. This greatly enhanced the exercise of remembering information, clarifying the information and also sharing information among colleagues. The Mexican students tended to believe the teacher to be the only source of valid information in a class, and I hoped to give the students an alternative view of having colleagues as resources also. This was to help them be less dependent on the teacher.

During the first few classes, I organized the questions so that they somehow connected with general information known to all of the students. This often required that I use my science background to find the connections. For example, I introduced an article about the greenhouse effect. The students were not familiar with this term. Consequently, I asked questions about light energy converted to heat energy through one-directional transmission of solar rays through glass, i.e. the basic principle for the construction of

greenhouses. These facts the students understood and could discuss. Then I asked the question about the composition of the layers of the earth's atmosphere since an attached diagram depicted the earth's atmosphere. Again, the students knew the correct answers. Next I had them draw the parallel between the panes of glass in a greenhouse and certain layers of the earth's atmosphere. Some of the students made the connection and immediately realized that the greenhouse effect must deal with changing the protective layers of the earth's atmosphere and the resulting increase in the temperature of the inner atmosphere due to heat buildup. Throughout the exercise I was careful not to supply the answers and lecture about the background information or information from the text. I did not want to set a precedent of filling in the students' lapses of comprehension. When I asked for predictions about the content of the article, some of the students could respond with more focused and relevant questions or statements than others. These students probably comprehended more than the others. I had to keep in mind that although the process of comprehension of meaning was the goal of the course, the comprehension of the actual information in each article was not important.

As the students became more comfortable and familiar with this procedure, our prereading discussions became freer. I had to ask fewer leading questions and could vary the procedure to involve less teacher-centered discussion and more individual and small group work as well. Only occasionally did I have to steer the class from drastic sidetracking. It

seemed necessary to allow the students to discuss some information not found in the article in order to improve their capabilities of critically determining the scope of an article, deciding what was missing in its content.

Another routine aspect of the prereading activities was to look at the structure, the titles, the pictures, the graphs and the captions before reading the article. I believe that once readers are absorbed in the details of a text, they often miss these valuable clues. Sometimes we would use all of the clues to make content predictions and sometimes we would use them to improve predictions made from the title.

Once in a while I would give the students a few minutes to browse through the text to search for more clues. At times my instructions would include taking several minutes to read the first and/or the last paragraphs of the article also searching for more clues. I hoped that these exercises would break the students of any notion or habit they had that articles were to be read through once thoroughly from start to finish.

Consistently, the students made the predictions without relying on me to give one first. I often had to remind the students that the importance of making predictions was not to have correct answers but was to aid in reading as they were to validate or invalidate their guesses. Hence, I never corrected predictions nor ranked any contributions, though I did ask for clarifications if I was confused or if I thought

the student was confused about vocabulary or grammar, for example: "What is the effect of CO₂ in the atmosphere?" and "How is CO₂ affected by the atmosphere?" These are two distinctly different questions. I tried carefully not to determine what should be of importance or of interest to the students. Most importantly, I tried to be satisfied with various levels or ranges of background knowledge among the students, keeping in mind that each individual's learning of the comprehension process was our goal. I would not be working towards this goal if I dictated information to the students allowing them to read the article.

As we began reading longer texts, I would ask the students to read the text section by section and to make or revise predictions about the content as they completed one section before moving on to the next. The purpose of this type of exercise was to indicate to the students how information in the beginning of a text could be used as background information for what material was to follow. My guess was that this type of thinking process may also enhance the students' memory through review.

B. Reading Activities/Strategies

It seemed crucial not to allow the students to translate written work word for word. To this end, I did not encourage the students to use dictionaries and I refused to answer every question about vocabulary during the assigned reading periods. Sometimes the students were asked if they thought the meaning of the particular word in question was crucial for fulfilling the purpose of the reading assignment. If they said "yes", I gave them the meaning. Sometimes the students were encouraged or led stepwise through the process of guessing and validating the meaning from the context. Sometimes they were given several minutes to scan the article for five to ten key vocabulary words that they did not know the meaning of but considered to be important. These words we worked on as a class to define. All of these exercises were aimed at having the students evaluate the importance of a word for comprehension, determine if they could guess the meaning with syntax or contextual clues and not overload their memory with new definitions that may not fit the use of that word the next time it was encountered.

It was just as important not to give the impression that every detail of an article had to be fully understood as it was not to support word for word translation. We rarely worked completely through any text. If the students were not to study a text, they were asked to skim for the overall

message, to scan for certain details or to study only certain sections before moving on to the next article. An example of one such exercise was to ask the students to write five questions they predicted would be answered in the text. From these five questions, I selected one question for which they were to read the article specifically to answer. If they were interested enough in an article to want to read it more thoroughly than they could in class, they could borrow a copy to read on their own time. Another example of this type of exercise was to have the entire class skim the article and then to divide the article among small groups. Each group was responsible for explaining their section in detail to the rest of the class. Of course the structure of the information in the article determined the type of reading exercise that was suitable or possible.

I tried very hard not to overwork an article since I did not want to promote the idea that if the students couldn't fully comprehend an article then they shouldn't even attempt to or the idea that they had to spend all the time and energy to study in its entirety every text presented to them if it wasn't necessary. I hoped I could influence the students to not quit reading because of a lack of confidence in their ability to read perfectly every article entirely.

C. Follow-up Activities

The main purpose for follow-up activities was to simulate meaningful real life exercises so as to increase the students' awareness of and ability to use reading strategies at anytime. More specifically, we concentrated mostly on three of the strategies during the follow-up activities: combining old and new information to enhance memory, improving decoding skills and self-evaluation and improving comprehension.

As a means for combining old and new information in memory, students were asked to review their predictions about the content made prior to reading and to update the predictions. If guesses had been made in the form of questions, the students were asked to answer those questions that had been covered in the article. If the predictions had been shared with the class, we would discuss those relevant to the text. Often during these discussions, students' questions about the information would be raised for further discussion. I happily encouraged these further discussions as a valid method for self-evaluation of comprehension. If the students had been particularly interested and involved in the text, invariably more old information that had been recalled during the reading would be brought up during the discussion. Hoping to make the activity meaningful, I used my science background to help me discuss with the students the scope of the material

and further applications or influences of the technology or research in the article.

Most students were quite comfortable doing exercises to improve their decoding skills since these types of exercises were a familiar routine similar to the education techniques used in their previous language classes. As always, I tried to design meaningful activities by using the text as the focus of the activities. For example, I would have the students do a vocabulary matching assignment in which their only resources were their memories and the content of the text. I reminded students to use clues such as parts of speech, cognates and familiar morphemes when they were having difficulties. And I would encourage the students to make intelligent guesses from the content of the article.

As with vocabulary exercises, all grammar exercises directed students towards recognition rather than production of patterns. I used Jan Froderson's analysis of grammatical structures that are prevalent in scientific writing, such as passive voice and modal verbs for prediction. However, I again allowed the text and the students' interests to dictate the grammar objectives. After several weeks of class, it became apparent to me that being able to simplify complicated sentences increased the students' confidence. As a result we spent some time forming two sentences from sentences containing embedded sentences. Short impromptu exercises involved the students in finding the core of complicated

sentences and then reading the information piece by piece. I was careful not to permit students to do this kind of analysis to every sentence but rather encouraged the students to decide how important the sentence was for the purpose of the reading assignment. Grammar lessons were not lengthy and became more and more infrequent during the semester since the students already had a solid grammar foundation and since they tended to forget the larger purpose for reading while doing the grammar exercises.

As I mentioned earlier, the third reading skill, self-evaluation of comprehension, was the most difficult to model. Students were prone to make an attempt at assignments for the sake of a grade without giving thought to correcting their mistakes or improving their responses.

My first objective was to have the students recognize where they had the most difficulty in understanding some material. Unfortunately, we had to share articles in the class and often with other classes so the students were not allowed to mark the texts with underlines or notes in the margins. I did ask the students to note mentally or on separate pieces of paper areas where they knew they had problems understanding. During discussions following the reading period, the students were to check their own comprehension. I also continually asked the students to validate or logically support their answers and responses in the discussion in order to instill in the students the habits

of critically evaluating what they had comprehended. With these routines, students began to pay attention to their own understanding of a text both with their obvious difficulties and the sections that were seemingly easy to comprehend.

I refrained as much as possible from evaluating and correcting the students' comprehension. I did not want the students to rely on my help in this area. Aside from designing and facilitating follow-up activities, encouraging questions and directing the students towards finding the answers themselves, I did not get involved. It was, however, necessary for administration purposes to give quizzes to be graded. I corrected the mistakes on the quizzes by directing the students back to the text and pointing out the clues to the correct answers. I tried very hard not to give the impression that there was a minimum quantity of information that had to be understood.

The second objective was to present strategies for improving comprehension once they could evaluate their own level or degree of comprehension. Once presented, it was important that the students practice these strategies. From the beginning of the course, I continually directed the students back to the article to reread sections for clarification of miscomprehension. Sometimes rereading involved skimming and sometimes studying the text depending on the difficulty that the student had. I hoped that this was a habit that the students would all maintain and indeed I

noticed quite a number of students would regularly refer back to previous sections of an article without my instigation.

I also assigned group tasks reminding the students that their colleagues were valuable sources of information and help for understanding the text. Initially the students would immediately turn to me for judgement and assistance but gradually they come to me less frequently and only after some discussion among themselves. I found it necessary to rearrange groups with new assignments and to intersperse group work with individual work so that the students did not begin to rely on each other too heavily. This was, of course, more of a problem in the smaller class than the larger one.

I found practicing study techniques to be appropriate activities for working on self-evaluation and improving comprehension. I wrote some assignments that required the students to write comprehension questions and then to answer each other's questions. We also spent considerable time outlining, mapping and summarizing content. These types of activities were flexible enough to allow the students to pull out of the articles what they determined to be important, thus leaving the students satisfied to exclude some material. Students soon learned that there were no exactly right or wrong answers and that there were no limits to the quantity of information that they had to absorb.

D. Assessment Activities

Developing assessment tools was extremely difficult and is worthy of an entire report on its own. It was easiest to set exams that tested the product of the students' reading or the student's comprehension of details. It was much more difficult to set an exam that tested the students' progress in learning reading strategies and even more difficult to determine a standard by which to evaluate results. All I have included in this report is to say that I gave periodic comprehension and vocabulary quizzes to encourage the students' sense of responsibility for the course and to give them concrete evaluations in order to reduce uncertainty. I used classroom participation, the change in degree of dependence on me and on dictionaries during reading time, the change in ability to make appropriate and relevant guesses and the relative change in reading and working rate to check on the students' progress in learning reading strategies.

VI. Conclusion

I would not recommend nor did I develop these materials to be used as they are for future courses, mostly because the reading material is already out-of-date. Science and engineering fields are rapidly changing and in order for the materials and activities to be meaningful and appropriate for real life situations, the articles and texts must be very current.

I would, however, suggest that these objectives and lessons could be used as models for designing new courses. I realized, while teaching, how brief the classtime seemed, which reinforced my determination to teach the students how to improve their reading skills on their own and to encourage them to do so.

The students indicated that they appreciated the diversity in reading material and activities. They readily switched their reading style such as skimming or studying depending on the lesson plan. In hindsight, I would suggest giving more direct verbal reminders to the students to check their own progress in using the skills. I firmly believe that the classroom discussions were effective in encouraging them to recall their background knowledge and to make guesses concerning the texts' content. These discussions also provided frequent, nonthreatening indication of their level of

comprehension assuming that the students took the responsibility to compare their understanding with the others'. I would recommend that the students be given a more routine systematic testing of their decoding skills in order to encourage the students to improve the skills and to take notice and be confident in their improvement.

Appendix A: Lesson Plans

I selected the material for the lessons to focus on the topics Pollution/Environment Concerns, Electronics and Technology in that order. The lesson plans are in order but not in one hour or one and a half hour units because we never followed the schedule exactly with many unexpected interruptions and I soon learned not to plan for the scheduled class times. I left the lessons in this report as I planned them so that the comments I made for each presentation and exercise directly followed the corresponding lesson. I did not describe vocabulary quizzes or the review of work returned to the students. I edited my comments eliminating the discussion of individual students and the problems and character of the unique classes.

1. Time: 1/2 hour

Objectives: For teacher and students to become acquainted.

To introduce students to the course objectives, basic syllables and grading system.

To introduce students to basic class rules.

To encourage students to use English or Spanish, to assist teacher with Spanish and to supply text for other classes.

To establish a productive but uninhibited atmosphere.

To assess general level of students' comprehension.

Procedure: Teacher introduces herself. Attempt using Spanish hopefully to encourage students to attempt using English.

Repeat students' names after them.

Give students course objectives:

Independent readers of technical English

- ability to read for different purposes: skim, scan, study
- ability to use contextual clues to enhance comprehension
- ability to use background knowledge to enhance comprehension
- ability to use other resources to improve comprehension

- ability to self-assess comprehension.

Encourage students to evaluate their own needs and request help in that area.

Give students the grading system. Encourage attendance and class participation in English or Spanish.

Give students class rules.

- Door closes 15 minutes after class begins
- No food or drinks
- No cheating
- Make-up tests or assignments done on students' own time arranged ahead of time with teacher
- dictionaries are allowed unless told otherwise.

Give students office hours.

Comments: Each class had one or two general spokesmen whose English was relatively good from having lived in California. I allowed spokesmen to continue to represent the class, thinking it may take the pressure off any need to produce English since production is not a course goal and to encourage class unity. However, I made a visible attempt to understand each student's Spanish hoping to discourage any thoughts of favoritism.

I decided to write as much as possible on the board to give the students visual clues since the course goals

are to improve reading comprehension and not oral comprehension.

2. Time: 1 hour.

Materials: Noel Grove, "The Enemy Within", National Geographic, April 1987, pp.528-9.

Objectives: To have the students guess the content from titles, subtitles, and pictures.

To stimulate thought and class discussion about the general topic.

To make students aware of cognates.

Procedure:

Handout photocopied texts and ask students to read the titles, subtitles and look at pictures, then to make guesses what the article is about. Set a limit of five minutes.

Ask for guesses about content and write them on the board. Ask student where they got the clue for their guess, i.e. title, graph.

Ask students for examples of pollution around school, in the city, in Mexico. Generate discussion about the results or consequences of pollution i.e. health, wildlife, landscape.

Have students scan the article for cognates and write them down. Write the example contamination-contaminacion on the board.

After 5-8 minutes have the students write examples on the board.

Once the examples are on the board get the students to check each others' work, especially part of speech agreement.

Together, highlight morphemes used as suffixes or prefixes, ex. tion/clon, ly/mente.

Collect the articles.

Comments: Students were reluctant to volunteer guesses so I had them work in small groups of 2-3. They stayed in these groups for the rest of the day and were willing to participate.

I must be attentive to what the groups talk about!

3. Time: 1 1/2 hour.

Materials: Noel Grove, "The Enemy Within", National Geographic, April 1987, pp.528-9.

Objectives: To have students practice silent reading for comprehension.

To review question words.

To have students examine word order in English and Spanish and make a comparison.

Procedure: Have the students read the article. Allow them to use dictionaries.

In small groups have the students answer for paragraph one and then paragraph four and five the following questions.

What was being polluted?

Who/What was the cause of the contamination?

Where was the pollution?

How was the contamination occurring?

Why was the pollution not controlled?

Have the volunteers from the groups write answers on the board. Allow them to write word or phrase answers if they are unsure of forming sentences. Allow the volunteers to ask for reassurance that their answers are correct but don't instigate the process.

Don't correct spelling or grammar once the answer is on the board.

Ask the students to check the answers with their own and with the text. Discuss any confusion or differences of opinion.

List on the board any guesses made about the text from the previous class. Ask for the students' assistance. Discuss which and how many guesses were accurate.

Then write the following sentences from the text on the board and ask for volunteers to write the Spanish translation underneath. Allow several students to collaborate on translations.

Copying machines emit noxious ozone.

Plants and pesticides leak chemical vapors.

Poorly vented kerosene heaters and wood stoves put out unhealthy amounts of carbon monoxide and nitrogen dioxide.

Newly installed carpets give off formaldehyde, causing headaches and irritating eyes, nose and throat.

Have the students indicate the verbs in each English and Spanish sentence underlining it and marking it with v. Repeat this procedure for the subject and object of each sentence.

Compare the word order for English and Spanish.

Repeat the same routing for nouns, adjectives, adverbs and prepositional phrases and compare English and Spanish word order.

If there is any extra time, have the students work in pairs quizzing each other on recognizing parts of speech and word order in other sentences in the article.

Comments: Allowing the use of dictionaries was disastrous because only one or two students had them and students waited to use them. The time was not spent in silent reading. I will have to devise some other plan for dealing with the students' vocabulary questions.

Students are generally hesitant to ask a question unless I circulate among them making it easy for them to use their texts and papers to help make themselves understood.

4. Time: 1/2 hour.

Materials: Noel Grove, "The Enemy Within", National Geographic, April 1987, pp.528-9.

Objectives: To test students' reading comprehension.

To test students' recognition of question words.

To have an initial evaluation of question words.

Procedure: Write the following questions on the board and have the students write their answers on a piece of paper to be handed in. No dictionaries and no collaboration.

1. What is the hazardous nuclear reactive process in New Jersey?
2. How is the gas removed from basements of buildings?
3. What items give off toxic fumes in a home or office?
4. What are some natural pollutants?
5. Which hazardous items would be a problem in city buildings?
6. Which hazardous items would be a problem in rural buildings?
7. What is one solution to air pollution problems in buildings?

Collect the students' papers and then discuss the answers together.

Comments: This test was poorly planned. I didn't use several question words. At once it was apparent that students were struggling to understand some of the questions. Maybe they panicked since I used words not found in the text, so I allowed the students several minutes to ask outloud for the definition of words in the questions.

As I was marking the answers I realized that the students had copied complete sentences from the text, probably guessing that the answer was somewhere in that sentence. If I decide to test them using a similar method, I should have them answer in Spanish and find somebody to help me evaluate the responses.

5. Time: 1 hour.

Materials: South Magazine, June 1987, pp. 106-8. (includes four articles)

Objectives: To have the students practice scanning articles to determine content.

To discourage students from immediately doing word-to-word translation.

To encourage students to search titles, subtitles and pictures for clues before asking questions and looking up definitions in dictionaries.

Procedure: Before handing out the articles, ask the students what they look at first when starting to read an

article. List responses on the board suggesting possibilities they missed.

title, subtitles, pictures, graphs, first and last paragraphs, author's name.

Ask them why they look at these parts of the text first and list responses on the board.

habit, catches the eye, guess about content, see if it is interesting, see if I read it already, judge how complex or how long it will take to read.

Assure the students of the value for browsing through articles before reading, especially reading in a second language when any clue is a help in focussing. Instruct the students that they will be practicing these techniques of scanning in order to determine the article's content. (Give instructions before handing out the article. Ask them to work silently and alone.) On the board:

Which of the four articles would you read to find more information about: (write down where you found your clue.)

1. pollution in Costa Rica.
2. pollution in Tabasco state.
3. medical powers of mussels.
4. the effects of petroleum industry on the environment.
5. statistics about pollution in Coatzacoalcas.

6. the hazards of pesticides on banana plantation workers.
7. the pesticides sold by US chemical companies.
8. medical research in Auckland, New Zealand.
9. how much damage has been done to the region along the Gulf of Mexico.
10. the main causes of pollution in the Coatzacoalcos river basin.

Circulate and give individual attention but do not define anything or describe the articles in any way. (No translating.) Put the answers on the board and discuss. Make the students describe how they found an answer or any difficulty they had.

Be precise about the first and second articles. The first is a description of causes and effects and possible solutions. The second gives scientific statistics and comparisons.

Follow-up Activity: Ask the students for reasons to use these scanning techniques.

Selecting pleasure reading.

Selecting articles for research information.

Determining the nature of an article (scientific, political, etc.).

Making guesses about an article to help comprehension.

Searching an article for one piece of information.

Comments: The students seemed interested and were more eager to give their opinions. Students seemed pleased that they could do so well. I must remember not to lose the attention of the students with poor oral/aural skills by somehow making it nonthreatening for them to admit they need help, by randomly asking somebody to translate what I said and by attempting to repeat the Spanish translation.

6. Time: 15-20 minutes.

Materials: Mike Rose, "The Cost of Mexico's Filthy Riches", South Magazine, June 1987, pp.106-7.

Objectives: To stimulate students' memory of background knowledge.

To have the students share knowledge to encourage them to use each other as resources.

Procedure: Spend some time discussing the Coatzacoacos region and Minatitlán. Have somebody draw on the board where it is on the Gulf of Mexico. Topics to discuss:

- Anyone been there and when?
- What does it look like?
- Geography - flat swamps and mangroves.
- Population - new growth? are they educated?
- Industry - oil refining - what pollution is connected to oil refining?

Comments: The students seemed to know very little of the area, therefore, I could not encourage any discussion.

7. Time: 15 minutes.

Materials: Mike Rose, "The Cost of Mexico's Filthy Riches", South Magazine, June 1987, pp.106-7.

Objectives: To encourage the students to use the title as a clue to the article's content.

Procedure: Discuss the title: The Cost of Mexico's Filthy Riches. See if any student can define filthy and/or riches. Have the students guess at the meaning encouraging correct guesses. If they are struggling have them pick out word order (Riches - noun, filthy - adjective). Have them look at the stems of the word (rich, filth) and then have them answer the meanings of the suffixes (-es, -y).

Next have the students guess what the title means in terms of the article. Make several students guess but give no indication of right or wrong guesses. Save the guesses.

Comments: It was beyond my Spanish and the students' English capabilities to explain the expression, filthy rich. I tried but I couldn't be sure that they understood me correctly and that I didn't create excess confusion. They did make quite a few accurate guesses about the

content so I feel confident that the exercise was worthwhile.

8. Time: 1 hour.

Materials: Mike Rose, "The Cost of Mexico's Filthy Riches",
South Magazine, June 1987, pp.106-7.

Objectives: To have the students practice silent reading for thorough comprehension.

To encourage students to practice the skills of guessing the meaning of vocabulary from contextual clues.

Procedure: Have the students read the article. Don't let dictionaries slow them down. Write the following two lists of words on the board adjacent to each other while the students were reading. Allow them to use their memory or the text to match the English words with their Spanish equivalent. Encourage educated guessing using parts of speech and content clues.

environment	redención
threaten	capa, estrato
redemption	aun cuando
attempt	sólo
even if	ambiente
while	mientras
swamp	temtar, probar
layers	amenazar
treatment	trato
according to	pantano
ravage	destender
ignore	ambos
achieved	poner en operacion
only	ya
dredge	según
both	acabar, realizar
lack	asolar, arruinar
already	renovacion, reanudacion
launch	falta
renewal	dragar

Collect the answers and pass them out to other students.

Have them correct each other while you go over the answers on the board. Help the students recognize gerunds or past participles formed from verbs (in English and Spanish).

Comments: Most students would have worked on this for hours.

I had to remind them of time limits. As time ran out, they would make more guesses often some wrong ones. They must be reluctant to guess. Then I had to collect the papers before some were finished. I must be careful not to encourage sloppy, careless work. I must remind

them the purpose for guessing and remind them to use a dictionary or another resource if their guesses don't make sense or if they are still having difficulty understanding the text from their guesses.

9. Time: 45 minutes.

Materials: South Magazine, June 1987, pp.106-7. Slips of paper with questions about the topic of each paragraph.

Objectives: To practice reading comprehension.

To acquaint the group with topic sentence identification for general comprehension of the article.

Procedure: Have the students work in pairs. Divide the article among them. Hand out one or two questions to each group and explain that each question is about the main topic of the paragraph. Have the students decide on the answers to the questions together. Have the pairs explain their answers to the class (encourage English). List the answers on the board in the order of each paragraph. Point out that the topic sentences give a general summary of the article. List their guesses about the content from a previous lesson on the board and discuss which guesses were close to the actual content.

Comments: Answers were not concise. I should have put a limit on the number of sentences. Wordy answers made it

difficult to form a general summary and to make their point. I must be careful not to encourage guessing only when the students think they are right.

10. Time: 45 minutes.

Materials: Mike Rose, "The Cost of Mexico's Filthy Riches",
South Magazine, April 1987, pp.106-7.

Objectives: To reintroduce non-restrictive relative clauses using 'which', subjects of embedded sentences.

To have the students identify the clause in a sentence and its components.

To have the students identify what the clause describes.

To have the students form two sentences from one sentence containing a clause in order to simplify the text.

Procedure: Write on the board:

Relative clauses (embedded sentences) using 'which'.

Then write:

The article, [which describes pollution problems], was published in South Magazine.

Together with students identify the clause and what it describes. Write the embedded and main sentences separately.

The article describes pollution problems.

The article was published in South Magazine.

Indicate that 'which' takes the place of the subject (article) in this clause. Remind the students that all sentences in English must have a subject and a predicate or verb.

Present a second example sentence and follow the same steps as before.

I found the article, [which describes pollution problems in a South Magazine].

Point out the differences between the two sentences.

Relative clauses can describe subjects of sentences or direct objects of sentences or objects of prepositional phrases. Relative clauses always describe nouns or pronouns. 'That' can be used instead of 'which'. Only explain the difference between the limiting 'which' and 'that' if the students seem already competent identifying clauses. 'Who' is used in a clause when the subject noun is a person(s).

Dr. Restrepo, [who is the head of the centre for Ecological Development], said the problem is twenty-five years old.

Separate this sentence into two sentences if the students wish to see them.

Exercise: Have the students work individually to find the four relative clauses in the article and then have them write two separate sentences about the one. Have four volunteers write the answers on the board. Have the

students sit down and check the other groups work.
Answer any questions.

Comments: It didn't seem necessary to stress the different occasions for using 'which' and 'that' since this is not a production class and since the students did not seem comfortable with the lesson. As I checked the students' work it became obvious that the students weren't aware that clauses directly followed the nouns which they described. I had to stop their work and point this out. I also had to indicate that this simplification process was to help them with or to check their comprehension, that they did not need to fully comprehend the sentence in order to complete the exercise. I wanted them to know that following rules of grammar could help their comprehension. I intend to follow up this lesson by asking them to use this decoding skill other clauses when they have a comprehension question. I should have clearly stated the object of the lesson to help the students be aware of this tool to aid comprehension.

11. Time: 15-20 minutes.

Materials: Mike Rose, "The Cost of Mexico's Filthy Riches",
South Magazine, April 1987, pp.106-7.

Objectives: To practice making guesses about content from the title.

To have the students participate in a structured exercise to make guesses about vocabulary meaning from the content and a dictionary when various meanings are given.

Procedure: Discuss the title with the students Catalogue of Devastation. What would they guess the article is about? How could it differ from the previous article? What might it add to the previous article information? Have them read the final paragraph with all the italicized titles. Discuss what the word 'volume' means in this context. (series of books.) Ask what other meanings 'volume' may have if size or bulk is not given. Ask what comes in volumes. Answers to elicit are encyclopedias, reference books, magazines. Have the students find the word 'lead' in the text. Ask somebody to give the dictionary definitions and write these on the board. Ask which definition makes sense in this context and how do they know. Discuss parts of speech clues.

Comments: In order to keep the class together, I had to write the sentence containing 'lead' on the board. Otherwise I was asking them to rely on their oral comprehension too much.

12. Time: 1/2 hour.

Materials: Mike Rose, "Catalogues of Devastation", South Magazine, April 1987, pp. 106-7.

Objectives: To practice reading comprehension.

Have the students begin considering what is important in the article.

Have the students take serious part in their own learning through designing comprehension questions for each other.

Procedure: Ask the students to select one important part of the article to write a question about for the rest of the class. Give an example. Caution them to have a narrow focus. Have them write the question in Spanish and try to translate into English. Circulate to offer help only with the translation, not with the question. Allow the students to help each other form English questions from the Spanish, but don't allow them to share the answers or the important aspect they chose. Have each student write their question on the board. Ask the students to answer each others' questions. Collect answers and discuss them together.

Comments: Some students weren't quite ready for this responsibility being reluctant to say what was important. I began to encourage those students to write a question about what they could comprehend and not to

worry about challenging the rest of the class. I had to reassure the class again and again that the point was for them to be able to answer each others' questions. Maybe I should not have given the students the plans for using the question before they wrote them. I made a point of not collecting the questions but only the answers, telling them that checking their participation was what mattered to me.

13. Time: 45 minutes.

Materials: Mike Rose, "Catalogues of Devastation", South Magazine, April 1987, pp. 106-8. Slips of paper with vocabulary words on them (flashcards).

Procedure: Hand out little pieces of paper with an English word on them. Have three pieces of paper for every word. Each student is responsible for writing the translation on the back. They can use their memory, the content of the article, their neighbor or a dictionary. Collect them and go over the answers with the class. Divide the class and the words into small groups and have them use the papers as flashcards. Exchange the groups of words every so often.

among	however
discover	relationship
yet	outstanding
huge	degree
up to	massive
carcinogenic	eradicate
heavy	purpose
nickel	link
lead	such
lower	

Comments: This class went smoothly. The students seemed anxious to memorize the vocabulary and to test each others' memory. Maybe I should use their competitive character more. I should allow the students to select the words to focus on in each article and maybe quiz them regularly in order to encourage them to be responsible for some memorization.

I have the feeling that the security of being able to succeed on those quizzes may enhance their confidence in themselves.

No grammar point seemed obvious and important in this article so I skipped giving a grammar lesson; however, we did review the verb 'to be', conjugating it in present and past tense when several questions were asked about rather complicated sentences where the short subject was put at the end of the sentence for emphasis. The students wrote several examples on the board and I showed them how the word order may be switched. I had them tell me if this word order switch was possible in

Spanish, hoping to help clarify the discussion to those who couldn't follow the conversation. I casually asked them to look for other examples in the text where the verb 'to be' followed a long and complicated subject.

I hope more of these student-generated lesson objectives would be initiated but I realize how flexible I must be and how discerning I need to be in determining whether something is too complicated to do on the spot or whether I should save the question and prepare a lesson on the topic for the next class period.

14. Time: 45 minutes.

Materials: Noel Grove, "A Global Greenhouse", National Geographic, April 1987, pp.514-15.

Objectives:

To practice the habit of stimulating background knowledge before reading an article

To practice using content clues from the title, subtitles, graphs and pictures to make critical guesses about the content.

Procedure: Discuss the following questions:

What is a greenhouse or glasshouse? (invernadero)

How does it work? (one way transmitter of energy)

Has anyone heard of the greenhouse effect in the atmosphere?

Describe ozone layer and its uses. (ozone to oxygen decay)

Describe the action of CO₂ in atmosphere.

Describe how CO₂ gets in atmosphere. ($C + O_2 \rightarrow CO_2$)

Hand out article but don't allow them to read it.

Have the students answer these questions based on clues from the title, subtitles, graphs and pictures. The work should be done alone first and then as a class discussion. Write the answers on the board.

1. Where is the most CO₂ in the atmosphere?
2. Who burns the most fossil fuels?
3. Who burn the least fossil fuels?
4. What do you guess the population is like in the high CO₂ areas?
5. What in nature would reduce CO₂ in the atmosphere?
6. What is the connection between question 4 and 5?
7. Who are reducing their amount of fossil fuel burning?
8. Who are not?
9. What is the result of the greenhouse effect?

Discuss as a class what they know before reading the article and where they found the clues. Encourage the students to challenge and question each other. Don't supply the answers for them.

Comments: I had assumed wrongly that somebody in the class would have heard of the greenhouse effect prior to the

class. I found I was giving them background knowledge. I was answering questions teaching them the subject of the article. This reliance on me to prep them before reading an article was not fostering independence in the students. Thankfully, the students could read graphs and could make accurate guesses about the article's content.

15. Time: 1 hour.

Materials: Noel Grove, "A Global Greenhouse", National Geographic, April 1987, pp. 514-15.

Objectives: To practice silent reading. To practice reading to confirm guesses.

Procedure: Have the students read the article. Be slow to answer questions encouraging them to figure it out as best they can by themselves. Ask them the clues they found from the title, subtitles and graphs were helpful in understanding the article. Ask for examples where these clues were then found in the text.

Comments: I have to limit dictionary sharing and chatter so that students each read for themselves. I think the students were pleased to confirm their guesses since they were mostly correct and covered most of the article.

16. Time: 45 minutes.

Materials: Noel Grove, "A Global Greenhouse", National Geographic, April 1987, pp. 514-15.

Objectives: To begin making students responsible for determining important vocabulary to remember.

To be able to identify gerunds and the root verb.

Procedure: Have the students reread the article each selecting two crucial vocabulary words to form a list for memorization. Write the list on the board and as a class determine the Spanish translation.

Ask the students what a gerund is? Make sure that the students know that gerunds are forms of verbs used as nouns.

Ask for examples of gerunds in Spanish.

Discuss how gerunds are formed - infinitive + -ing, then translate them into English.

Split the students into groups and assign them part of the passage. Have them find the gerunds, identify the verb and write the phrase including the gerund on the board.

example: the burning of fossil fuel
to burn

Have the students check each others' work to determine if all the gerunds have been found, if the phrases are complete and if the verb root has been correctly identified.

Have the groups identify how the noun is used. For example, direct object, object of a preposition. Review the uses of noun gerunds and let the correct examples on the board.

Then focus on gerund resembling clauses or participles.

example: including the Soviet Union

bringing heavy rains

flooding many cities

the growing burden of CO₂

Explain that they aren't gerunds used as nouns in sentences.

Point out the difference between gerund and present progressive - be + verb + -ing.

Comments: This vocabulary exercise worked well. Students asked me few questions while reading and seemed less concerned about knowing the meaning of each word. I also didn't have to explain the meaning of the same word numerous times, trying not to interrupt the whole class while they were reading. However, I must be careful while working out the meaning of vocabulary from the context with the entire class that the class is not relying on a few students to do the work each time. I must get more comfortable calling on individuals to help without intimidating them.

The students basically knew the grammar as I had suspected. They could describe a gerund and its uses. They were bored with this assignment. Some asked why

they had to bother with grammar. I said to review the points so that they could be used to help understand complex sentences. Others just chatted the whole time.

17. Time: 1 1/2 hours.

Materials: Philip Shabecoff, "Antarctic Ozone Loss is Worsening", New York Times, Oct. 1987.

Objectives: To practice scanning an article for details.

To introduce the students to the reporting style of newspapers.

To help the students critically evaluate the source(s) of information.

Procedure: Give the students some message from the department head.

Write the directive on the board in the form: Thom said that all books are to be returned to the resource room today.

(Avoid translating immediately.) Discuss how I carried the message from Thom to the students and how I didn't quote him word for word or else I might have written, Thom said, "All students with material from the resource room must return it pronto!"

Ask the students where they may see this reporting style.

Hand out the article. Divide the class into four groups. Give them five minutes to find phrases in the

article similar to: said that. Work through the first paragraph together. Have the groups write their results on the board. Clarify any vocabulary and eliminate any relative clauses using 'that'.

Ask the students to identify two causes of ozone destruction reported in the article's picture caption.

1. man-made chemicals
2. local weather

Have the students read the article.

As a class, list on the board all the sources of information given in the article.

Discuss the science and political background of the sources including the author and the credibility of the information based on the source.

Comments: I am going to try to avoid translating instructions.

It seemed to work well today.

I reminded the students to break complex sentences that confuse them into smaller manageable parts. Recognizing an indirect quote could possibly help them simplify sentences.

The class went smoothly until the final discussion activity. The students did not have or were not willing to give an opinion on the validity of the information. I asked them what they would think of an article (written by the producers of aerosol deodorants) saying there really was no ozone destruction problem. I got a few meek responses but not real discussion. I don't

know if the students are not comfortable with critical thinking or if they are not confident enough with their English capabilities to form opinions.

18. Time: 1 hour.

Materials: Overhead projector, Simplified version of Noel Grove, "The Ozone Enigma" National Geographic April 1987 p.517, Quiz.

Objectives: To evaluate the students' vocabulary, reading comprehension of a familiar topic, and specific grammar points.

Procedure: Place text on overhead. Hand out questions.

The Ozone Enigma

What is causing a hole over the South Pole in the atmosphere's ozone layer?

Ozone, which is a noxious form of oxygen, impairs vision and breathing, when it occurs in smog. But in the upper atmosphere, 12 to 30 miles above the ground, it protects life on earth by intercepting the sun's damaging ultraviolet radiation. (1) the past eight years, this protective layer of ozone has become thinner each spring over the South Pole. From 1979 to the present, a hole had deepened, within which ozone concentrations have fallen by 40 percent. Some

scientists believe the ozone was attacked by chloroeflourocarbons, which are widely used by nitric oxide produced in the atmosphere by the sun during an active solar cycle, or that the ozone was pushed aside by upwellings of air from lower levels of the atmosphere. Whatever the cause, the potential effects could be serious. If the ozone continues to disappear, skin-cancer incidence could rise sharply.

1. Choose the correct word to fill in (1)
A. Before B. However C. During D. Yet
2. Give the Spanish translation for the words underlined (___), in red.
noxious -
layer -
destroyed -
levels -
3. Give two cognates (pairs) and their parts of speech (adj., verb, noun,...).
4. Find an example of an indirect quote (ex. said that).
5. Find two 'which' relative clauses and form sentences from them by replacing the 'which' with the appropriate noun.
6. Find two examples of gerunds and give their part of speech (noun, clause).

7. Answer the following questions in Spanish or English:

- a) What is ozone's helpful function in the outer atmosphere?
- b) List two possible causes for the destruction of the ozone layer.
- c) What is the potential effect of the disappearing ozone layer?

Comments: As far as I could tell, there was no cheating. The scores were extremely high. Most of the mistakes were due to misunderstanding the questions. I need to develop a better evaluation method. I haven't discovered the students' weaknesses from this quiz.

19. Time: 1 1/2 hours.

Materials: Ron Dagani, "Chemists Seek Structural Clues to Ceramic Superconductivity", Chemical and Engineering News, Sept. 21, 1987, pp. 33-35.

Objectives: To give the students more responsibility for their own prereading exercises.

To have the students practice skimming written material.

To have the students begin reading longer articles.

Procedure: Hand out the text. Ask to read the title, captions and subtitle. Ask what anyone knows about superconductors.

Ask the students to write 3-5 questions that they think will be answered in the text. Collect the questions and write them on the board. Have the students answer any of the questions if possible from the information in the title, subtitles or pictures.

Assign each student one of his/her questions. Give them 15 minutes to skim the article for the answer to their question. They are not to worry about anything else in the article. Have the students share their answers with the class and where they found the answer.

Casually point out the questions for which no answers were found and indicate that maybe those topics aren't addressed in the article.

Comments: The following questions were student generated:

What is superconductivity?

What are ceramics?

How does temperature effect superconductivity?

Why are these superconductors so interesting?
applications

What is the composition of superconductors?

What effect does each element have on the
conductivity properties?

What importance do crystalline properties have in
conduction?

What other conditions are important for
superconductivity?

How do they make superconductors?

What is the difference between semiconductors and superconductors?

What does resistance mean?

Are there different types of superconductors?

What research must be done before superconductors can be used?

What problems do they have with superconductors?

What does 'structural clues' mean?

Some of the questions were vocabulary questions and having anticipated that, I did not assign them to students to answer. Most of the questions were relevant and every student had some answer to share. I had some difficulty translating questions into English and therefor some students correctly answered their own question but not mine. The subsequent discussions improved my Spanish and hopefully their English.

20. Time: 45 minutes.

Materials: Ron Dagani, "Chemists Seek Structural Clues to Ceramic Superconductivity", Chemical and Engineering News, Sept. 21, 1987, pp. 33-35.

Objectives: To have the students practice finding references for pronouns in the context of an article.

To have the students critically examine their own comprehension.

Procedure: Ask the class to find several pronouns on the first page of the article.

As a group determine the references for the pronouns.

Show that substituting the suggested references in the place of the pronoun can indicate the logic of the reference choice. Work through as many examples as seem necessary. Then have the students turn to page 33 of the article and ask them to find the references to the pronouns listed on the board. Have them work alone. Afterward, discuss the answers as a class. Talk about why wrong answers don't make sense when substituted in place of the pronoun.

Comments: The students had more difficulty with this exercise than I had thought they would. I immediately panicked thinking that they were not able to read English at all. When I questioned the students about how well they thought they understood the article, I found out that they found both the amount and the complexity of the material daunting. To avoid these articles would not benefit these science students. I need to find ways to build their confidence and encourage them to practice reading technical material.

21. Time: 30 minutes.

Materials: Jonathan B. Levine, Leslie Helm, Scott Ticer and Dave Griffiths, "Venture Capital's New Gold Rush", Business Week, Oct. 5, 1987, pp. 66-67.

Objectives: To introduce the students to the business vocabulary and rhetoric of industry.

To have students reword and articulate what they understand.

To continue the habit of finding structural and visual clues to the content of an article.

Procedure: Discuss the title of the article. They should be able to figure out the meaning of "Gold Rush" but may need some help with "Venture's Capital".

Divide the class into groups of four or less and assign each person in the group one company described in the insert. Have each student read about his/her company for several minutes. Next, have the students take turns describing his/her company to the others in the group.

Comments: As I suspected the title was incomprehensible to the students. Instead of explaining the meaning of the title, I allowed them to figure out the meaning as best they could. They knew that the article dealt with business. I returned to the title to discuss it after

they had read about the companies and their guesses were more accurate than previous and I informed them so.

I had to divide the students myself, not allowing friends to work with each other anticipating that the verbal descriptions of the companies would end up a general discussion of what each thought the text meant. Though I want the students to use each other as resources occasionally, I don't want them to become dependent on each other.

22. Time: 1 1/2 hours.

Materials: Jonathan B. Levine, Leslie Helm, Scott Ticer and Dave Griffiths, "Venture Capital's New Gold Rush", Business Week, Oct. 5, 1987, pp. 66-67.

Objectives: To have the students select which vocabulary they think is important enough to focus on.

To have the students begin discerning main ideas of paragraphs.

Procedure: Have the students read the article and as they read it, ask them to select three words for the meaning of for which they will be responsible. Inform the students of periodic vocabulary quizzes that will be given unannounced. After they are finished reading, complete a list of vocabulary words and divide the words and the students into small groups to determine the meanings of

the words. Ask one person to write the meanings for each group on the board.

Next write a main idea of the first paragraph on the board. Discuss what a main idea is and see if the students agree with the example on the board. Ask for several suggestions for the main idea of the second paragraph. See if you can come to some agreement but remind the students that there is no definite main idea to any context.

Divide the class into groups of three and have them write main ideas for each paragraph on newsprint. When they are finished, hang the newsprints on the walls. Have the students read each others' work. Encourage the students to ask each other for clarification of their English. Discuss as a whole class if there are any real similarities and real disparities and why.

Comments: The vocabulary exercise went smoothly; although, once in their groups, students took the opportunity to try to find the meaning of lots of words not on their list. None of them seemed to discuss the meaning of the overall text. Are they still doing word for word translation? Are they still using the bottom-up approach to reading comprehension?

The main idea exercise was difficult for them and took more time than I had anticipated. I think I should have asked them to select topic sentences or phrases

first so that they would not be trying to produce English as well as discerning the main idea. I found some students trying to rearrange as much of the paragraph as possible into one sentence for their main idea. I had to remind the class that the main idea was often simple and to lift out details. We ended up writing paragraph three on the board crossing out what was supportive details and distilling out of the rest the main idea. Once the students had worked on several paragraphs and I had critiqued their work, their main ideas were recognizable and acceptable. I did not spend any time correcting their English unless it was completely not understandable.

Once the entire lesson was done, I discussed with the students that finding main ideas may help them understand the overall meaning of longer articles.

23. Time: 45 minutes.

Materials: Jonathan B. Levine, Leslie Helm, Scott Ticer and Dave Griffiths, "Venture Capital's New Gold Rush", Business Week, Oct. 5, 1987, pp. 66-67.

Objectives: To have the students consider the difference in meaning between the modals 'could' and 'will'.

To have the students skim the article for specific details.

To have the students recall what they have read this semester.

Procedure: Briefly discuss the sentence structure when modal verbs are used. Ask the students the time reference for the following sentences on the board:

I will give an exam tomorrow.

I could give an exam tomorrow.

See if any of the students can express the differences between the two sentences. Discuss the probability difference between the sentences. Ask which sentence they would prefer to be true and why. Explain that 'will' denotes a more definite prediction of the future than 'could'. Next, ask the students to fill in 'will' or 'could' in the following exercise. They are to work alone.

Practice exercise:

1. We ____ have class on Tuesday.
2. Companies ____ make a lot of money manufacturing superconductors.
3. Japan ____ produce superconductors before the rest of the world.
4. Burning fossil fuels ____ increase the CO₂ content in the atmosphere.
5. Superconductor Technology Inc. ____ have superconductor products on the market within five years.

6. Studying the crystal structures of superconductors ____ lead to the discovery of more stable superconductors.
7. Loss of oxygen from the ceramic material ____ result in increased resistance.
8. New ceramic materials ____ be used as superconductors at temperatures higher than 95°K.
9. Heating the ceramic material in inert atmosphere ____ result in a loss of oxygen molecules.
10. Superconductors ____ replace semiconductors within five years.

Discuss the subjectivity of determining the probability of a future action. Take a poll of how many students filled in each sentence with 'will' and 'could'. Discuss why each answer was made. Have the students find one example of each model in the article. As a group, discuss the change in meaning of the sentence if you change the modal verb.

Comments: This exercise held the students' attention. The sentences provoked discussion about articles we had read previously and students were anxious to substantiate their point of view and were critical of each others' memories and comprehension. However, I managed to keep the tension to a minimum by explaining that either word could be used correctly and that it was a matter of opinion which modal verb best suited the sentence.

The class went so well I introduced 'may' and 'might' and gave the students a scale of probability.

24. Time: 1 hour.

Materials: Ian Harper, "The New Age of Electricity", South Magazine, Sept. 1987, pp. 91-92.

Objectives: To have the students recall prior knowledge of the topic.

To have students practice silent reading.

Procedure: Divide the class in two groups. Have each group generate a word and phrase list dealing with superconductors. After five minutes, have a scribe from each group copy the list on the board. Points will be given for each word or phrase that the group can prove is related to superconductors. One point is to be given for Spanish and two points for English.

Hand out the text and have the students read the article silently. Each student is allowed to select one crucial sentence that they would like to have clarified.

Limit the reading to 20 minutes. As a whole group, work through the sentences that have been requested for clarification.

Comments: Students thoroughly enjoyed the competition. Some of the words or phrases were only vaguely related to

superconductors but they succeeded in stimulating quite a thought-provoking discussion.

Trying to get away from spending so much time on vocabulary, I decided to allow the students to select whole sentences. This eliminated the problem of having to explain the entire sentence after the vocabulary has been discussed since students still don't know larger picture. I hope that the students would only slow down to look at individual words when they are confused; however, I may be merely wishing my students were a lot more practiced and advanced. This exercise also had the students critically evaluate the importance of each sentence since they could select only one.

25. Time: 1 hour.

Materials: Ian Harper, "The New Age of Electricity", South Magazine, Sept. 1987, pp. 91-92.

Objectives: To introduce and to practice mapping main ideas of an article.

Procedure: Remind the students the reason for looking for main ideas of articles.

Elicit the overall topic of the article; for example, superconductor applications.

Demonstrate how to do a bubble diagram of the first few paragraphs. Bubbles represent paragraph topics and

details and lines represent topic and detail correlations.

Have the students finish drawing a bubble diagram for the rest of the article.

Have those students who finish early, draw theirs on the board.

Collect the students' work.

Comments: Students seem to catch on to the idea quickly and enjoyed the task. Drawing examples on the board generated a lot of discussion about correlations. I kept asking for references in the article. I'm not sure that the students know a use for this study technique. Maybe I should encourage them to try to take notes on articles they read for other class using mapping techniques.

26. Time: 2 1/2 hours.

Materials: "Ceramic Center Format at Alfred University", Chemical and Engineering News, Sept. 20, 1987, p. 20.

"Adduct shows Record-High Conductivity", Chemical and Engineering News, Feb. 2, 1987, p.28.

"I.F.S. Test Battery Goes 200 Miles", Chemical and Engineering News, March 16, 1987, p.23.

"Microchips Sense Heat in Tumors" and "Bionic Ear Restores Hearing", Science Digest, June 1984, p.19.

Objectives: To give the students a sense of responsibility for what they learn.

To encourage the students to think critically about what they read.

To give the students practice reading material for thorough comprehension.

Procedure: Divide the class into five groups and give each group one of the brief articles to read. Tell them that they will be the experts of that article for the rest of the class. Allow them time to read and answer each others' questions.

Next, instruct the students to write two comprehension questions about the text and choose two vocabulary words for translating from the context.

Give them a file card to write their exercise on once their questions have been checked by the teacher.

Make sure that students have the correct answers to their exercise.

Next, switch articles with the questions. Each individual student is to answer the questions alone.

Allow 15 minutes for each article and questions.

Next, in an orderly manner, assign pairs of individuals to check each others' work for the exercise they design. Encourage the students to ask each other for explanations. Change pairs until all their work has been corrected. Collect the students' work at the end of class.

Comments: Most students wrote very simple comprehension questions that could easily be answered by lifting a sentence from the text without knowing what it means. I had to challenge the groups to design questions that would cause the others to think. Several times I got involved in wording the questions but the students always determined the subject or point of the question.

Students also wanted to answer their questions as a group. I then had to specify that individuals would be checking other individual's work and they may ask for a clarification of vague or misleading answers. In other words, individuals would be asked to perform.

The answer-checking session went very well. Since the students all worked in Spanish, they could be more critical about the answers than I usually can. If an 'expert' absolutely could not explain an answer to another student, I would help the 'expert' who was the responsible for helping the other student. I had hoped that this would not undermine the 'experts' credibility. I also overheard one student expert asking the other student to give the meaning of an entire sentence and not just one word in order to verify complete comprehension. This indicated to me that at least one student understood the object of the lessons. I shared this with the class as if I believed from this one incident that all of them understood the course goals and class objectives.

27. Time: 1 hour.

Materials: "New Superconductors Surpass Optical Fibers",
Chemical and Engineering News, Oct. 12, 1987, p. 18.

Quiz

Objectives: To test the students' reading comprehension,
ability to define words from contextual clues and to
find pronoun references.

Procedure: Administer the quiz. Answers are to be written in
Spanish. Review the answers once all work is collected.

Quiz

I. Write the Spanish translation for the following
words from the article.

distortion -

damage -

thin film -

II. What are the references for the noun phrases
underlined in the article?

This (in line 5) -

That's -

The thin film -

This -

The material -

III. Find a sentence that describes a prediction of
some future possibility.

IV. Answer the following questions about the context.

What is the composition of the superconductor?

What is the process for forming the thin-film
superconductor?

What are the advantages of using the new
superconductors?

What is the manufacturing advantage of the new
superconductor compared to other ceramics?

Comments: Again the results were all quite good. I attribute this to the brief length and depth of the reading material. I had a Mexican help me assess the answers to the comprehension questions and was therefore able to be more critical. I was surprised by several students' good results. They are not eager participants in class and I have difficulty determining whether or not they are lost.

28. Time: 1 hour.

Materials: Nicholas Toch, "The First Technology", Scientific American, April 1987, pp. 104-113.

Objectives: To introduce students to the categories of logical connectors.

To show the students how logical connectors are used in sentences.

To have students recognize logical connectors and the category to which they belong.

Procedure: Write the following sequence of sentences on the board initially without logical connectors underlined.

I don't know exactly what I will do next vacation;
however, I do know that I will travel. In fact, I
would like to see more of Mexico, initially going
west and eventually heading south. Actually, there is
a lot to see. Therefore I will plan my trip
carefully.

Have the students read the text first without the
logical connectors, then with them. Ask for
volunteers to translate the underlined words. Explain
their part-of-speech, their initial position in
sentences or phrases and that they are not essential
to the basic meaning of the sentence. Explain that
they add detail and cohesion to the text.

Next, give the following categories for logical
connectors:

- Addition/Emphasis
- Adversity/Contradiction
- Causal/Reason
- Sequential

Discuss each category and in which category each of the
above mentioned logical connector belongs.

Divide the class into ten groups. Assign each group a
page and have them search for logical connectors.

Have the students determine in which category they

belong. Have scribes write their groups' work on the board. Discuss each word as a whole group.

Comments: I am hoping that doing these short exercises with the text will familiarize the students with the article so that they will not be so daunted by the length of the text. This exercise was challenging. I found that I have a problem remembering and understanding logical connectors when reading Spanish and guessed that the students may have a similar problem with English. I kept reminding them that the identification and memorization skill would come easily with practice. I had to continually remind the students not to blithely accept the first definition for the logical connector given in a dictionary and go on. Rather, they were to examine each definition to see which one was appropriate. Students were incredibly task-oriented today and wanted merely to get to the end of the page. Maybe I should have told them that they were to find as many as they could and not to worry about finding them all. I should have stressed quality not quantity.

29. Time: 2 hours.

Materials: Nicholas Toch, "The First Technology", Scientific American, April 1987, pp. 104-113.

Objectives: To have the students practice silently reading long articles with involved issues.

To have the students determine where they are having comprehension problems.

Procedure: Have the students silently read the article. As they read have them write down questions they have about the text and where in the article their question is centered. Collect the questions and edit them eliminating repetition. Indicate one question for each student that they are to write with a page reference on a piece of newsprint to hang on the wall. Have the students read all the questions and search the article for answers. Next, have the students circulate and write what they have found on the newsprint below the appropriate question. As a class discuss the questions and answers.

Comments: The activity went reasonably well, although the students found it difficult to concentrate on such a long article. This activity was divided between two class periods. At the beginning of the second period, I asked if they were responsible for reading articles of similar length for other classes. They all answered that they were, so I asked if they had trouble concentrating on long articles and most admitted that they did. So I advised the students that I expected them to discipline themselves to be able to learn the skill of reading for long periods of time. Some students seemed skeptical.

30. Time: 1 hour.

Materials: Nicholas Toch, "The First Technology", Scientific American, April 1987, pp. 104-113.

Objectives: To have the students practice semantic mapping or outlining in order to encourage them to think about the article as a whole, making connections between main ideas and supporting ideas.

Procedure: Present the title and Roman numeral headings of the following outline:

Outline - Primitive Tools

I. Who?

- Homo Habilis

II. Where?

- Koobe, Fora, Kenya, Africa

III. When?

- 1.9 million years ago

IV. How? (What system?)

A. raw materials

- volcanic rock

B. uses

- implement making
- weapons
- butchering animals

a. evidence

- wear on stones
- marks on stones

b. thesis

- continuous cycle: more meat in diet from using tools → brain expansion → improved tools → more meat in diet

C. manufacture (students are to fill in this section)

Fill in the rest of the outline while discussing the reasoning. Divide the class into groups of 2 or 3 and have them complete section C: manufacture. Have the students write their work on newsprint and hang the newsprints on the wall. Have the entire class discuss similarities and differences among the outlines.

Avoid selecting one right outline.

Comments: While I presented the outline, the logic seemed obvious to the students and they had few questions. They struggled with their own outlines and I often had to help them with the arrangement and categories. Some students have no idea where to start. I pushed those students who were done quickly to expand their outline

and add details. I need to give them a good reason for doing this.

31. Time: 1 hour.

Materials: Nicholas Toch, "The First Technology", Scientific American, April 1987, pp. 104-113.

Objectives: To have the students use their outlines and to see a practical purpose for them.

To have the students summarize a text in their own words.

Procedure: Discuss article abstracts and their uses. Discuss what is included in abstracts. Discuss their length.

Have the students write abstracts for the article based on the outlines we wrote.

Collect the abstracts.

Comments: Most of the students put the outline in sentence form which was fine except that I'm not sure they considered what they read in the article since I produced most of the outline. I will have to repeat this exercise giving the students more responsibility. I realize that outlines and sequential logic is typically North American but much of the world's science literature is dictated by this logic and hence I think it is valid to impose this logic style upon these Latin American students. Only a few students gave wandering

abstracts that I would have suspected would have been common for Latins. Maybe their science training has already indoctrinated these students with North American scientific reasoning. I think I should tell the students that scientific writing in English is direct, to the point with little side-tracking. However, I'm not sure that this would enhance their comprehension or if they have any concept of what we consider direct or side-tracking to be.

32. Time: 1 hour.

Materials: William J. Broad, "New Clues on a Soviet Laser Complex", New York Times, Fri. Oct. 23, 1987.

Several sheets of brown paper.

Objectives: To reinforce the students' prediction habits.

To activate the students' memory of prior knowledge of the topic.

To give the students the responsibility for learning vocabulary.

Procedure: Discuss the title particularly the meaning of 'Complex'.

Discuss the class' knowledge about lasers.

Discuss subtitles and class' knowledge of satellites.

Ask for predictions about the content of the article and references. (List on the board.)

Give the students time to read but do not allow vocabulary questions or dictionaries.

Divide the class into small groups and divide the article among the groups. (Do not make the portion of the article assigned too small.)

Instruct each group to choose 3 - 4 vocabulary words they determine are important yet maybe unfamiliar. Any part of speech is valid. Have the students write the sentences containing the underlined vocabulary words. The groups need to determine the meaning of the vocabulary words. They are then to design multiple choice exercises with four options for each word. The format can be given on the board with an example. Explain that each option can be in Spanish with only one correct answer.

When the groups are finished, the brown paper exercises should be posted where each student can individually answer the exercises that they didn't work on without dictionaries. Collect answers. Ask the students to grade each others' work. Discuss the answers as an entire class.

Comments: I had to carefully edit the multiple choice answers so that the students would not be frustrated doing each others' exercises. The students seem to really enjoy this exercise and the responsibility.

33. Time: 2 hours.

Materials: William J. Broad, "New Clues on a Soviet Laser Complex", New York Times, Oct. 23, 1987.

partial outline, newsprint, pens, tape.

Objectives: To have the students practice outlining main and supporting ideas.

To have the students practice summarizing articles in their own words.

Procedure: Present the following partial outline of the text and have the students fill in the outline as they can.

Discuss outlines as a large group or in small groups.

New Clues on a Soviet Laser Complex

I. Location of Laser Complex

A.

B.

II. Photographs of Laser Complex by

A.

B.

III. American scientists reaction

A.

B.

IV. Official American reaction (government)

A.

B.

V. Structure of the Laser Complex

A.

B.

VI. Uses

A. If lasers are weak

a.

B. If lasers are of medium strength

a.

b.

C. If lasers are strong

a.

b.

Ask each student to write a short summary in Spanish or English using their outline. Have the students exchange summaries to read and discuss similarities and differences.

In groups of 2 - 3, have the students combine their efforts into one summary to present to the class. Have them write their summary on newsprint to hang on the wall. Give the students to read each others summaries.

Comments: I'm glad I chose a short article to practice outlining and summarizing. The students were prepared to do the work and not so reluctant to make an effort. Overall the summaries were similar maybe because I had determined the basic outline. However, there were unique details in each one of which I tried to show

approval in order to build the students' confidence in determining what is important or of interest to them. I had the students combine their efforts to present since I know there are still some students who are really inhibited from sharing their work. I made sure to collect each individual's work.

34. Time: 30 minutes.

Materials: William J. Broad, "New Clues on a Soviet Laser Complex", New York Times, Oct. 23, 1987.

Objectives: To encourage the students to infer beyond the scope of the article information and opinions.

To give the students a chance to use what they read.

Procedure: As a class, discuss the contents of the article using these possible questions as guidelines:

What does the official American reaction indicate?

Do you think American satellites have photographed the same complex and are hiding the information?

How would this affect future disarmament talks?

Comments: This class period was purposefully relaxed and designed to give the students control and confidence since the next article is another long one. The discussion ended up an attack on the US and didn't bother me if they could occasionally refer to the text and what they read.

35. Time: 1 hour.

Materials: Terry R. Penney and Desikan Bharathan, "Power from the Sea", Scientific American, Jan. 1987, pp. 86-92.

Objectives: To continue having the students making predictions about the content of the article from the title and pictures.

To have the students practice prolonged reading.

Procedure: Hand out the articles and allow the students time to page through it. Discuss the title, subtitles and pictures. Ask the students what they predict the article is about.

Instruct the students to read the article without asking questions or using dictionaries.

Comments: The students all seemed to be reading. I noticed several students turning back to reread sections, I hope to check their comprehension. Some students jotted down vocabulary words to find the definition for later. Most of the students appeared to finish reading the article in the allotted time.

I had stopped assigning vocabulary lists, realizing I couldn't anticipate which words would be a problem. Now I made the students responsible for the vocabulary list. Now, for this article, I am going to try to make the students responsible for the list as well as disciplining themselves to remember the list.

In other words, I will not write the list down nor quiz them.

36. Time: 1 hour.

Materials: Terry R. Penney and Desikan Bharathan, "Power from the Sea", Scientific American, Jan. 1987, pp. 86-92.

Objectives: To introduce and have the students practice identifying present and past tense passive voice.

To have the students identify agents of action.

To have the students practice changing sentences from passive to active voice.

Procedure: Present several passive voice sentences from the article grouping them according to whether or not they have agents of action.

The fluid is pumped through a heat exchanger. (A possible agent is 'feed pump'.)

Warm seawater is evaporated to steam. (reduced pressure or vacuum)

The turbogenerator is driven by vapor.

The marine environment is contaminated by ammonia and freon.

Have the students volunteer to write the translation on the board. Discuss the verb construction in English (to be + past participle) and also in Spanish.

Discuss the agent of action indicated with the 'by'

prepositional phrase. Note that some sentences don't have agents of action.

Give an example of changing passive voice to active voice from one of the sentences with an agent.

Explain the change in sentence order and the verb change. Have the students change the other example passive voice sentences outloud while somebody writes the sentence on the board. Explain how to infer an agent for the context. Discuss how past tense passive voice would be formed.

Next, divide the class into pairs and have them find five more examples of passive voice sentences in the article. Have them write the sentences on newsprint with the equivalent active voice sentences.

Instruct the students to read and check each others' work.

Comments: This was obviously not a new grammar point for the group. They easily joined in the discussion about voices and seemed to have no trouble finding examples in the text and changing the passive to active voice. I suppose any practice with English is also beneficial. This exercise seemed to increase their confidence.

37. Time: 2 hours.

Materials: Terry R. Penney and Desikan Bharathan, "Power From the Sea", Scientific American, Jan. 1987, vol. 256, pp.86-92.

Objectives: To have the students practice reading for specific information.

To have the students practice summarizing information and articulating it to others.

To encourage the students to practice critical thinking and evaluating information.

To have the students practice using the information to form opinions about a situation beyond the scope of the article.

Procedure: Divide the class into groups of two to three students. Assign to half of the groups the process in the article distinguished in open-cycle and assign the other half the close-cycle process. As the students read, have them pay close attention to their process. Instruct the students to list the advantages and disadvantages of their process. Inform them that although they may discuss their questions in their small group, they must each be individually responsible for the information.

After they are finished reading, direct the students to form pairs including an 'expert' from each process.

Have the students exchange their information. Have

each pair list the differences between the processes. Then ask each pair to decide if Mexico should employ this technology. Why or why not? And if so where and which process? Have them give their reasoning. Collect the pairs work.

Comments: I divided the class initially into groups of 2-3 students hoping to eliminate the problem of having all the students ask the same few students all their questions. The students were not allowed to talk outside their group.

I could clearly see from this activity which students were able to comprehend the information. Will practice help the others?

I could also tell which students were willing to ask or help their fellow students. Most really accepted the responsibility well.

The activity was too long. None of the pairs were able to answer the questions about their opinion of Mexico. Since the final exam is scheduled for next week, I will skip the end of this lesson hoping it triggered some thoughts and maybe conversations and concentrate on reading comprehension.

38. Time: 1 hour.

Materials: Terry R. Penney and Desikam Bharathan, "Power From the Sea", Scientific American, Jan. 1987, vol. 256, pp.86-92.

Objectives: To test the students' reading comprehension.

Procedure: Instruct the students to work alone without dictionaries. Allow them several minutes to look through the text again. Then have them answer the following questions using the text. Answers are to be in Spanish and not translated directly from the text.

QUIZ

Comprehension quiz

Power from the Sea

Calendar A or B

Year and Group_____

Name_____

written by Janet Willison

1. What is the necessary physical characteristic of the ocean needed to generate power to the technology in the article?
2. Why did Claude's second plant fail?
3. What three alteration could Claude have made to his first plant to increase the power production?
4. What are the two major research projects that the USA is working on?

5. What are two secondary uses for the cold water pumped from deep in the ocean?

Comments: The grades on this quiz were not nearly as good as on the last two. As I had anticipated, longer, more involved articles are challenging for the students. I had a hard time determining a grading scale for these questions and having definitive marks in order to compare the students' performance. However, even on this relatively short quiz, there was a broad range of resulting work.

39. Time: 1 hour.

Materials: Silent way rods.

Objectives: To have the students review prepositions of position.

To have the students follow a series of written English commands.

Procedure: Divide the class into groups of 2 or 3 and divide the rods among the groups. Give the students the following set of instructions on the board or on pieces of paper.

Build a rectangle with a width of two blue rods and a length of three orange rods.

Stack three white rods on top of the upper lefthand corner to a total height of four rods.

Place two red rods end to end in the middle of the rectangle and parallel to the width of the rectangle. Set a light green rod near the base of the rectangle on the outside pointing downward.

Put another light green rod almost touching the outside of the upper lefthand corner, pointing to the left.

Pile two red rods on top of each other centered on the right hand side of the rectangle.

Put a pink rod on the outside of the rectangle close to these two red rods and pointed in any direction.

Have the groups following the instructions to see who can finish correctly first.

As the groups finish, have the students identify the prepositions and preposition phrases and have the students organize them according to similarities. For example: 'near' and 'close to'.

Comments: The students really enjoyed this game. Since some of the expressions were new to them, I had them scramble the rods and redo the exercise to enhance their memories. The students didn't mind at all.

I had in mind other exercises using Silent Way to simulate chemical reactions by assigning different chemical elements to different colored rods. I also thought of having the students follow the instructions for assembling industrial equipment such as distilleries or refineries.

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VIII. Footnotes

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