

UNIVERSITY OF EL SALVADOR
FACULTY OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES

A METHOD TO INTRODUCE SALVADOREAN UNIVERSITY
STUDENTS TO THE READING OF ENGLISH



UNDERGRADUATE THESIS PRESENTED IN ORDER
TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN ENGLISH

BY MARIA TERESA DAMAS DE AREVALO



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SAN SALVADOR,

EL SALVADOR, C.A.

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INTRODUCTION

The service courses of the Language Department of the University of El Salvador, were established for the purpose of teaching students to read English. This objective seems clear enough; nevertheless, thousands of students who have taken the complete course, learned some grammar, and translated many sentences, were still not able to read their textbooks in English. For this failure to attain their objective, service course teachers have been blamed and called incompetent. Yet, if the experts had been asked: "What method is there to teach reading?", or more specifically, "How can we teach students to read English in two hundred hours?", they would have had no answer to give. Such an incident actually happened in 1966, and it throws light on the fact that, for all these years the service course teachers have labored under the handicap of not having any methodology available to do their job.

This problem was by no means exclusive to the University of El Salvador. Throughout the 1950s and 1960s, teachers of English as a Foreign Language (EFL) had grumbled and stumbled trying to teach reading through the use of audio-lingual methodology. This is a case of the right method applied to the wrong purpose, since audio-lingual is a method designed to develop speaking skill by means of intensive practice: a different objective and different environment from those of the universities' service courses.

At this point, the question may arise why the reading ability is preferred to speaking. Nobody will challenge the usefulness of learning to speak English, which is now the language used for international communication in science, business, and diplomacy. Certainly, the skill of speaking and reading is more desirable than the reading skill alone. But learning to speak takes a long time, and university students have limited time allotted to English. Thus, it is reasonable to teach them the ability they need more immediately: that of reading textbooks and magazines in English.

Moreover, learning to read has some advantages over learning to speak. First, the skill is more permanent, and its practice does not require a human partner, as speaking does: a book is all a reader needs to keep in practice. And second, students and professionals will have more opportunities to find scientific and technical information by reading books and magazines than by meeting people who speak the language.

Recognition of the situation, alongside with new linguistic development, has prompted EFL teachers in different countries of the world to search for a good, efficient method to teach reading within a limited time. Reading has been analyzed as to what it ought to accomplish and what processes it entails, and study of new methods is being undertaken very earnestly.

Time is the problematic element in the process. If students learn to read in the conventional way native speakers use, reading needs to

be preceded by speaking skill, and that takes a great deal more time than is available. The progress made in the field, however, encourages us to try methods that will develop reading skill within the time that universities usually allot for English. This is the type of method that can be used by the service courses at the University of El Salvador, and the development of such a method to fill the methodological void in the courses has been carried out.

In the quest for a method to teach reading, a survey of new ideas and research done on the subject was effected. This survey included interviews with professors at the EFL departments at the Universities of Stanford and California, visits to several San Francisco Bay Area bookstores, and extensive reading on the subject. The last of these activities was much more rewarding than the first two.

The survey revealed the existence among EFL teachers of widespread interest in teaching to read English for special purposes (ESP). This fact is evidenced by the numerous communications about reading which have appeared in the international EFL magazine English Teaching Forum. The common problem discussed in the articles was the necessity to develop reading skill within a limited time, and as a result of the efforts to find a solution, new theories and analyses of reading, as well as reports of studies carried out with groups of students, have been offered by teachers from different countries.

The survey also revealed that the applied research done on reading has in every case centered on the particular needs of specific groups

of students. Although the objective, teaching to read English for special purposes (ESP), was the same, the methods reported and textbooks produced always used as a primary consideration the needs and goals of the students who would be using those textbooks; whether Roumanians, Chileans, or Colombians, for example.

The task for the Salvadorean researcher could be clearly seen: applying the theories and experiences reported to the production of a method that would take as primary consideration the background of the students who would use it. This background includes their native language, their environment and culture, and the amount of English they have learned in secondary school. The students' time limitation is also an important factor in the design of the method.

The method outlined above, and a manual that applies it having been produced, it was necessary to test its effectivity. If reading skill was developed by the students using it, then the manual could be offered as an appropriate tool to be used at the University of El Salvador.

A study of a group that used the manual as a textbook showed a highly significant improvement in reading comprehension and significant increase in reading speed. The introductory textbook has thus been proven to be a good teaching instrument.

Observation of the students performance during the study, and the students own comments about the method were used as an index to detect shortcomings in the manual, and the information obtained was used as the

teacher's guide that complements it, are presented with this work.

This manual is not the ultimate answer to the problem. It should continue to be criticized and revised constantly as it is used. The final version of the textbook might include a file of reading passages graded according to difficulty and which might be rotated, so that the student could be presented with new material every time the course is taught. Manuals for the second and third stages ought to be produced and subjected to experimental testing. An interesting hint of correlation of speed in reading and understanding observed in the analysis could be followed up too.

There is a great deal of work to be done and the usefulness of the skill that the students will acquire will justify the effort.

CHAPTER II

STATE OF THE ART

Language teaching methodology, which for centuries had used grammar teaching and translation as its only tool and technique, underwent several changes in the last half century. Changes so radical in nature that, like a pendulum, language pedagogy has swung from over-emphasizing the teaching of rules to a total rejection of grammar teaching and disregard of the written form of language; and then back to recognizing the usefulness of syntactic generalizations and the importance of learning to read.

Audiolingual. The first Swing of the Pendulum.

The translation method, traditionally used for the study of languages gave way to new and totally different methods in the 1930s. These novel methods were based on Leonard Bloomfield's structural linguistics, which in turn had its root in Skinner's behaviorist psychology. The structuralist-behaviorist view paid more attention to form than to meaning, and described all learning as a matter of conditioning: formation of habits in response to outside stimuli. World War II and the consequent necessity to train military personnel to speak a variety of little-known languages gave great impetus to the new pedagogy which came to be known as the Audio-Lingual method.

A summary of the principles of the audio-lingual method listed as the first principle the statement: "Language is speech, not writing".¹

The origin of this statement can be traced to the close association between linguistics and anthropology during the 1950s and 60s. Those anthropological linguists noticed in the study of indigenous languages of Central and South America, that all of them were completely developed,² although they had no written form. From that observation they drew the conclusion that writing was not a necessary stage in language development, as it had been thought before, but rather the graphic transcription of the spoken word.

Without attempting to discuss the truth of the principle, which is now accepted as self-evident, let us consider the corollaries that followed it: since speech is the true -or primary- language, learning to

1 William Moulton, "Linguistics and Language teaching in the United States 1940-1960", in Mohrman, Sommerfelt & Whatmough. Trends in European and American Linguistics.

The principles were summed up in five slogans:

1. Language is speech, not writing.
2. A language is a set of habits.
3. Teach the language, not about the language.
4. A language is what native speakers say, not what someone think they ought to say.
5. Languages are different.

2 Archibald Hill, "What is Language", The World of Language. American Book Co. New York 1967.

A language is complete when its speakers can make a linguistic response to any experience they may undergo.

speaking is the primary objective in language teaching. Therefore, the audio-lingual pedagogy strictly separated oral from written skills, and the learning of written skills was ordered to be postponed until the phonological system of a language had been mastered.

Not very many teachers were able to adhere totally to this new pedagogy. Even Robert Lado, one of the audio-lingual method's main representatives, who described the methodology in his book,³ eventually wrote a set of English teaching books which obviously used reading as reinforcement for oral teaching.

Lack of total adherence notwithstanding, the teachers of English as a foreign language during the 50s and 60s paid little attention to the development of reading skills and place the emphasis on pattern drills. Analogy and mimicry memorization were the tools in vogue, and classrooms reverberated with the sounds of choral repetition. Reading was somehow suppressed to be acquired on the way, probably from the transcription of oral exercises. Short paragraphs usually appeared at the end of lessons, and longer passages were found in intermediate books.

Limitation of Audio-Lingual

The first indication that something was not working as predicted was given by these intermediate readings. By the late 60s, teachers were

³ Robert Lado. Language Teaching: A Scientific Approach. Mc Graw Hill. New York, 1964.

voicing the complaint that students could not read with comprehension. Assigning the passages to be read at home yielded poor results, and reading during class periods was laborious and boring.

One of the factors involved in the problem seems to have been a lack of understanding of what was entailed in reading. Many teachers of English as a foreign language (EFL) kept concentrating on the oral aspect of reading, and thus the reading of a passage came out to be a practice in the pronunciation of words written on a page rather than the grasping of the meaning of the passage.

There were, to be sure, enlightened scholars who pointed out the fact that "reading encompasses a wide range of activities" ⁴ from the simple skill in pronouncing words to critical reading; however, the question of how to lead the student from one to the other remained unsolved.

An article published in 1970, about the teaching of English in Paraguay, contended that the audio-lingual method had yielded its best results in circumstances totally different from those encountered by secondary school teachers in that country. The Paraguayan students "who have little opportunity to speak English, probably have needs and goals quite different from what this (audio-lingual) system offers", the article said. Then it went further to argue that in places where the audio-lingual methodology could not be fully put into practice, because

4 Edgar Dale. "Teachers and Reading". The Newsletter. Oct. 1962.

of the size of the class, non-intensity of study, or lack of fluency of the teacher, "if students could be taught to read and write without first having to go through the speaking state, this would ...be a great help".

Was this a fresh new idea? or a wistful look back at methods discarded thirty years before? More interesting yet, what had prompted this apparent disillusion with the audio-lingual pedagogy?

The obstacles mentioned in the article were, in fact, often vented in EFL teachers seminars and discussions. Large -forty to sixty students-classes that made oral practice a pretense; scarcity of lesson hours -an average of only three sessions per week-; lack of opportunity for students to speak English outside the classroom, plus textbook prices beyond the reach of the students. All were factors that contributed to the teachers' feeling that the audio-lingual method was not providing the answer for their actual classroom problem. The most powerful factor though, may have been Chomsky's transformational revolution.

The transformationalist school, while accepting some of the structuralists ideas about language, disagreed completely with their view of language acquisition. Chomsky stated that this acquisition "is not just a matter of conditioning or habit formation, but of perception. It is a rational or cognitive process" 6 . Languages, Chomsky said, are not

5 Ray H. Burson. "Is the Audio-Lingual Method Always Valid?". English Teaching Forum. Sept.-Oct. 1970. Vol. VIII.

6 Jos Nivette. Principes de Grammaire Générative. Bibliotheque Royale. Brussels, Belgium.

acquired by just imitating a model. The native speaker of a language is capable of creating an infinite number of new sentences by applying his internalized knowledge of the rules of syntax. And with that he brought syntax back to the center of language production.

Generative-transformational linguistics did not offer any ready-made solutions to the EFL teacher's problems. In fact, Chomsky himself declared in 1966 that he doubted his analysis had any practical application to language teaching. What the transformational theories did accomplish was to liberate teachers of English as a foreign language from the notion that audio-lingual was The Method, and that any shortcomings in the results were due to either teachers' or students' lack of capacity.

Breaking Away. Research Begins Afloat.

A logical result of this new license for eclecticism -"adapt don't adopt"- was the appearance of more flexible pedagogical approaches. Many EFL teachers began to experiment with methods that would use as primary consideration the students' specific needs. The need to read English, and in particular specialized English for different professions, had been neglected. Now it received attention, and ways to teach reading were tried.

During the seventies and early 80s a growing number of teachers in different countries have written articles reporting their experiences in teaching university students to read English.

Yuko Kobayashi ⁷ at Tokyo Women's Christian College, clarified the difference between oral reading and comprehensive reading. "Reading in our own language", she said, "brings us new knowledge, new information, aesthetic pleasure, -or just fun; ...obvious as it may seem we sometimes lose sight of it when ...reading in a foreign language (which) we seldom regard as the thoughtgetting process it should be". At about the same time, Pilleux Dressner at Austral University, Chile, published a complete design for teaching to read scientific English, including goals, characteristics of scientific English, class pedagogy, and even ideas to motivate students.

From Poland, Janina Lutoslawka wrote about an experiment on extensive home reading ⁸. She argued for more emphasis on reading and declared that when there is "only limited time to teach, students should use that time to develop the only skill they really need". From Iran, where English teaching seems to have received a great deal of attention, several methods were reported: T. G. Gherety outlined a reading course for junior executives; Mohsen Ghadessy used T. V. to teach reading, and an intensive summer course was taught to develop reading alongside of speaking.

7 Yuko Kobayashi. "A new Look at Reading in the College Program". English Teaching Forum. March-April 1970.

8 Janina Lutoslawka. "Reading Technical English". English Teaching Forum. March-April 1970.

Nicolae Bejan reported from Galatz, Roumania ⁹. He favored morphology as a tool. Lillian Groebel ¹⁰ designed a reading program for advanced students in Haifa. Bhir Singh ¹¹ wrote from Dewas, India, about speed, comprehension, and establishing good reading habits. Universidad del Valle in Colombia established a training center for teachers who would teach to read English; and in 1976 an "English for Science and Technology" seminar was held in Antofagasta, Chile ¹²

In the United States, Virginia French Allen, ¹³ the grand lady of reading, taught seminars, made movies, and wrote articles about reading, though she still considered phonics the main clue to reading. Louis Trimble ¹⁴ insisted on the paragraph as the unit of thought. Following on his ideas, Amy L. Sonka ¹⁵, a distinguished professor at Boston University, worked out a complete pedagogy that used paragraph analysis and a combination of intensive and extensive reading to teach students to grasp the ideas in passages.

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- 9 Nicole Bejan. "Scientific English as a Separate Register". E. T. Forum. April 1978. Vol. XVI.
- 10 Lillian Groebel. "Designing a Reading Program for Advanced Students". E. T. Forum. Oct. 1977. Vol. XV.
- 11 Bhir Singh. "Improving Speed and Comprehension in Reading". E. T. F.
- 12 EST Seminar in Chile. Forum, April 1977.
- 13 "Teaching Beginning Reading": An Interview with V.F. Allen. E.T. Forum. March 1977 and April 1977.
- 14 Louis Trimble. "A Rethorical Approach to Reading Scientific and Technical English". Forum. October 1979.
- 15 Amy Sonka. "Reading Has to be Taught Too". Forum. Jan. 1979.

By 1978, teachers interested in reading were copiously communicating their methods and accomplishments. Ti Ha ¹⁶ wrote from Burma offering ideas for a teachers' manual; and Aban Bathia ¹⁷ wrote from Delhi about using rhetoric as a tool. Bathia also offered some profound insights on the purposes underlying scientific writing. The Universidad del Valle had begun publishing its own language teaching magazine, Language, and one of the professors at that University, Tito Villa Villegas, analyzed the process of comprehensive reading into three parts ¹⁸. This analysis is an important contribution to the teaching of reading.

The University of El Salvador participated in this process too. In the 1950s English had become the language for international communication. Students and professors needed to read textbooks in English, and in recognition of this need, English lessons were included in the curriculum of the different faculties. And, like other centers of learning, the University was caught in the pedagogical pendulum.

By the middle 1950s EFL was being taught in the Faculties of Law, Medicine, Dentistry, Chemistry and Engineering. Every Faculty controlled its own teaching program: it hired and paid teachers, decided on

16' Ti Ha. "Developing Reading Comprehension". E. T. F. July 1980.

17' Aban T. Bathia. "ESP for Students of Science". E. T. F. Oct. 1979.

18' Tito Villa Villegas. "Three Useful Processes in the Teaching of Reading". Forum. July 1978.

the number of courses to be taught, and established its objectives. The Faculty of Engineering, for example, set the course objective as translation, and that was what the students practiced doing; while in the Faculty of Law, EFL teachers used a textbook based on audio-lingual methodology.

The Birth of the Service Area

In 1966, when the system of Areas Comunes¹⁹ was established, the Language Department was assigned the job of coordinatin all language teaching in the University. Prior to that, the Department had been engaged in teaching a four-year translator's course, so a new structure was created to take care of the service courses²⁰ and EFL teaching was separated in two areas. The intensive courses designed for English majors formed the "Area Diferenciada", which later was divided into basic, or EFL teaching, courses, and upper-division courses, such as Phonetics, Linguistics, and Literature. The other area, was concerned with English courses taught to non-English majors, was called the General or Service Area and its objective was stated as teaching to read textbooks in English.

Those were the years when the grammar-translation was being scrapped as obsolete and ineffective. The existing textbooks were being revis-

19 Areas Comunes is roughly equivalent to Lower Division in U. S. A. universities.

20 Service Courses. General courses taught by the different departments to Lower Division students.

ed to adhere as much as possible to the new audio-lingual pedagogy. "Language is speech, not writing" was strongly impressed on teachers' minds. It logically followed that determined efforts were made to apply audio-lingual methodology to language teaching at the university. In the service courses, where classes were large and time was limited, this type of teaching proved to be not only strenuous, but also nearly fruitless.

In the early seventies, several teachers shifted to the teaching of grammar and sentence translation exercises, but the results were not encouraging either: students learned the grammar of the language and a fair number of words, but they were still not able to read with understanding.

A reassessment of the needs of non-English major led to a change in the service course approach in 1977. The objective of teaching to read with understanding was readopted, and a new method was tried: Intensive, ten-week courses whose aim was to develop reading skills. During the two-hour class period the students read short passages and answered questions about their content. Syntax and a smattering of morphology were also taught.

This method, which proved more successful than previous teaching was the result of a largely empirical approach based on two simple premises. The first one was, "If the goal of the course is to develop reading skill, students must practice reading"; and the second was, "Reading and translation are two different activities". To these pre-

mises the notion was added that "the paragraph, not the sentence, is the expression of a complete thought".

The development of that empirical approach into an efficient methodology is the task this work has set to accomplish. Should this methodology prove to be a good instrument for teachers in their job of developing reading skill, it could be the basis for a larger project in which research, discussion, and team work would provide a fine Salvadorean textbook made expressly to serve the needs of Salvadorean students.

CHAPTER III

THE PROBLEM

A definition of reading

"Reading" can be interpreted to mean one or more of the activities encompassed by the skill. For this reason it is mandatory to begin an analysis of the problem of teaching to read English with a clear understanding of what is meant by "reading skill".

Reading in a foreign language must not be conceived as translating every word in a passage. Anyone who has tried to do that job can witness to the fact that the result is not understanding, but confusion. Reading in a foreign language should be a thought-getting process²¹ similar to what reading in the native language is. A person who is reading his own language seldom stops to ponder the meaning of a word; instead, aided by context, morphological and syntactic clues, a reader grasps the unified thought contained in the written page as a means of getting information or pleasure. This is the skill a reading course should aim to develop.

How does a person learn to read his own language? What the speaker of a language learns to do is to recognize chains of graphic symbols and to associate each one with a chain of sounds that is meaningful for him. That is, he decodifies the graphemes into words and sentences he is already familiar with in the spoken form.

21 Yuko Kobayashi, "A new Look at College Reading Program". English Teaching Forum. March-April 1970.

It follows that to develop reading skill in the same way a native learns to read his language, the student needs to develop speaking skills first. This is what the conventional methods recommend: "teach reading to students who already have learned to speak". That is also the reason why books prepared to teach reading are designed for students in advanced levels of learning.

Problematic Situation

The service courses at the University of El Salvador cannot utilize this methodology. Learning to speak requires a minimum of five hundred class hours, -the equivalent of five or six semesters- before the reading courses could begin. Non-English majors do not have that much time to spend in English. Furthermore, the irregular spelling of English brings about an additional hurdle to the association of writing to speech.

Summarizing the situation, the ability to read English is recognized as a useful skill, valuable during the college years and also afterwards since the skill is permanent; however, the conventional reading methods require that students spend a great deal more time than is available. This two-horned dilemma: either spend more time on English or renounce the goal, is, as most dilemmas are, only apparent.

The ability to read a foreign language can be acquired by building up a direct association of the written symbol to the meaning it represents. Proof of the fact are the many instances of men and women who

cannot speak English, but are capable of reading textbooks and magazines in the language without resorting to translation.

The problem to be solved.

Therefore the problem that needs to be solved is the lack of a specific method through which groups of students can learn to read English without having to develop speaking skill first.

Following the development of a method, a book that applies it must be produced. The textbook, whose first stage is presented in this work, has to take into consideration the background of the students who will be using it. This includes the student's native language, their environment and culture, and the amount of English which they have been exposed to in secondary school. The time allotted for the English lessons and the size of the classes must be taken into account too.

Once the methodology is developed and, a manual that applies it has been written, the manual produced must be tested in order to check whether it is an adequate instrument for the students to use in the development of reading skills.

Two parameters will be used to determine whether development of reading skills has occurred: 1) understanding of the ideas in a written passage, and 2) speed in reading measured by the length of time it takes to read the passage with understanding.

The hypotheses

The thesis sustained in this work is expressed by the following hypotheses:

- General - There will be a significant difference in the results of a pre-test administered prior to the teaching of a course with the manual as a textbook, and those of a post-test administered at the end of such a course.
- Specific 1. - There will be a significant difference in the level of understanding found by the results of the pre-test and that found by the post-test.
- Specific 2. - There will be a difference between the amount of time employed to complete the pre-test and that employed to complete the post-test.

CHAPTER IV
THE METHODOLOGY

Objective

The goal of the methodology proposed in this work is that students learn to associate the visual symbols used in writing, directly to the meaning they stand for. Students will not be concerned with English pronunciation, so difficult and time consuming for Spanish speakers to learn ²². Nor will they be requested to produce either spoken or written English -at least not in the lower stages of the course. Students' accomplishment will be considered satisfactory when they are capable of understanding written English without pronouncing or discussing the contents in this language.

Theoretical Basis

The broad basis of the proposed methodology is the principle that students must practice the skill they want to acquire. How the practice is efficiently directed to achieve the goal, and what theoretical foundation supports the activities programmed will be discussed next.

22 Moreover, the pronunciation of scientific vocabulary is highly variable in English.

The three processes.

The presumption that reading skill can be developed without learning to speak first is sustained in a theory published by Tito Villa Villegas in 1978 ²³. Intellectual reading, the act of understanding written material, is analyzed in this work as consisting of three processes, and the specific competence that enables a reader to carry out these processes is deduced.

The three processes, selection, classification, and specification are described by Mr. Villa as taking place almost simultaneously once the skill has been established.

The written material is perceived as a structure, its elements bearing relation to each other, then the reader proceeds to recognize the intrinsic meaning of each element and also its relationship to the others.

The selection process the reader carries out consists of choosing some of the elements as conveyors of more meaning. For example in the sentence "English has borrowed numerous words from French", the terms 'English', 'borrowed' and 'words', are read with more strength and become the supporters of the meaning.

The classification process is the matching of elements as the appropriate ones to complement the meaning of each other. In the same

23 Tito Villa Villegas. "Three Useful Processes in the Teaching of Reading". English Teaching Forum. July 1978. Vol. XVI.

sentence, 'English' is matched to 'borrowed' (and 'borrowed' is matched to 'words'); and the reader begins to grasp the meaning of the structure.

The specification process has to do with understanding extrinsic information. That is, not only learning about what happens, and which word is the agent and which the object of the action, but also about the restrictions, characteristics, and details that relate them to the real world.

Looking again at the same example, we find that 'numerous' provides an interesting detail about 'words', and 'from' informs of the relationship 'words' have with 'French'; furthermore, the ending 'ed' tells us that the activity happened in the past. All this information about the properties of the classified elements is what gives the reader full understanding of the message.

A person reading his own language, Villa explains, carries out these processes almost unconsciously. He has already developed his capacity to do it through his internalized knowledge of the marking system of his native language. By this Villa refers to morphological rules. For the reader of a second language these processes must be carried out consciously after formal study of the marking system.

The Marking System

1. Morphology and Syntax

Villa's theory says that a student who understands the formal side,

or morphology, of a foreign language, will be able to do intellectual reading. The internalized knowledge of rules which a native speaker has automatically acquired through oral practice, can be replaced by a conscious cognitive act.

The study does not specifically mention syntax. This is surprising since the rigid word order found in English sentences is a major clue to function, and consequently to the meaning of a word. Morphology and syntax work as indicators of meaning in complementary fashion and their effect cannot really be separated.

Internalized knowledge of rules was what made Alice (in Wonderland) exclaim when she read "Jabberwocky"²⁴ - "somehow it seems to fill my head with ideas - only I don't exactly know what they are!". Later, Humpty Dumpty assigned meaning to the nonsense words using the same internalized rules. His instant analysis of the line, "And the mome raths outgrabe", must have been something like this:

The - is a noun marker, therefore a noun is coming soon after.

raths - ends in 's'. Only nouns have plural form, so 'raths' is the noun. And there are several raths.

mome - is placed before raths. It must be a modifier telling some property of the raths. 'The raths are mome'.

outgrabe - follows after the noun. It also has a form like 'rove' and similar to 'made' and 'paid'. So, this word is an action. And it already happened.

24 "Jabberwocky", a nonsense poem included in Lewis Carroll, Through the Looking Glass.

"Let's take care of the sounds", Mr. Carroll said, "and the sense will take care of itself".

("Outgribing" -Humpty said- "is something between bellowing and whistling").

Of course, if 'mome' had ended in 'y', 'ful' or 'ous', the analysis would have been easier for Humpty, but Mr. Carroll did not choose to make it so.

2. Function Words

The third major part of the marking system of a language are function words that interconnect or determine the ones that carry meaning. Without words like 'the', 'and', 'some', etc., there would not be any structure to talk about. Together with morphology and syntax, function words give the reader the necessary clues to proceed with intellectual reading.

3. Context Clues

Besides the three already mentioned there are other clues that ought to help the reader of a foreign language to decode the written meaning²⁵. The student can and must be trained to gather the meaning of a new word from its context in the sentence. One of these clues is punctuation. Commas, periods, colons, dashes, and so on, mark the end of sentences or the turn of ideas. Commas also indicate enumeration,

25 J. S. Steimberg. "Context Clues as Aids in Comprehension".
English Teaching Forum. April 1978. Vol. XVI.

or enclose non-restrictive clauses. Fortunately for the Spanish speaking reader, the punctuation system is nearly identical in English and in Spanish. Some small differences, like the one in exclamatory or question marks will have to be learned; but as a whole the punctuation system is a good tool which Salvadorcan university students have already learned to use by reading in their native language.

The Paragraph Organization

Another clue that readers have is the logical presentation of ideas which writers tend to use. Time sequence, comparison, contrast, cause and effect, and parallelism are very frequent in paragraph organization. As in the case of punctuation, rhetorical devices are common to English and Spanish, and university students display a surprising ability to recognize them in the reading passages.

Time sequence is usually indicated by function word marks, including verbal tense. Once the sequence is identified as such, the reader should be able to make increasingly successful guesses about the meaning of unknown words. For example, if he reads, "After the old man closed the door, he locked it carefully", the reader must conclude that 'locking' is something you do to doors, and it must be an action that completes and strengthens the act of closing them.

When the method used to present ideas is comparison or contrast, the readers knowing one of the terms will help him to predict the meaning of the other. For example, the meaning of 'swift' in the sentence, "Turtles are expected to be slow, but some of them are swift when swim-

ming", can be guessed as the opposite of 'slow'. Function words such as 'compared to', 'like', 'but', 'however', 'despite', are often used to point out this type of construction.

Cause and Effect is a method of presentation particularly useful in scientific writing, -medicine, economics, psychology-, and also in fields like law, history, and literature. Reading a sentence like this: "Campbell was drunk and dirty when he approached the girl, so she rebuffed him angrily and ran away". A student should not have to look up 'rebuff' in the dictionary. Instead, he must learn to make inferences from the other words in the text. Intelligent guessing backed by common sense is a legitimate part of the game.

The Paragraph is the Unit of Thought

In the discussion of context clues it soon becomes apparent that the repeatedly mentioned function words are sentence connectors, indicators of the relationship which sentences have to one another. In other words, the paragraph is the unit of writing that the reader is being trained to understand.

Expository prose occurs in paragraphs, not in single sentences. A student whose practice consists of reading isolated sentences will not learn to get thought out of written language. The eager pupil who sets to translate the assigned sentences will end up with a bunch of separate statements or questions that does not lead anywhere. He will have done his classwork, and that drab accomplishment will be his only reward.

The student must learn to take advantage of context clues and use them to make inferences; he must learn to understand the organization of paragraph and get unified thought out of it. Therefore, the student must practice reading paragraphs, not isolated sentences.

Topic Sentence

Recognizing physical paragraphs and finding their topic sentence is another of the skills that helps a reader to anticipate contextual meaning. A student who acquires this ability will be able to make predictions of what the paragraph is about. These will facilitate comprehension and also increase speed in reading.

Every paragraph has a topic. The author intends to say something (x) about something (y); the (y) is the topic. In 80 to 90% of non-fiction writing the author's intention is expressed in the first sentence of the paragraph²⁶. That is the topic sentence. Topic sentence and central, or general idea get intermixed in people's mind, and there is a good reason for the mix-up, since they are often the same sentence. But many other times they are not. A topic sentence mentions the topic and tells what the author plans to say about it. The central idea of a paragraph is a concise extract of what the author actually writes: reasoning, narration, comparison, or whatever. In scientific writing the two ideas tend to be very close, if not identical, but to use one term for the other could later lead to confusion.

26 Amy Sonka. "Reading Has to Be Taught, Too". English Teaching Forum. Jan. 1979. Vol. XVII.

The Salvadorean university students in the introductory course were directed to find the central idea of reading passages. They experienced a great deal of difficulty in doing it. Students in other countries have been reported to find the job very difficult too.²⁷

In the beginners' course, detection of the topic sentence seems to be a more appropriate demand than formulation of the central idea. There is a strong probability of the topic sentence being the opening sentence of a paragraph, or, depending on rhetorical method, it may be the closing statement. Thus the job of finding it is much easier for the student, and we avoid the mistake of asking the beginning reader to practice a skill he does not have even when he reads in his own language.

Later, when students have overcome the initial difficulties of interpretation, the summarizing process entailed in finding a central idea can be attempted with better chances of success.

A collateral result of learning to read English in this way, might be to improve the students' reading efficiency in Spanish. The average freshman at the University of El Salvador is more accustomed to studying from class notes dictated by the teacher than from textbooks. Learning about the clustering and separation of ideas used by authors to form paragraphs, the students will become more aware of how the writing in books is organized.

27 Amy Senka. "Reading Has to Be Taught, Too". E. T. Forum.

Global Reading

The information carried by a paragraph is the sum of the messages contained in each of its sentences, plus the interrelation those sentences have to one another. Thus the student must learn to read a paragraph in an uninterrupted, continuous, albeit careful manner. The reader must acquire the habit of making inferences about new, unknown terms on the basis of context clues, and waiting to check the correctness of his guesses until he finishes reading the paragraph. He must also learn to focus his attention on the opening sentence of the paragraph as the one that probably tells about the topic, and use this initial information to anticipate the general content. Each paragraph must be read in this fashion two, or maybe three times for the reader to gain full understanding of the ideas it carries.

The passages used for the reading practice must therefore, be well written, with a topic sentence included as the first, or the last sentence of each paragraph, and they must not be overloaded with secondary details. The number of new words used in the composition must be limited, since an inordinate number of unknown terms will prevent the student from making successful guesses; and those new terms must be reintroduced soon afterwards so that they are not quickly forgotten.

The comprehension exercises are there to help the student focus his attention on the central ideas and important details. They must never concentrate on trivia that add little to the general information that ought to be gathered. Students' answers must be checked by means

of group discussion, and students should feel free to argue their points. Answers must not be graded, since comprehension exercises are not tests.

The systematic reading of carefully prepared graded passages in this global manner must be complemented by simultaneous study of English morphology and syntax. These two activities constitute the core of learning to read English efficiently.

Description of the Method

Choice of Material

The background of the average student for whom the method is designed is the primary consideration in the choice and order of introduction of the material he will use.

Students who enter the university have been exposed to six years of English in secondary school. If those English lessons were successful, the students would have a fair proficiency in handling common English structures and core vocabulary. In practice, average high school graduates have not developed any proficiency. What the secondary school English courses do seem to accomplish is a preparation for learning the language.

Teachers have found by experience that university freshmen who begin English, display good disposition to learn the language: they are willing to study it. As for knowledge, they have notions of present and past tense forms, and of the difference between 'is' and 'are'. They understand sentences in Presente Continuo and in future using 'going to...' -both analogous to Spanish structures. And they know about the use of 'will'.

According to this preparatory stage, students must begin reading at the elementary level. By the same measure, learning can be predicted to proceed rather fast, particularly in the interpretation of familiar structures.

The time allotted for English lessons by the different faculties of the university is also taken into consideration. Humanities students must take three language courses, the faculties of Medicine and Dentistry require two English courses, and Engineering only one. Of course, this allotment could change in the future. In fact, if the service courses really accomplished the purpose they were created for, the faculties might request more courses to teach specific reading skills. Nevertheless, this reading course is geared to existing conditions and therefore, three courses are planned.

Blueprint of the Three Stages

The first stage, or English I, is an elementary course. Students practice reading short simple English prose passages containing core vocabulary and structures that are most commonly found in writing. Some basic word-formation processes -mostly inflexional- are included in the lessons, as well as English syntax, notions of lexical restrictions, and function shift.

Students' reading practice is the main activity in the course. It includes full understanding of the passages, identification of topic sentences, and detection of paragraph organization processes.

In English II, the second stage, students mainly read passages written for scientific purposes. Scientific writing is characterized by abundant use of certain structures, namely: passive voice, clauses, and participles functioning as nouns or adjectives. Students must learn to interpret those structures.

Understanding of morphology grows in importance when reading scientific literature, since authors of scientific works are very prolific and uninhibited in the coining of new terms. Affixing and compounding are very productive processes of word formation, and the students have to grow familiar with them.

Good understanding of paragraph organization helps the reader gain efficiency; so the study of rhetorical processes continues in English II. Recognition of redundance, a device frequently used in

didactic prose, is learned by studying synonymity in sentences. Recognition of the style: technical, poetic, humorous, etc, is also learned as a helpful hint to the degree of thoroughness that should be employed in reading. Detection of central and secondary ideas is practiced by means of outlining.

At this stage, faster, more efficient reading can be promoted, and students are encouraged to read faster by different devices, for example, periodical word-per-minute counts.

English III, the third stage, is devoted to the reading of specialized material for the different fields of study. Separate programs, and manuals, must be planned at this stage, one for the students in the field of science, and another for those who pursue humanistic studies. In English III the students learn, not only the new words they are likely to find in their textbooks and articles, but also new meanings assigned to the words in each specific field. The word 'variable', for example, is not an adjective, but a noun in scientific publications. Students grow familiar with abbreviations, and practice efficient use of the dictionary.

Stage III students start producing written English. The purpose behind this practice is to reinforce understanding of morphology, syntax, and paragraph organization. They summarize, and do paraphrase exercises, all of it in pursuit of increasing reading efficiency.

Throughout the reading course, understanding and speed are the two parameters that determine the specific goals. Understanding has to be developed fast, as premature stress on speed may hamper comprehension. Moderate demands can be made, though. A mild speed demand, for example, is to assign a reasonable, but not ample amount of time for the completion of reading quizzes and exams. The slowest readers are thus encouraged to speed up since they cannot complete an otherwise easy exercise.

Eventually speed of reading with adequate understanding will have to be developed too. Ideally, at the end of English III, the students should be able to read 100 words per minute, or a page in two minutes, provided that the conceptual level of the reading selection is within their comprehension.

This last provision is important. Just as knowledge of the vocabulary of the language, the grammar and paragraph organization are necessary for effective reading. It is also necessary that the ideas in the reading passage be within the students' grasp. Which means that the level of academic courses the students are taking must determine the choice of reading material. On one hand, material related to their courses of study is bound to be more interesting for the students. On the other hand, students usually take English courses when they are on their first or second year at the university and have not learned much about their field. "Speed of reading is inversely related to the amount

of new information ...in the text"²⁸. Because of that the content of reading passages designed to develop speed must overlap the readers' knowledge. The more the student knows about the subject, the faster he will be able to read.

Students will probable resent the pressure to read faster. Resistance and frustration can be overcome by disguising speed exercises as games. Charts of progress on word-per-minute class average can be kept, etc. Above all, students must be made conscious that reading English will be of little profit unless some measure of efficiency is brought into the skill. They know about the massive amount of reading they are required to do, and that they cannot get anywhere with laborious reading. Once the speed techniques begin to yield results they will appreciate the positive side of their effort.

Description of the Manual

The student's manual presented as an appendix to this work has been prepared to teach the first stage of the reading course. As the methodology demands that students read new, unknown passages, the manual is not offered as a definitive textbook, but as a model which should be continuously revised and modified by the service course teaching staff.

28 J. R. Ewer. "Preparing Speed-Reading Materials for EST (English for Science and Technology)". English Teaching Forum. Jan. 1979. Vol. XVII.

Familiar Content

The content of the reading passages in the manual, as well as the syntax and morphology included in the lessons, has been chosen in view of the characteristics of the average Salvadorean university student at this level, as experience leads to predict: he is in his first or second year at the university, his social background is lower middle class, and his proficiency in English, non-existent.

Thus, material has been selected to appeal to young middle-class students. For example, the characters introduced in the first lesson are a young couple living in an aptment which could very well be located in the Montserrat district of San Salvador; and in the second lesson there is a student who boards with an aunt and complains about lack of privacy. Scientific adventures, such as a head transplant and deep sea-diving are described in an effort to capture the reader's fancy, and also to gradually introduce the ideas and vocabulary which these students are learning in Spanish in their academic courses.

The characters in the passages are made more real by having them reappear in successive lessons. And even as the structures used grow progressively more complex, care has been exerted so that the topics in the passages be neither too academic, above freshmen understanding, nor too childish, or unrelated to Salvadorean reality.

Easier Reading Features

Some factors which make reading easier have been capitalized on. One is the great number of cognate words in English and Spanish. For example, 'comparison', 'demonstrate', 'form', 'alphabet', etc. The

meaning of cognates can be successfully inferred in most cases and that is a helpful clue for the reader. In fact, there is a method which stresses the use of cognates in order to bridge the gap between English and Romance languages. Even though a method like that would not be appropriate for our goals, since authors will write as they choose, a fair number of cognate words can be substituted into the passages without distorting the normal prose style.

Word recognition is another factor that fosters comprehension. To reinforce vocabulary learning, the new terms in each passage are immediately reintroduced in the grammar teaching section, and again in successive lessons.

Length of sentences and passages is very short at first because readers' eye span and speed of movement have yet to be developed. With that purpose in mind, dialogue form has been chosen for the first and fourth reading passages. Later, passage length increases gradually from the original 60 to 300 words. The idea is to assure that the students are successful in their initial attempts to read.

Sources

Most of the passages were drawn from books or magazines and simplified to the readers' level. A few of them were specially written to fill special needs; however, it is considered more desirable to use material from professional writers and thus present the students with more authentic samples of English prose.

Organization of the Units

There are thirty four passages distributed in eight lessons. Every one of these units contains two kinds of material: the reading passages and the grammar teaching section.

Comprehension Exercises

Each reading is preceded by a new vocabulary list, and followed by comprehension exercises. The vocabulary list contains the words whose meaning the students will probably not be able to infer. Cognate words are not listed. The translation is purposely omitted, but there is a space where students can write it.

Various types of comprehension exercises follow the reading. Some are incomplete statements with blanks to be filled with a word or phrase from the passage. Others are sentence fragments for cross matching. Some are "true and false" recognition exercises, made more challenging by the addition of a third alternative NM (Not Mentioned), a feature designed to discourage guessing²⁹. There are multiple choice complementation exercises, and sets of questions that require a short answer. This last type deviates slightly from the methodology, but it has nevertheless been included as a practice in recognition of interrogative sentences.

29 This idea was borrowed from Ted Plaister (Hawaii). "Luding Mother Goose". E. T. Forum. Oct. 1977. Plaister calls this the "I can't tell" response, and introduces a fourth "maybe" that uses inferences.

Grammar Sections

The grammar teaching sections alternate with the reading passages. They explain and generalize the new syntactic structures and morphological changes found in the passages. These explanations are written in Spanish, their text is very concise, and most of the explaining is done through diagrams and examples. Short, five or eight-item exercises complete the grammar part.

Both the comprehension and the grammar exercises are designed to enhance understanding. They are not to be used for evaluating purposes or homework. On the contrary, they must be done and checked during class time.

Teacher's Guide

The teacher's manual has been prepared as a guide for the instructor who will teach the course for the first time. It contains a description of the work to be done in terms of objectives, definition of the reading skill, and also of what skills the course does not intend to develop. The different parts described above are briefly explained in the manual, and followed by a summary of the type of activities that proved to be effective in previous teaching of the course. Topic and Topic Sentence are fully explained, as experience has shown that these concepts are not familiar to the average Salvadorean reader.

Suggestions for the handling of each lesson are included in a special section. They point at those parts of the lessons that may require more careful teaching. These suggestions are quite explicit for the first few lessons, and shorter at the end, where the instructor's gained experience will guide him well enough.

The Teacher's Guide contains special exercises which are not included in the student's manual. These exercises tend to develop faster word and sentence perception, and they must be seen for the first time when the teacher writes them on the blackboard. They are fairly difficult, but if presented as a game, students will rise to the challenge and enjoy doing them.

One of the models, taken from Harris' Exercises consists of studying a line of unrelated words and then finding the relation one of them has to a new "test word", written last and quickly erased. There are exercises to detect synonymity in sentences, complementing pairs, or to reinforce vocabulary by matching words to definitions.

All of the "games" described in the Teacher's Guide are models which the individual teacher must adapt and use according to the lesson and to the class.

Gradual Presentation

Another point that deserves to be mentioned is that the student's manual must not be sold -or given- all at once. Instead ten page leaflets must be studied and finished before the next one is made available.

This reservation is a prevention against the tendency students have shown to translate the passages word by word as soon as they lay hands on the material. While such enthusiasm is a compliment to the content of the reading selections, word by word translation is a bad habit, and every effort to get the students to read the material as they are being taught to, will be for good profit.

CHAPTER V
TESTING THE MANUAL

Justificación

The need to use teaching methods that focus on the Salvadorean students' goals, and that take into primary consideration their background and limitations, is felt in many of the courses taught at the University of El Salvador. Nowhere is this need more apparent than in the service courses taught by the Language Department, since the goal of these courses is the acquisition of a very specific ability and demands an equally specific method. In recognition of this situation, the study of a method that may fill the methodological void and respond to the need is undertaken.

The manual prepared was used to teach an introductory course (English I) in order to find out, first, whether it was a useful tool a teacher could use to develop reading skill, or more specifically, to increase the level of the student's reading comprehension and speed; and second, to detect any deficiencies and shortcomings that ought to be corrected.

Limitation

The circumstances that caused the massive desertion of students at the University of El Salvador during the first semester of the year 1980, also impinged on the experimental testing of the manual that was being carried out during that semester. As consequence of the desertion, both the experimental group and the control group

were reduced to a size so small that statistical treatment of the collected data was not feasible. Nevertheless, the simpler study presented in this work offers some objective information on the effectiveness of a course taught using the manual as a textbook. The data show that both the level of comprehension and the reading speed of the students increased significantly.

The Universe and the Study Group

Among nine groups each made up of thirty five to forty students, who would take English I, the study group was chosen at random³⁰. The group initially numbered thirty six elements (students), and it was considered representative of the "universe", because it had the following features which were common to all students taking English I.

1. All students had received English courses in secondary school.
2. All were about to begin studying English in the General Area of the Language Department.
3. Some of the students had probable taken additional English courses, but their distribution in the nine groups was not known at registration time.
4. The number of students in each group was approximately the same, ranging between thirty five and forty.

The study group was finally constituted by twenty five students of English I group 03, whose only formal contact with English had been their secondary school lessons, who took the

30 The group was simply the one assigned to the instructor who used the manual. The hour and classroom were also assigned by the coordinator without special requests or allowances. No selection whatever was used at registration.

Pre-test and the Post-test, and who attended at least 80% of the classes.

The information on whether they had received additional English courses was requested when the students took the Pre-test. Those students who answered affirmatively were excluded from the study.³¹

Testing Techniques

Two checking mechanisms were used for the study of the manual: the instructor's observation, and objective measuring.

1. Instructor's Observation

Observation was continuous throughout the course. Its aim was to detect deficiencies in the manual or in the method itself. Students' comments were welcomed and encouraged, and they were taken into consideration for a later revision of the manual.

The deficiencies detected are discussed below. They can be sorted into two kinds: One was the inadequacy of two of the reading passages; one was found to be too difficult while the other lacked appeal. The other, in the method itself, was an over-ambitious demand that students find the central idea in the passages, a task that proved to be premature for their skill. The first error was probably due to over-estimation of the students' level of general education, while the second was probably caused by under-estimation of the level of comprehension required by the task.

³¹ Since this was a regular English I course, the students excluded from the study could not be excluded from the course, and they were allowed to continue receiving the lessons.

The level of difficulty of the reading passages in the manual was planned to increase gradually. Greater difficulty in each passage was roughly indicated by the longer time employed by the students to read the passages twice and complete the comprehension exercises. The usual time was ten to fifteen minutes.

Another rough index of difficulty was the amount of teachers' help requested: a lot of requests for help pointed to particularly difficult passages since students usually needed little help to answer comprehension exercises.

Based on observation of relative time employed and amount of help requested by the students, one of the passages originally included in the manual was judged to be too difficult for the readers, and therefore not appropriate for an introductory reading stage. In answer to questions about the passage, the students remarked that the difficulty did not lay in the structures, but in the content of the passage. That is, the reading passage was too philosophical and the ideas were too sophisticated for the readers.

Interest in the reading passages was routinely checked by asking the students whether they had enjoyed the passage read during the lesson. One selection describing England's Prime Minister, Margaret Thatcher, was declared not interesting. This reading selection and the above-mentioned difficult one were omitted from the revised version of the manual.

Formulating Central Ideas

The difficulty experienced by the students in locating the central idea of passages was a source of serious concern since this ability is considered essential for the development of efficiency (understanding plus speed) in reading. A technique consisting of checking the relationship of each sentence in a paragraph to the suspected central idea was useful as it explained quite clearly the concept of "central Idea", but it was time consuming; what is more, the use of this exercise demonstrated that sometimes the central idea is a summary of two of the sentences in a paragraph. In cases where summarizing was necessary, the best students were able to do it, but the core of the group was not.

A clue and a solution to this problem was found in an article written by Ms. Amy Sonka, a teacher at Boston University³², in which she explained that the skill of formulating main (central) ideas seemed to be above beginners' capacity. Mr. Sonka found it more reasonable to concentrate on detection of the topic sentence, and pointed out that "in eighty to ninety per cent of non-fiction writing the topic sentence of a paragraph is the first sentence".

The suggestion was welcomed and a change was introduced in the method, postponing the work with central ideas to the second stage, and having the beginners work in the detection of topic

32 Amy Sonka. "Reading Has to Be Taught, Too". English Teaching Forum. Jan. 1979. Vol. XVII.

sentences: a more appropriate demand for their skill level and also a good step toward efficient reading.

2. Objective Measurements

The Instrument

Two parameters were measured as indicators of reading ability: comprehension and speed. The measuring instrument was a reading exercise used as Pre and Post-test, and consisting on reading a 295 word passage, and then answering a ten-item test that showed how much of the reading had been understood.

The reading passage was drawn from an "easy reading" book in English³³ and it was chosen because it contained structures and vocabulary which the students are expected to master at the end of the introductory course.

The questions used to measure the level of understanding do not demand production of language, only recognition of written ideas.

Measuring Process

The Comprehension Test was administered once at the beginning of the course (Pre-test) to detect the initial level of ability. Then the course was taught using the manual that applies the method.

33 The Mitchell Family. Collier-MacMillan Ltd., London.

Three days before the end of the English I course, the Post-test was administered.

The time employed in finishing the Pre-test and Post-test was also measured, from the minute when they received the command to start, to the moment when each student turned in his paper.

CHAPTER VI
ANALYSIS OF DATA

The Instrument

A Pre-test and a Post-test were administered to the study group to measure their reading ability before and after they used the manual. Two parameters were measured: reading comprehension and speed. Reading comprehension level was indicated by the number of correct answers to a ten-item quiz; speed in reading was measured by the total time employed in the reading exercise.

The results fo the Pre-test were compared to the results found in the Post-test. The comparison is show in Table I. Even without further analysis, the difference between the means is a clear indication of a big improvement in the students' reading ability.

Comparison of means

TABLE I

Comparison of means of results in the Pre-test and the Post-test in level of comprehension and time employed.

Parameter	Pre-test	Post-test
Comprehension	4.20	7.56
Time employed (in minutes)	27.68	20.80

To confirm the fact that there is significant difference between the results found in the Pre-test and those of the Post-test, those data were analyzed using Student's Critical T (T_c), a formula designed to analyze small groups.

$$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2}} \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where:

\bar{x}_1 = Mean of Pre-test results

\bar{x}_2 = Mean of Post-test results

$\bar{x}_2 - \bar{x}_1$ = Difference between means

$N_{1,2}$ = Number of students in the group

S^2 = (Standard Deviation)²

Procedure for Comprehension

$$T_c = \frac{3.32}{\quad}$$

$$\frac{\sqrt{\frac{7.30 \times 25}{48}} \sqrt{\frac{1}{25} + \frac{1}{25}}}{\quad} = \frac{3.32}{1.94 \times 0.28} = \frac{3.32}{0.54} = 6.15$$

Procedure for Time

$$T_c = \frac{6.38}{\sqrt{\frac{135.46 \times 25}{48}} \sqrt{\frac{1}{25} \frac{1}{25}}}$$

$$T_c = \frac{6.38}{8.40 \times 0.28} = \frac{6.38}{2.35} = 2.71$$

The analysis of the change observed in individual students' level of comprehension is given in Table II.

The analysis of the change in reading speed is given in Table III.

The result of the analysis was as follows:

Level of Comprehension Tc 6.15
 Time Employed Tc 2.71

Using the percentile table for distribution of T scores, it was determined that:

1. A significant change took place in reading speed.
2. A highly significant change took place in reading comprehension.

The design used in the research was descriptive, based on observation. To add clarity to this description, two graphs have been drawn to illustrate the changes in reading ability of every element.

Reading Comprehension

TABLE II

<u>N₁ / Pre-test</u>				<u>N₂ / Post-Test</u>				
<u>Grade</u>	<u>\bar{x}_1</u>	<u>d</u>	<u>d²</u>	<u>Grade</u>	<u>\bar{x}_2</u>	<u>d</u>	<u>d²</u>	
1.	7	4.2	2.8	7.84	8	7.52	0.48	0.230
2.	3		-1.2	1.44	6		-1.52	2.31
3.	2		-4.2	4.84	4		-3.52	12.39
4.	1		-3.2	10.24	8		0.48	0.23
5.	5		1.2	1.44	6		-1.52	2.31
6.	3		-1.2	1.44	9		1.48	2.19
7.	6		1.8	3.24	9		1.48	2.19
8.	3		-1.2	1.44	6		-1.52	2.31
9.	4		-0.2	0.44	6		-1.52	2.31
10.	2		-2.2	4.84	10		2.48	6.15
11.	5		1.2	1.44	7		-0.52	0.27
12.	6		1.8	3.24	8		0.48	0.23
13.	8		3.8	14.44	9		1.48	2.19
14.	6		1.8	3.24	9		1.48	2.19
15.	4		0.2	0.04	8		0.48	0.23
16.	2		-2.2	4.84	5		-2.52	6.35
17.	1		-3.2	10.24	6		-1.52	2.31
18.	3		-1.2	1.44	5		-2.52	6.35
19.	7		2.8	7.84	10		2.48	6.15
20.	9		4.8	23.04	10		2.48	6.15
21.	6		1.8	3.24	8		0.48	0.23
22.	4		-0.2	0.04	8		0.48	0.23
23.	3		-1.2	1.44	8		0.48	0.23
24.	2		-2.2	4.84	8		0.48	0.23
25.	<u>3</u>		-1.2	<u>1.44</u>	<u>7</u>		0.52	<u>0.27</u>
	105			116.36	188			= 66.23

Time employed

TABLE III

<u>N₁ / Pre-Test</u>				<u>N₂ / Post-Test</u>				
<u>Grade</u>	<u>x</u>	<u>d</u>	<u>d²</u>	<u>Grade</u>	<u>x</u>	<u>d</u>	<u>d²</u>	
1.	36	27.68	8.32	69.22	30	20.80	9.20	84.64
2.	35		7.32	53.58	28		7.20	51.84
3.	38		10.32	106.50	30		9.20	84.64
4.	38		10.32	106.50	27		6.20	38.44
5.	36		8.32	69.22	29		8.20	67.24
6.	20	- 7.68		58.98	19	--1.80		3.24
7.	16	-11.68		136.42	10	-10.80		116.64
8.	35		7.32	53.58	27		6.20	38.44
9.	25	- 2.68		7.18	15	- 5.80		33.64
10.	25	- 2.68		7.18	21		0.20	0.04
11.	37		9.32	86.86	30		9.20	84.64
12.	27	- 0.68		0.46	19	- 1.80		3.24
13.	32		4.32	18.66	26		5.20	27.04
14.	36		8.32	69.22	24		3.20	10.24
15.	35		7.32	53.58	30		9.20	84.64
16.	32		4.32	18.66	24		3.20	10.24
17.	38		10.32	106.50	29		8.20	67.24
18.	18	- 9.68		93.70	14		6.80	67.24
19.	29		1.32	1.74	20		0.80	0.64
20.	14	-13.68		187.14	7	-13.80		190.44
21.	15	-12.68		160.78	5	-15.80		249.64
22.	25	- 2.68		7.18	20	- 0.80		0.64
23.	13	-14.68		215.50	9	-11.80		139.24
24.	20	- 7.68		58.98	14	- 6.80		46.24
25.	<u>17</u>	-10.68		<u>114.06</u>	14	- 6.80		<u>46.24</u>
	692			= 1861.38				= 1525.40

Looking at Figure 2 it can be noticed that all the students improved their level of comprehension. The improvement was quite dramatic in some of the cases.

Figure 1 shows how the time employed in the reading exercise decreased in every case. In other words, all the students increased their reading speed.

Some interesting contrasts between the two figures can be observed; the hint of a possible inverse correlation between the improvement or understanding and increase in reading speed. However, the study of such a correlation is beyond the scope of this work. Neither would the size of the group or the techniques employed in the study allow such investigation. The hint stands there as an invitation for the curiosity of later researchers.

Time used
for completion
in minutes

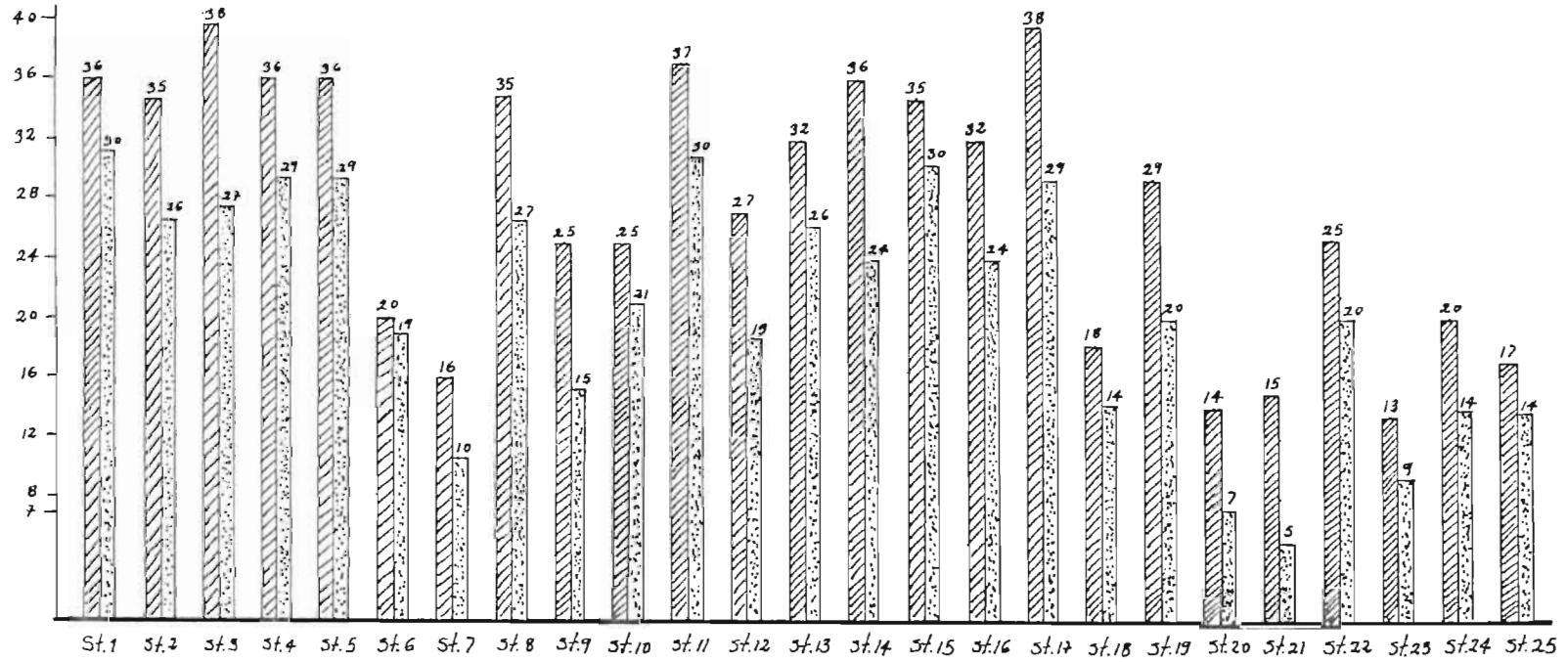
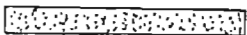


Fig. 1

Comparison of time employed in the completion of Pre-Test and the Post-Test



Pre-Test



Post-Test

Grades
from 1 to

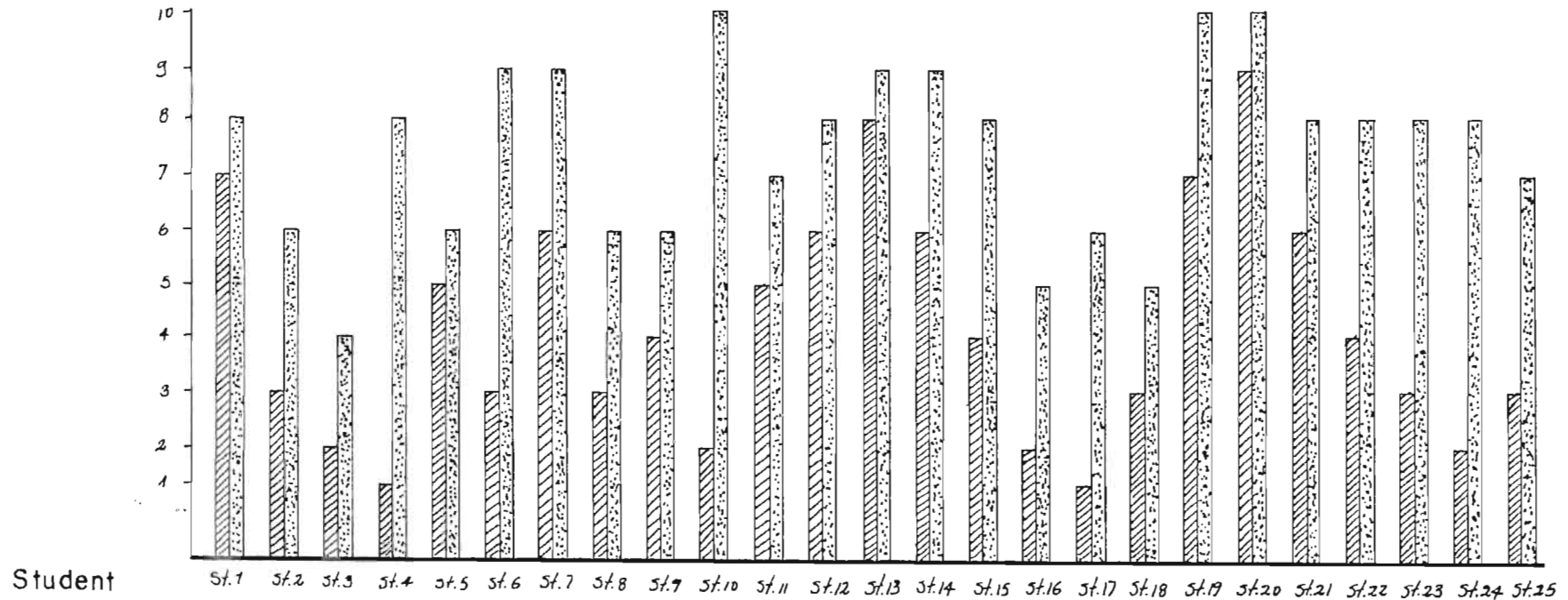


Fig. 2

Comparison of Comprehension level in the Pre-Test and Post-Test by individual student

 Pre - Test

 Post - Test

CHAPTER VII

CONCLUSIONS

In this work, the problematic situation experienced by the General, or Service Area of the Language Department, has been studied. Ever since this area was created the teachers in the service courses have labored under a severe handicap: that of not having a specific methodology to do the job that was assigned to them.

A manual that offers a solution to the problem has been produced, and its effectivity was tested through objective measurement of the skill it claims to develop. The data found by the testing is now confronted with the following hypotheses.

- Hg₀ There is not a significant difference between the results of the Pre-test and those of the Post-test administered to the students who utilized the manual as a textbook.
- Hs₁^o There is not a significant difference between the level of comprehension found by the Pre-test and the level found by the Post-test.
- Hs₂^o There is not a significant difference between the time employed in the completion of the Pre-test and that employed in the completion of the Post-test.

Since the analysis of the data shows a significant difference from the hypotheses expressed above, these hypotheses are rejected and the directional ones presented in the statement of the problem are accepted.

Supported by the test of the hypotheses and based on the studies done and the work carried out in regard to the problem, the following conclusions are drawn:

1. To produce development of reading skill a method specifically designed for the purpose must be used.

The development of reading skill is a separate process from that of speaking skill, and the use of oral methods to teach English does not produce the ability to read. It follows that unless a reading method is available, good results cannot be expected from a reading course.

2. The teachers of the service courses of the Language Department at the University of El Salvador need an adequate method to teach students to read English.

The need for a method that will teach university students to read English has been felt by EFL teachers in many parts of the world. At the University of El Salvador, lack of such method has hindered the efforts of service course teachers and rendered the courses inefficient. If service courses are going to accomplish their objective, an appropriate reading method has to be provided.

3. The progress attained in the field of teaching non-English speakers to read English permitted the development of a method designed to teach Salvadorean university students to read English for special purposes.

The experiences of teachers in different countries of the world have proved the feasibility of teaching groups of students to read English for special purposes within the limited time available to university students. The methods developed are geared to the needs and goals of the students who use them. A manual suitable for use at the University of El Salvador was produced by making use of these experiences and research and adapting them to the characteristics and needs of Salvadorean students.

4. The use of this manual in an introductory (English I) course at the University of El Salvador, resulted in the development of significant reading skill.

Objective measurement of the level of comprehension and reading speed showed significant improvement in both parameters. Based on that test the assertion is made that the manual produced is as adequate instrument for teaching reading skill at the introductory level.

5. The existence of an adequate method and a textbook is bound to facilitate the job of teachers and help the students to learn to read English more efficiently.

The learning process is influenced by many factors of which the textbook is only one. However, it stands to reason that a teacher who has an adequate instrument for his job will be able to do better work, and that the students will profit from the improvement.

CHAPTER VIII

RECOMMENDATIONS

The execution and writing of a graduation thesis enrich the theoretical and practical knowledge of the student to a previously unsuspected level. Many variations and expansions of the work flow into his mind; and it seems fitting that they be written for the future use of students who might be interested in the same field.

The first and second of these recommendations are concerned with use and improvement of the textbook compiled.

The third, fourth, and fifth deal with further development of the method. The sixth suggestion points to statistical research, and it might be attractive for the mathematically inclined language student.

1. The manual presented in this work must be properly tested.

As explained in Chapter IV, experimental testing of the model was projected and carried out. However, an intervening variable in the form of a deteriorating political situation caused the statistical death of the sample, so the experiment was void of statistical meaning.

When the University of El Salvador returns to normal, or near-normal condition, the experiment must be attempted again, this time choosing a sample that be overwhelmingly representative of the population -for example 50%- as a safeguard against the re-occurrence of the same type of accident.

2. The student's manual must be continuously revised.

It must be kept in mind that the student's manual is not presented as the final version of a textbook, but as a model of how the method can be applied. Thus the model should be subject to continuous criticism, observation and revision. After the manual has been used two or three times, the reading passages must begin to be replaced by new ones. This constant renewal will permit that the students read the material for the first time in the global, non-translating way required by the method. Care must be exerted, however, that the new passages or exercises fill the requirements expounded in the methodology.

3. Manuals for the teaching of the second and third stages ought to be produced.

In the production of these manuals, the cooperation of the faculties and departments where English II and III students are enrolled, will be necessary.

By providing a bibliography of reference books in English, the staff of those departments can help the Language Department Staff to select the passages that are most appropriate for inclusion in the student's manual. Once the manuals are produced, they should be put through the process of observation and experimental testing. And later they ought to be continuously revised.

4. Communication with the research centers mentioned in this work could give the University of El Salvador access to new ideas and useful methodology and techniques.

Correspondence with institutions such as Universidad del Valle (Colombia), Universidad Austral (Chile), University of Chile, and Boston University (U. S. A.), would bring Salvadorean teacher into contact with teachers who are making outstanding contributions to the field of reading English for special purposes.

5. A speed-reading module could be envisioned as Stage 4 of the reading course.

At the present moment, English IV is required only for library science students; yet, a speed reading course could be very useful for students in every field, including English majors. Preparation of a specialized course like that entails a great deal of research, creativity, and experience. For that reason, planning and preparation of a course in speed-reading cannot be foreseen in the near future. Nevertheless, this would be the terminal accomplishment that closes the reading course.

6. As a future aid to all reading courses, a study could be made of the correlation (if any) between speed in reading and understanding. This project appears as a strictly theoretical one. Its application would probably be found at a later moment.

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A P P E N D I X E S

APPENDIX A
THE STUDENT'S MANUAL

INGLES I

LECCION UNO

READING I. DIALOGUE

Vocabulary

Cooking _____	Outside _____
Kitchen _____	Inside _____
	Sunset _____

Bill Jenkins opens the door of his home. His wife Minna is cooking.

Bill: Minna! Where are you?

Minna: Hello, Bill! I am in the kitchen

Bill: Are you busy?

Minna: No. I am not. Dinner is all ready. Are you hungry?

Bill: Well, yes. I am, but it is a beautiful afternoon. Come outside for a minute and look at the sunset.

I. Read the sentences below. Mark T (true) in the blank if the sentence agrees with the dialogue. Mark F (false) if it contradicts the dialogue. Mark NM (Not Mentioned) if it is not mentioned.

1. Bill and Minna are married _____
2. Bill's last name is Jenkins _____
3. Bill and Minna have a car _____
4. Bill is the wife _____
5. It is a beautiful afternoon _____
6. Minna is busy in the kitchen _____
7. Bill isn't hungry today _____
8. Bill and Minna are young people _____

II. Read the question and mark the correct answer

Where is Bill?

- | | |
|------------------|------------------------|
| a. He is at home | c. He is at work |
| b. He is in bed | d. He is in the garden |

Where is Minna?

- | | |
|-------------------|--------------------------|
| a. She is busy | c. She is a woman |
| b. She is married | d. She is in the kitchen |

Who is Minna?

- | | |
|-------------------------|-------------------------|
| a. She is Bill's mother | c. She is Bill's wife |
| b. She is Bill's sister | d. She is Bill's friend |

What time is it?

- | | |
|------------------------|-----------------------|
| a. It's five o'clock | c. It's three o'clock |
| b. It's twelve o'clock | d. It's nine o'clock |

GRAMMAR

I. Los Pronombres Sujetos

Estos pronombres sustituyen a los sustantivos, nombres del sujeto de la oración.

Ej. Mr. Jenkins is hungry	<u>He</u> is hungry
Minna is tired	<u>She</u> is tired
Minna and Bill are married	<u>They</u> are married
You and I are in class	<u>We</u> are in class
The house is new	<u>It</u> is new

Exercise

1. Read each sentence, then underline the subject and copy each sentence substituting the name of the subject for the appropriate pronoun.

1. Bill isn't hungry today _____
2. Robert and Jim live in San Francisco _____
3. You and I are late for class _____
4. Mary is in school today _____
5. The children are at home _____

II. El Verbo TO BE

- a) El verbo TO BE tiene los significados que SER y ESTAR tienen en español.

Ej. Minna is in the kitchen

Bill is a good man

The sunset is beautiful

Dinner is ready

Este verbo tiene tres formas en presente:

I	AM	HUNGRY
SARA	IS	
PETER	IS	
THE BOYS	ARE	
YOU	ARE	

- Cuál es la forma que se usa en plural? _____
- Cuál forma se usa con "I"? _____
- Cuál se usa con una tercera persona? _____
- Cuál se usa con "you"? _____

Las Contracciones

Al hablar se usan contracciones constantemente, pero en el inglés escrito se usan mucho menos.

b) La oración negativa

Se agrega la palabra NOT para hacer la forma negativa.

Ej. Bill is hungry	Bill is not hungry
I am busy	I am not busy
They are married	They are not married

c) Interrogativas

El verbo TO BE, en la forma apropiada, colocado antes del sujeto indica que la oración es una pregunta

Ej. Are you hungry?
Is it late?
Are Bill and Minna happy?

Si hay pregunta usando las palabras "where", "what", "who", éstas se colocan antes del verbo.

Ej. Where are you?
 What is your name?
 Who is in the car?

Resumen

Afirmativa		The man	is		at home
Negativa		The man	is	not	at home
Interrogativa	Is	the man			at home?
Inter. -Negat.	Isn't	the man			at home?

Exercises:

I. Complete with IS, ARE, AM, as appropriate.

These desks _____ not new

Minna _____ in the kitchen

I _____ a very good student

My brother _____ a student too

_____ those children ready?

II. Put a question mark at the end of the questions and a period at the end of statements.

Bill is hungry

Is Bill hungry

Are the students happy today

She is not a very good girl

Aren't you Mrs. Jenkins

I am not married

This is not a small room

Is that right

READING IIVocabulary

Building	_____	Bill	_____
Large	_____	View	_____
Next to	_____	There is	_____
Four story	_____	Lovely	_____

The Jenkins live in an apartment. The partment is not very large, but it is new and comfortable. It has a large balcony next to the living room. Then there is the kitchen, two small bedrooms, and a bathroom. The apartment is on the second floor of a building, and the building is on a hill, so the Jenkins have a lovely view from the balcony. They like that.

Comprehension Exercise

Match every fragment on the left with fragment on the right that completes it correctly.

- | | |
|---------------------|-------------------------------|
| 1. The two bedrooms | a. the view from the balcony |
| 2. The building is | b. is next to the living room |
| 3. The Jenkins like | c. are small |
| 4. The kitchen | d. on the second floor |
| 5. The apartment | e. is comfortable |
| | f. on a hill |

GRAMMAR - Artículos

Los artículos son señaladores de sustantivos. Señalan los nombres de cosas, personas, animales, e ideas.

THE - marca el nombre de algo que ya es conocido o que se va a especificar. Tiene sólo una forma, sirve para singular o plural.

- Ej. The building is on a hill (ya sabemos cual).
The girls in that car are looking at you.

A, AN - marcan sustantivos que no son específicos.

- Ej. There is a cat in the tree (no conocemos al gato).
There is an old man sitting on a bench (un hombre desconocido).

Observe la diferencia:

The cat is in the tree (ya sabemos cual gato).
The old man is short and thin (un hombre conocido).

A y AN - significan lo mismo. Se usa A con palabras que empiezan con sonido consonante y AN con las que empiezan con sonido vocal.

Exercise 1. Complete with A or AN.

Bill and his wife live in _____ apartment.
Mrs. Wilson is _____ good nurse.
There is _____ theater near her house.
We have _____ apartment with _____ view.
This is _____ easy exercise.

Exercise 2. Complete with A, AN, or THE.

There is _____ house at the corner.
This is _____ house where Daniel lives.
There are _____ man and _____ woman in the living room.
Rosie is _____ girl in the white dress.

Plurales

En inglés sólo los sustantivos tienen forma plural. Ni los adjetivos, ni los artículos dan indicación de número. Por eso, al encontrar una palabra que está en forma plural, podemos predecir que es un sustantivo. Si además está precedida por un artículo, ya tenemos doble indicación.

El plural se forma en inglés de la misma manera que en español: agregando 's' o 'es'.

Ej. bedroom - bedrooms dress - dresses
view - views kiss - kisses

Sin embargo, las palabras terminadas en 'f' o 'fe', cambian la 'f' por 'v'.

Ej. wife - wives leaf - leaves

READING IIIVocabulary

is 26 years old	_____	bright	_____
already	_____	week	_____
strong	_____	later	_____
small	_____	she flies	_____
slender	_____	season	_____
bride	_____	shirt	_____

There is a bright star in the Salvadorean ballet. Her name is Martha Cañas. She is 26 years old and she is already an experienced ballerina. It is difficult to describe Martha because she is so good. Her eyes are enormous and expressive. Her legs are very strong. She is a small, slender girl, but she can dance for hours.

The most surprising thing about Martha is her versatility. One day she is a beautiful princess in a classic ballet; a month later she flies like a bird in modern dance. Then the next season we see her as the native bride in a folkloric ballet. Once I saw Martha dancing at a Christmas festival. She was in blue jeans and a red shirt, and she was dancing jazz. She is an excellent jazz dancer too.

Comprehension Exercise

Read the sentences below. Mark T (true) if the sentence agrees with the reading passage; Mark F (false) if it contradicts the passage. Mark NM if it is not mentioned.

- Marta Cañas is a dancer. _____
- Miss Cañas is twenty years old. _____
- Martha is a large woman. _____
- Her eyes are black. _____
- She can dance for hours. _____
- Martha is very slender. _____
- She can dance only classic ballet. _____
- Her legs are very pretty. _____

LECCION DOSREADING IVocabulary

Husband	_____	maybe	_____
wife	_____	friendly	_____
aunt	_____	noisy	_____
uncle	_____	Wilson's house	_____
neighbor	_____	Mrs. Wilson	_____
stranger	_____	Mr. Wilson	_____

DIALOGUE

There is a young man at the door of Daniel's house. He is talking to Daniel. The young stranger is asking questions.

- Young man: Excuse me.
Is this Mrs. Wilson's house?
- Daniel: No, it isn't
Maybe that yellow house is the Wilsons'
- Young man: The large yellow house?
- Daniel: No, the small house at the corner.
Is Mrs. Wilson a nurse?
- Young man: Yes, she is
She is a short, pretty woman
Her husband is very tall
- Daniel: Yes, that is the right house
The man is tall and the lady is very pretty
Are they your friends?
- Young man: They are my aunt and uncle
I am going to live in their house
I am a student
- Daniel: Well, that family is nice and friendly
But they are very noisy
The Wilsons have four children
And their children are noisy

Comprehension Exercise

Underline the sentence that agrees with the reading.

1. Mr. Wilson is single
Mr. Wilson is short
His wife is a nurse

2. Mrs. Wilson is a teacher
The Wilsons are Daniel's neighbors
They are not friendly
Their children are very quiet

3. The stranger is a student
Daniel is an old man
Mrs. Wilson is a tall woman

What happens in this dialogue?

A stranger is asking questions
Daniel is standing at the door of his house
The Wilson family is nice and noisy

GRAMMAR

Modifiers (Adjetivos Calificativos). Son las palabras que expresan cualidades: tamaño, forma, color, calidad, temperatura, etc.

Ej. big horse, round table, three fat worms

En la oración los modificadores siempre van junto al sustantivo (noun) y lo preceden. Puede haber dos o tres modificadores, uno detrás del otro.

Ej. a big brown horse, the new yellow house, a tall green lemon tree.

Exercise. Rewrite these sentences placing the modifiers before the noun.

That apartment is for rent (small) _____

Mr. Mason always has ideas (clever) _____

There is a movie at the Vieytez (funny) _____

READING IIVocabulary

crowded	_____	to find	_____
sitting	_____	try to do	_____
running	_____	hide and seek	_____
singing	_____	everybody	_____
laughing	_____	behind	_____
crying	_____	cousins	_____
		somebody	_____

A Page from a Diary

It is impossible to study in this house! It is crowded and there is too much noise. There is always somebody running in and out of rooms, or singing, or laughing, or crying. Sometimes I try to do my lessons in the living room, but my aunt is watching television there, and if I go to the yard, I find my cousins playing football. Yesterday I was in the garage sitting behind a big box, then a little girl decided to play hide and seek with me.

Comprehension Exercise

Complete the sentence with the appropriate expression.

- The people in my house are very _____
a. rude b. sick c. noisy d. friendly
- Who is usually watching TV in the living room? _____
a. my aunt b. my uncle c. my cousins d. everybody
- There is no way to study in this house because _____
a. the children are too little
b. the house is crowded
c. my aunt is often angry
d. I am behind a box

4. Where do my cousins play football? _____
- a. in the garden c. in the park
b. in the kitchen d. in the yard
5. The topic of this passage is _____
- a. My cousins like football
b. I can not study in this house
c. My house is too small

GRAMMAR

THERE IS is used for "HAY" before a singular noun.

THERE ARE is used for "HAY" before a plural.

Singular Form

	There	is		a big box in the garage
Is	there			a big box in the garage?
	there	is	not	a big box in the garage

Plural Form

	There	are		seven children in the house
Are	there			seven children in the family?
	there	are	not	seven children in the family

READING IIIVocabulary

tall	_____	to gamble	_____
dark	_____	a gambler	_____
curly	_____	to forget	_____
lucky	_____	to remember	_____
still	_____	to make money	_____
play	_____	to lose money	_____

A Man Hard to Forget

Harry Liveright is not a man who people forget. He is tall and dark with a long nose and a lot of curly white hair; but what people remember most are his enormous black eyes. When he was young, Harry was a gambler, and now he is fifty years old and still a gambler. He gambles his money on ideas, manuscripts, and people. Harry's work is to produce plays. When he is lucky the plays are good and he makes money, but some plays are bad, then Harry loses money. Harry has many friends and he is a good friend, but to his enemies he is a dangerous enemy.

Comprehension Questions

Answer these questions in short answers.

1. Is Harry Liveright a young man? _____
2. Are his eyes large or small? _____
3. Is Liveright a good friend? _____
4. Are the plays always good? _____
5. Is Harry a bad enemy? _____

GRAMMAR. Posesivos

Sirven para asociar un nombre con otro expresando relación de propiedad o parentesco. Sólo dan información sobre quien es el poseedor, no expresan ni género ni número de la cosa poseída.

Ej: My shirt is clean and my shoes are clean too.
Your sister is a friendly girl, but your six brothers are rude.

Poseedor Singular

I - My hands and feet are big.
YOU - Your fingers are long.
HE - Peter and his brother are here.
SHE - Helen is looking at her neighbor.
IT - The horse is eating its food.

Poseedores Plurales

WE - Our teacher is absent today.
YOU - Please, children, wash your hands.
THEY - Tom and Dick love their car.

EXERCISE

Complete the sentences with the possessive that refers to the underlined noun.

1. My aunt loves _____ noisy children.
2. Bill and Minna are cleaning _____ home today.
3. Danny and I will receive _____ salaries next month.
4. Harry is good to _____ friends and bad to _____ enemies.
5. Maybe you can study in _____ room today.

Cuando los posesivos van solos porque el objeto ya fue mencionado anteriormente, tienen una "s" al final, excepto my - mine.

Ej.: That pencil is not mine, it is yours.

Sally is using my pen because hers is broken.

Our classroom is large, but theirs is small.

Forma Posesiva de los Nombres

Para indicar relación de posesión entre dos nombres, se menciona el nombre del poseedor y se le agrega 's. El nombre del objeto poseído se coloca inmediatamente después. También puede indicarse así, la relación de parentesco.

Ej.: The man's car; the man's father.

Bill's apartment is small; Bill's wife is at home.

Exercise

Establish a possessive relationship between these pairs.

Ex.: Sarah - husband	<u>Sarah's husband</u>
Alice - cat	_____
My aunt - garden	_____
Nicky - fingers	_____

El nombre que va en segundo lugar es el verdadero sustantivo. El que lleva el apóstrofe ('s) funciona como modificador.

Ej.: The worker's shoes are old. (En esta oración describimos los zapatos, no al trabajador)

Exercise. Underline the subject of the sentence.

Bob's grandfather is seventy years old.

Harry's friends are lucky.

Sally's pen is broken.

Alexander's army was stationed in Persia.

Cuando el nombre del poseedor termina en s sólo se escribe el apóstrofe.

Ej.: We remember Charles' curly black hair.

The girls' room is not very clean.

LECCION TRESREADING IVocabulary

Full	_____	became	_____
place	_____	against	_____
controversial	_____	few	_____
wanted	_____	also	_____
was born	_____	later	_____

Alberto Masferrer was a controversial Salvadorean writer. His articles and books were full of criticism and protest against the social injustices of his time. Some people were offended by the criticism, and so Masferrer had many enemies. However, he was not attacking any particular people. He was a utopian and he wanted his country to be a good and just place.

Masferrer was born in 1864, when this country was very young. He went to school for a few years, but he was not happy in school. Then he worked as a teacher for many years. Later he became a writer and a poet. He visited Honduras and Nicaragua and he lived in Belgium as the consul of El Salvador in Europe.

Alberto Masferrer's greatest ambition was to write The Life of Jesus. But the book was never finished. He was very sick and old when he published the first part. It was his last book.

Comprehension Exercise

Write T in the blank if the sentence agrees with the reading.

Write F if it contradicts the reading.

Write NM if it is not mentioned in the reading.

- Masferrer was born in Alegria _____
- He was a teacher, a poet, and a diplomat _____
- Masferrer was a terrible enemy _____
- He was born in nineteen sixty four _____
- Masferrer was a good student _____
- "The Vital Minimum" was his main work _____

Present

I am in the University now.
 Diane is twenty years old.
 Henry's children are well today.
 You are here today, but you were
 not here yesterday.

Past

I was in high school last year.
 She was nineteen last year.
 They were sick last week.

Al igual que en las formas de presente, la negativa se forma introduciendo la palabra NOT después de "was" o de "were". En las preguntas el verbo se coloca antes del sujeto.

	Dinner	was	ready	at six o'clock
	Dinner	was not	ready	at six o'clock
Was	dinner		ready	at six o'clock?

Si la pregunta contiene WHAT, WHERE, WHEN, etc., ésa es la palabra que se usa primero.

Ejemplo:

WHEN	was	dinner	ready?
WHERE	were	you	last night?

Exercise. Change these sentences to the past.

- | | |
|---------------------------------|--------------------------------|
| Ex.: The house is on a hill | <u>The house was on a hill</u> |
| 1. The dancer's legs are strong | _____ |
| 2. Nicky is a clever gambler | _____ |
| 3. I am a good swimmer | _____ |
| 4. Are the men playing cards? | _____ |
| 5. Where is your son today? | _____ |

6. Are you sick? _____
7. That is not a good place to study _____
8. Ellen and Morah aren't sisters _____
9. There is a bus at the bus stop _____
10. There are too many people in the room _____

Choose the correct answer.

Example: Were you here on time today? Yes, I was/Yes, I were/No, I wasn't

1. Were you born in San Salvador? Yes, I was/No, I wasn't/No, I weren't
2. Was your mother at home this morning? Yes, she was/No, she wasn't
3. Were you in class yesterday? Yes, we was/Yes, we were/No, we weren't
4. Was your brother sick? Yes, he was/Yes, he were

READING II

Vocabulary

the trial	_____	blank	_____
the world	_____	said	_____
the neighbors	_____	thought	_____
best friend	_____	went	_____

Paul's trial occupied less than fifteen minutes. His case was very clear and he was sentenced to three years in the State Penitentiary. George, Paul's best friend, said goodbye to him and returned to work. George was very sad. The world was going to be very different without Paul, he thought.

George was very busy from March to June, and that was very good for him. There was a lot of work at the office, and his wife and neighbors played cards with him in the evening. He went a lot to the movies, but the days were blank and silent.

Comprehension Exercise

Choose and mark the correct alternative.

1. Paul's trial was
 - a. very long
 - b. spectacular and tragic
 - c. very short
 - d. not very interesting

2. Why was George sad?
 - a. George's best friend was dead
 - b. George's best friend was in prison
 - c. His wife was dead
 - d. He was in prison

3. What kind of people were George's neighbors?
 - a. They were kind and friendly
 - b. They were gamblers
 - c. They were not friendly
 - d. They were noisy and rude

4. Was George married or single? _____

GRAMMAR. Las palabras terminadas en "y".

Muchas de las palabras que terminan en "y" son adjetivos. Esto es así porque la manera más corriente de formar adjetivos es agregar "y" al final de un sustantivo.

Ej.: luck - lucky dust - dusty
 rain - rainy dirt - dirty

Note la desaparición de la "e" muda.

noise - noisy wave - wavy

Note la duplicación de consonante

mud - muddy sun - sunny

Estos cambios no alteran el significado. Sólo sirven para indicar la pronunciación.

Exercise 1. Change the noun to adjective.

hair _____	fun _____	nose _____
oil _____	skin _____	rose _____
sex _____	chat _____	grease _____

Exercise 2. Complete the sentence with an adjective from the underlined noun.

You have salt in your shoup. Your soup is _____

You have sand in your hair. Your hair is _____

You have mud on your shoes. Your shoes are _____

You have grease on your hands. Your hands are _____

READING III

Vocabulary

Musical comedy _____	asked _____
matinee _____	fine _____
manager _____	worried _____
almost _____	worried about _____
across the street _____	I am afraid _____

In 1948 a group of actors was going to present a musical comedy in the National Theater, but one of the actresses was not happy at all. She was worried about the theater and finally announced, "This is a fine theater, but we can't use it".

The manager was very surprised. It was impossible to change theaters. "What are you talking about?" - he asked.

"Look!" - said the lady, "across the street they are beginning the construction of a new bank building; they are excavating now. It is going to be very difficult to come to the theater, and on Wednesday afternoon, when we have a matinee, it will be impossible with all the noise".

"I am afraid there is nothing we can do", the manager explained.
 "There is only one good theater in San Salvador".

Comprehension Exercise

Choose and mark the correct answer.

1. Why was the actress worried?
 - a) The theater was too small for her
 - b) There were too many people in the show
 - c) The street was narrow and dirty
 - d) There was a construction going on across the street

2. Was the building almost finished?

a) No, they were working	c) No, they were excavating
b) Yes, they were beginning	d) Yes, they were starting

3. When was there a day show?

a) On Sunday	c) On Friday
b) On Saturday	d) On Wednesday

4. Was it possible to change theaters?

a) No, it was impossible	c) Yes, it was possible
b) No, the manager was not interested	d) Yes, but it was difficult

What is the story about?

GRAMMAR. Las Formas Progresivas.

Las formas progresivas indican que la oración está ocurriendo o que estaba ocurriendo en un tiempo limitado. Ejemplo:

Grandmother is cooking dinner (right now)

I am listening to the news (now)

John was walking down the street when...

What were you doing at eight o'clock last night?

La oración en forma progresiva tiene siempre la siguiente estructura:

SUJETO	VERBO TO BE	VERBO ING	COMPLEMENTO
Grandmother	is	cooking	dinner
Sharon	was	smiling	at me

Forma ING de los Verbos

El participio presente, o forma "ING" de los verbos, se forma agregando el sufijo (terminación) ing a la forma base de cualquier verbo.

Note la desaparición de la "e" muda en come - coming, take - taking, y la duplicación de consonantes de run - running, stop - stopping.

Estos cambios se hacen por razones de pronunciación y no alteran el significado de la palabra.

El participio presente se combina con el verbo TO BE en cualquiera de sus formas. TO BE es el auxiliar y da la información sobre tiempo y persona y el verbo en la forma ing indica cual está ocurriendo.

Ejemplo:

Martha	is	playing	in the yard
Martha and Peter	are	playing	in the yard
They	were	playing	in the yard

El presente progresivo no se encuentra mucho en la literatura científica en inglés; el pasado progresivo aparece casi siempre en oraciones complejas acoplado con una oración en pasado simple.

Exercise 1. Read the following sentences, then change the subjects and verbs to plural.

Example: The actress is working. The actresses are working.

1. The worker is making noise. _____
2. A little bird is singing in the tree _____
3. He is not feeling well _____
4. I am not doing anything _____

Exercise 2. Answer these questions. Use short answers.

Example: Are you learning? Yes, I am

1. Is your neighbor looking at you? _____
2. Were you sleeping at 5 o'clock this morning? _____
3. Is your teacher sitting or standing? _____
4. What are the girls doing right now? _____

READING IV

Vocabulary

good looking _____ nice _____
 charming _____ matter _____

My Brilliant Future

I am going to be frank with you. I want to live well. Right now I am good looking, charming, and only twenty years old. I am going to go to lots of parties and I am going to meet many rich girls. One of them is going to like me and then I am going to be very, very nice to her. I'm not going to smoke, or drink, or look at other girls until we get married. Afterwards it will be a different matter. After I have all that beautiful money in my hands I will be the biggest playboy in the city. Brilliant, don't you think?

Comprehension Exercise

Select the correct alternative and mark it.

1. What is this man like?

a. Young and attractive	c. Rich but bad
b. Poor but good	d. Stupid and conceited

2. His plans for the future are

a. To be a good boy	c. To be charming forever
b. To marry a rich girl	d. To drink and smoke until he marries

3. How long is he going to be good?

a. He is good now	c. He is going to be a good husband
b. He will be good ten years	d. He is going to be good until he gets married

4. What is your impression of the man who speaks in the reading?
Is he a moral or an immoral man? _____

LECCION CUATROReading IVocabulary

echo _____	quite _____
bat _____	tie _____
shriek _____	crash _____
pitch _____	lose _____
	hit _____

Echoes can be a substitute for vision. Blind people often find echoes useful as a guide to judge their distance from a wall. Bats also make an interesting use of echoes as guides. They live in completely dark caves where their eyes are useless, and yet they fly about in these caves and never hit the walls. The secret is this: while they fly in the dark, the bats emit shrieks. The pitch of these shrieks is so high that human ears can't hear them, but the bats hear them quite well. When sounds are reflected from the walls of the cave, the bats can also hear the echoes. In this way they can judge their distance, and so they keep on a safe direction. If the mouth of a bat is tied shut, the bat can't make any sound, so it immediately loses its ability to "see" in the dark and crash into the walls.

Comprehension Exercise

A. Questions

1. Bats and blind people are similar in one way
 - a. they live in caves
 - b. they don't hear well
 - c. they shriek
 - d. their eyes are useless

2. Bats don't see because
 - a. they live in the dark
 - b. their eyes are too weak
 - c. they don't have eyes
 - d. they use their wings

3. A bat whose mouth is tied shut
 - a. Will never fly again in his life
 - b. loses its sense of direction in the dark
 - c. will become blind and deaf
 - d. emits terrible shrieks and bites

- B. Find the expression on the right that completes correctly a fragment on the left and write its letter on the blank.
4. A man who is blind _____ a. don't hear
5. Bats usually don't _____ b. use echoes as a guide
6. We don't hear the shrieks _____ c. live in dark caves
7. Blind people and bats _____ d. when they hear the echo
8. Bats calculate distances _____ e. can't see
f. crash into walls
g. because their pilch is too high

The topic sentence in this passage is

- a. Echoes can be used to "see" in the dark
- b. Bats live in dark caves
- c. Scientist know the secret of bats
- d. Sometimes men catch bats and tie their mouths

GRAMMAR. El Presente Simple

Este tiempo expresa una accion que ocurre habitualmente permanentemente. En las oraciones afirmativas el presente simple tiene dos formas.

- 1) Se usa la forma sencilla del verbo cuando el sujeto es plural, I o You.

I		
You		
We	come	to school on time
They		

Example: Bats fly quite well in the dark.

We eat three times a day.

You work in the hospital.

I have a lot of books in my closet.

- 2) Cuando el sujeto es singular (excepto I o You), la forma sencilla adquiere un "s" al final.

He		
She	comes	to school on time
It		

Example: Peter lives in a small house
 He eats lunch at the university
 The doctor works in a hospital
 The plane flies over the mountains

Note el cambio de ortografía de "fly" a "flies". Esto sucede siempre **que** la "y" va precedida de consonante.

Example: I cry, he cries; I carry, he carries.

Cuando la última letra de la forma sencilla es sibilante (s, sh, x, ch), el verbo termina en "es".

Example: Peter kisses his children; he washed his face and hands.

Forma Negativa

En las negaciones siempre se usa el auxiliar "DO" o su forma "DOES". El verbo de acción se mantiene en la forma sencilla y el auxiliar lleva la negación (do not, don't) y también absorbe la "s" para concordar con los sujetos singulares (does not, doesn't).

I		
You	do not	
We		have many friends
They	don't	
He		
She	does not	have many friends
It	doesn't	

Example: People don't see well in the darkness.
 I don't need any money.
 Alice ~~doesh~~'t live here anymore.
 The baby doesn't eat meat.

En la forma interrogativa las preguntas comienzan siempre con el auxiliar DO para los sujetos plurales, YOU y I; DOES para los singulares. El verbo de acción se mantiene en forma simple y da **sólamente** idea de la acción.

Do	you I they	run	to the bus stop?
Does	he she it	run	to the bus stop?

Example: Do you like ice cream?
Do doctors work very hard?
Does Anita hurry to the bus stop?
Does she catch the bus?

Resumen

Plurales

	You		see	your friends
Do	you		see	your friends?
	You	do not	see	your friends

Singulares

	Mark		see	his enemies
Does	Mark		see	his enemies?
	Mark	does not	see	his enemies

Verbos Irregulares

Solamente hay tres verbos que tienen irregularidad en el presente:

Do - does; have - has; go - goes

Exercise. Underline the verb in each sentence. Then change all sentences to the negative.

- Engineers build houses. _____
- We get up at five o'clock. _____
- I have time to talk now. _____
- Newspapers always tell the truth. _____
- Peter carries a large bag. _____
- The plane flies over the mountains. _____
- A mailman delivers mail. _____
- Chang washes his car every day. _____

2. Complete the following questions with DO or DOES.

_____ the boys in this class smile a lot?

_____ you believe in God?

_____ a deaf man hear quite well?

_____ your brother understand English?

_____ Linda's boy friend drink too much?

What _____ you do on Sundays?

Where _____ Mr. Jenkins live?

When _____ you study?

How much milk _____ a baby drink every day?

READING II

Bill Jenkins is a mailman. He always wears a blue uniform and carries a bag on his back. His bag is very heavy today because there is a lot of mail in it. It is Christmas time, but Christmas isn't the best time for Mr. Jenkins and the other mailmen.

Today Mr. Jenkins is late. He always leaves his home at eight o'clock, but this morning it is eight-twenty when he leaves. He kisses his wife and children, and hurries to the bus stop. The bus is already coming, so he runs and tries to catch it, but he misses it. He has to wait for the next bus. "Oh", cries Mr. Jenkins, "what a bad luck!".

Comprehension Exercise

What is the first paragraph about? Underline the sentence.

- a. Mr. Jenkins's bag is very heavy.
- b. Mr. Jenkins is a mailman.
- c. Jenkins wears a blue uniform.
- d. Jenkins has to deliver a lot of mail.

Underline the sentence that tells what the story is about.

- a. Jenkins is late today.
- b. He always leaves at eight o'clock.
- c. Jenkins has to wait for another bus.
- d. Mr. Jenkins always runs to the bus stop.

Answer the following questions. Use short answers.

1. What is Mr. Jenkin's job? _____
2. What does he do every day? _____
3. What is his bag like today? _____
4. Why is his bag so _____ today? _____
5. Is Christmas a happy time for mailmen? _____
6. Is Bill Jenkins on time today? _____
7. What time does he usually leave home? _____
8. Why does he run today? _____

Sustantivos Terminados en "ER"

Se puede construir sustantivos agregando el sufijo "er" a un verbo: work, worker; drink, drinker. Este nombre indica a la persona que ejecuta la acción del verbo. Ej., A man who drives is a driver. A man who reads is a reader. A man who dances is a dancer.

Exercise

1. Construya sustantivos a partir de los verbos siguientes:

- | | | | |
|-------|-------|-------|-------|
| speak | _____ | swim | _____ |
| paint | _____ | play | _____ |
| make | _____ | fight | _____ |
| sing | _____ | think | _____ |

A menudo la cosa que sufre la acción del verbo aparece precediendo al sustantivo, en la posición de un adjetivo.

Example: A taxi driver is a man that drives a taxi.

A football player is a man who plays football.

A thyphoid carrier is a person who carries thyphoid fever germs.

Exercise. Complete las oraciones siguientes:

- A person who sings is a _____
- A man who smokes is a _____ and one who drinks is a _____
- A machine that mixes is a _____ and one that light cigarettes is a _____.

Answer the following questions:

- What does a dancer do? _____
- What does a boxer do? _____
- What does a worker do? _____
- What does a biology teacher do? _____

READING III

Vocabulary

feeds	_____	by himself	_____
cleans	_____	pens	_____
has a beer	_____	hard liquor	_____
chats	_____	go along	_____
		twice	_____

Josh Wilson has a chicken farm and he is always busy. He gets up at five o'clock, feeds the chickens, collects the eggs, and cleans the pens. The farm is small, but Josh and his two helpers work very hard to get everything done.

Josh goes to town twice a week, but he seldom goes by himself. The whole family usually goes along. Once in a while, however, Josh declares that he cannot take them, and he goes to town alone. Then he spends some time at the barbershop chatting, but he never talks about politics. Afterwards he walks across the street to the bar and has a beer; but he never drinks any hard liquor, and he always returns home before dark.

Comprehension Exercise

Underline the sentence that tells what this story is about.

- a. Josh goes to town twice a week.
- b. Josh likes to drink beer.
- c. Josh is a busy farmer.
- d. He is a good family man.

Exercise. Answer the questions. Choose the appropriate answer.

1. How often does Josh go to town? _____ a. Yes, he sometimes goes alone.
2. Does he usually go by himself? _____ b. No, he never drinks liquor.
3. Where does he sit and chat? _____ c. Two workers help Josh at the farm.
4. Does he ever talk about politics? _____ d. He never talks about politics.
5. Does he ever drink hard liquor? _____
6. Who helps Josh at the farm? _____ e. Two times a week.
f. No, he seldom goes by himself.
g. He manages his time well.
h. At the barbershop.

GRAMMAR. Frequency Adverbs.

Estas palabras indican la frecuencia con que la acción ocurre. Pueden ser de fuerza afirmativa o de fuerza negativa.

Afirmativa

always
usually
generally
often

Negativa

never or not ever
seldom
rarely
sometimes ever?

Se les encuentra colocados junto al verbo que modifican, precediendo a todos los verbos, excepto a "TO BE", al cual siguen.

Example: Omar never drinks any liquor.

I always pay by bills on time.

Sally doesn't usually get up early.

But,

Heidi is always ready at six o'clock.

Ese es el orden más normal, pero en realidad los adverbios usually, generally, often y sometimes, se encuentran a menudo al principio de la oración y a veces al final.

Example: Sometimes I ride the 29 bus.

Exercise. Rewrite the following inserting a frequency adverb.

- We go for a walk on Sunday. _____
- He does his work. _____
- Does he prepare his lessons? _____
- Girls don't comb their hair in the street. _____
- He is late for class. _____

A Game

Psychologists say that if you dislike a lot of foods that means you have a bad personality. Liver doesn't count of course!

carrots	milk	lettuce	kidneys
cheese	cauliflower	pork	yogurt
brains	fish	spleen	spinach

Aha! What kind of a person are you?

GRAMMAR. Object Pronouns.

Ya conocemos los pronombres que sustituyen a los nombres de los sujetos. Para representar un nombre (sustantivo) que no es el sujeto que hace la acción sino el objeto a quien le pasan sucesos se usa otro juego de pronombres: me, him, her, us, y them.

corresponde así:

Singular		Plural	
I	me	we	us
you	you	you	you
he	him	they	them
she	her		

Example: He has a small farm; two men work for him.
They want to go to town; Josh never takes them.
I want my money; when will you pay me?

Exercise. Choose the correct form.

1. I often see (they, them) on the bus. _____
2. (We, us) always walk to school. _____
3. I always speak to (he, him) in English. _____
4. She sits near (I, me) and I look at (she, her) _____
5. Here are some letters for (she, her). _____
6. (He, him) wants to talk to you. _____

LECCION CINCO

READING I

Vocabulary

To hire _____
 age _____
 marry _____
 fell in love _____

Regular Verbs
 arrived _____
 helped _____
 hired _____
 packed _____
 wanted _____

Irregular Verbs

said _____
 saw _____
 left _____
 let _____

One spring day, many years ago, a young man arrived at the farm of a man named Taylor. The boy was looking for work. Taylor did not know anything about the man, but the spring is a busy time on farms, so he hired him. The new worker's name was Kevin and he helped on the farm all through the spring and summer.

Before the end of summer, Kevin fell in love with one of Taylor's daughters, a pretty young girl about his own age. He wanted to marry her, but Taylor said that he did not intend to let his daughter marry a young man without money or profession. Kevin said nothing in answer to this, but that night he packed his things and left. No one in that valley even saw him again.

Comprehension Exercise

A. If the sentence agrees with the reading, mark T (true). If it contradicts the reading mark F (false), and if it is not mentioned mark NM.

1. Kevin was Mr. Taylor's son. _____
2. Taylor did not know the man. _____
3. The man was very handsome. _____
4. Kevin didn't say goodbye to Taylor. _____
5. The girl was pretty and young. _____
6. Kevin lived on the farm for a year. _____
7. This story happened in winter. _____
8. Kevin left and never returned. _____

B. Mark the correct alternative.

Topic of first paragraph is:

- a. Spring is a busy time for farmers.
- b. A young stranger came to work in a farm.
- c. Kevin worked in the farm through the spring and summer.
- d. Taylor did not know anything about the man.

The main idea in the second paragraph is:

- a. Kevin loved a girl, but he had to leave her.
- b. Taylor did not want his daughter to marry a poor man.
- c. Kevin and the girl were about the same age.
- d. Kevin did not have any prospects for the future.

El Pasado de los Verbos.

Las formas de pasado indican que la acción se completó en

B. Mark the correct alternative.

Topic of first paragraph is:

- a. Spring is a busy time for farmers.
- b. A young stranger came to work in a farm.
- c. Kevin worked in the farm through the spring and summer.
- d. Taylor did not know anything about the man.

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- c. Kevin and the girl were about the same age.
- d. Kevin did not have any prospects for the future.

GRAMMAR. El Pasado de los Verbos.

Las formas de pasado indican que la acción se completó en un tiempo indefinido. Preguntas y negativas. La indicación de tiempo pasado está en el auxiliar DID. El pasado de DO, se pone al principio de las preguntas y se combina con NOT para formar la negativa.

Ej.: Did Bill catch the bus? No, he didn't.

Why didn't he catch the bus? Because he did not run fast enough.

Oraciones Afirmativas

En las oraciones afirmativas no hay auxiliar y el verbo de acción se modifica para indicar tiempo pasado.

La forma afirmativa se caracteriza frecuentemente por terminar en las consonantes "d" o "t". Todas las personas usan la misma forma.

Ej.: Jim worked very hard at the farm.

The other three men worked very hard too.

	Jim		packed	his things
	Jim	did not	pack	his things
Did	Jim		pack	his things?

Contraction: did not - didn't.

Verbos Regulares

En inglés una vasta mayoría de los verbos son regulares. Todos ellos forman el pasado agregando "ed" a la forma simple.

Ej.: wash - washed; count - counted; fill - filled

Cuando la última letra de la forma sencilla es una "e" muda, solamente se agrega la "d", y si la última letra es "y" precedida de consonante, esa "y" se cambia a "i" antes de agregar el sufijo "ed".

Ej.: like - liked; carry - carried; cry - cried; smile - smiled

Exercise. Change the following sentences to the past.

Example: Scientists don't know everything. Scientists didn't know everything.

1. Do you hear about the problems? _____
2. The blind man does not see the red light. _____
3. The deaf man doesn't hear the siren. _____
4. Mr. Jenkins does not catch his bus. _____

5. Josh doesn't drink hard liquor. _____
6. Do you get tired quickly? _____
7. Does Daisy leave early. _____
8. What do you have in that bag? _____
9. How much money do you spend for books? _____
10. Doesn't he really have a profession? _____

Exercise. Change the verbs in the following passage to the past.

They are regular verbs.

Egyptians bury important personages surrounded with their most precious possessions. The problem is that the rich contents of the tombs attract robbers. Egyptians then construct pyramids over the tombs or place them in remote valleys. In spite of all those precautions, the robbers enter the tombs and loot them.

READING II

Vocabulary

wet	_____	ground	_____
lay	_____	trail	_____
climb	_____	lowlands	_____
whole	_____	one another	_____
		had seen	_____

Regular verbs

start	_____
climb	_____
walk	_____
comfort	_____
continue	_____
cook	_____
belong	_____

Irregular verbs

have-had	_____
come-came	_____
make-made	_____
find-found	_____
feel-felt	_____
lie-lay	_____

Kevin's Dream

Kevin and Daisy had a horse, a cow, and three pigs when they started up the mountain. They also had a dog and four chickens.

As they climbed up the trail on the first day, they walked into a cloud. They were in that cloud all day. The whole place was wet and strange. That night they lay in one another's arms near the fire and comforted one another saying that the next day would be better.

On the second day they continued walking as fast as they could. At the top of the climb they came into sunlight. They were above the clouds. It was all as pretty as a picture and the finest land that they had ever seen.

That night they made a fire and cooked a piece of fish. The pigs found food, and horse found grass. When darkness came, Kevin and Daisy felt that they belonged there. They felt that the troubles of life were behind them in the lowlands. The chickens were sleeping, the cow was quiet, and the dog was content.

Comprehension Exercise. Mark the correct alternative.

The story the complete passage tells is:

- a. The mountain was a cold wet place.
- b. The second day Kevin and Daysi were above the clouds.
- c. Two young people were traveling up a mountain.
- d. The second night was better than the first one.

The central idea in the last paragraph is:

- a. The second night they felt that they belonged there.
- b. The humans ate and the animals ate too.
- c. The chickens were sleeping, the cow was quiet and the dog was content.
- d. They made a fire and cooked a piece of fish.

Now. Why do you think they were climbing?

- a) to live b) for sport c) to sell the animals
- d) to see the mountain

The correct answer is a) to live and the clue is the animals. To sell, you take more animals and go down the mountain. For sport or exploring people don't take those kinds of animals; in fact, you don't ever take chickens or pigs. So it had to be a colonizing sort of trip.

Questions on Details

- 1) The trip the young people were taking was:
 - a. very difficult
 - b. a lot of fun
 - c. very easy
 - d. impossible to finish
- 2) How many animals did Kevin and Daisy have?
 - a. three
 - b. four
 - c. ten
 - d. five
- 3) Was there a good road to walk?
 - a. Yes, there was
 - b. No, just a trail
 - c. Yes, a good sunny road
 - d. No, they were lost
- 4) How did they feel the first night?
 - a. strange and comforted
 - b. they felt all right
 - c. they felt better
 - d. worried and cold
- 5) What did Kevin and Daisy find at the top of the climb?
 - a. more clouds
 - b. a few chickens and pigs
 - c. sunlight
 - d. a river with fish
- 6) When they climbed above the clouds they saw that:
 - a. the horse was tired
 - b. there were nuts on the ground
 - c. the land was beautiful
 - d. their troubles were behind
- 7) Daisy and Kevin climbed the mountain...
 - a. in two weeks
 - b. in two days
 - c. in two hours
 - d. in two horses
- 8) How did they go?
 - a. on skis
 - b) riding a horse
 - c) walking
 - d) on a small wagon

GRAMMAR. Verbos Irregulares.

Son verbos irregulares los que no forman su pasado agregando "ed". Estos verbos no son tan irregulares como parecen. En primer lugar, no tienen nada de distinto de los regulares en negaciones ni en preguntas; además tienen algunas cosas en común:

1. Muchísimos de ellos terminan en "d" o en "t".
2. Frecuentemente el cambio de forma recae en la vocal central de la forma simple.

Ej.: sit - sat; feel - felt; write - wrote.

NOTA: Esta clasificación se basa en sonidos, no en escritura. Se puede hacer grupos de verbos que siguen un mismo sistema al cambiar.

Grupo 1. Verbos que retienen la forma sencilla en pasado.

cost	bet	put	hurt
hit	fit	cut	beat y otros menos comunes.

Exercise. Answer these questions:

1. Did you bet for Alianza or for Platense? _____
2. Did this lesson cost thirty or fifteen cents? _____
3. Did the ball hit the window or the door? _____
4. Did the barber cut your hair or your ear? _____
5. Did Jamsal beat everybody or nobody? _____
6. Where did you put the tickets? _____
7. When did Sonja hurt her knee? _____
8. How much did lesson 5 cost? _____
9. What size fits you, small or medium? _____

Grupo 2. Los verbos forman su pasado cambiando el sonido vocal de "i" a "e". En algunos de estos verbos la forma simple termina en "d".

<u>i</u>	<u>e</u>	
read	read	_____ I read 'til twelve o'clock last night.
lead	led	_____ Kevin led the animals up the mountain.
feed	fed	_____ They fed the pigs with nuts.
bleed	bled	_____ Tom hurt his nose and it bled.
meet	met	_____ Jim met a charming girl at the farm.

Hay otros verbos que además de cambiar de "i" a "e" agregan "t" al final.

<u>i</u>	<u>e</u>	
sleep	slept	_____ I slept only five hours last night.
keep	kept	_____ The farmer kept chickens and pigs.
feel	felt	_____ Daisy felt tired and afraid.
mean	meant	_____ The gir's "maybe" really meant "no".
leave	left	_____ Jenkins left his home at eight o'
hear	heard	_____ We heard shots in the distance ^{clock} .

Exercise. Answer these questions. Use past tense forms in your answers.

1. Did Helen feel angry or happy? _____
2. Did she meet a friend or a stranger? _____
3. Did you read a book or a magazine? _____
4. Did Kevin feed the horse or the cow? _____
5. Where did you sleep last night? _____
6. What did Superman keep in that box? _____
7. Who left this umbrella here? _____

Expresiones de Tiempo Pasado

yesterday	The Jenkins had a party yesterday.
last night	Did you sleep well last night?
last month	I met Alma last month.
last year	Last year sugar was cheaper.
day before last	
week before last	

Note que estas expresiones no van precedidas de artículo. La presencia de "the" cambia el significado de "last" a "último".

Ej.: That was the last night we spent in Paris.

It's the last time I lend you my shirt!

Las expresiones de tiempo pasado se encuentran normalmente al final de la oración; también se les coloca al principio, pero nunca en medio de la oración.

AGO se usa para delimitar el lapso que separa la acción del momento presente.

Ej.: Sally called you ten minutes ago.

I met my wife ten years ago.

AGO siempre está ubicado al final.

READING III

Vocabulary

To set	_____	countryside	_____
to approach	_____	smell	_____
to warn	_____	scene	_____
to head	_____	well-being	_____
to turn on	_____	already	_____

It was just beginning to get dark when the Mitchell family approached the city, and some drivers had already turned on their car lights. A red sun was setting in the west, and the sky, the clouds, and the entire country-side were colored in pink. The rosy scene and the sweet smell of the fruit inside the car completed the family's sense of well-being. After a happy weekend in the country they felt relaxed and sleepy.

At that moment a black car with no lights to warn of its approach, came speeding around a curve and headed straight for the Mitchells car.

Questions

- Was the family coming to the city or going away from it?

- What time of the day was it? _____

- Did they have fruit in the car? _____

- Did the black car have its lights on? _____

- Did they feel happy? _____

- What about the other car? _____

Comprehension Exercise

The first paragraph is about...

a) A family was returning home at sunset.

b) The sunset was beautiful and the sun looked red.

c) Some drivers had their lights on already.

d) The family had fruit in the car and it smelled good.

Study the images presented in the first paragraph.

Example: The smell of fruit, the relaxed family, the color of the sky.

Are these ideas pleasant or dangerous?

Now study the images in the second one.

Example: The color of the car, the speed, etc.

Are the images in the two paragraphs similar or do they contrast?

Do you think the writer did this intentionally?

READING III - PART IIVocabulary

right _____	steering wheel _____
wheel _____	upside down _____
ditch _____	towards _____
fright _____	wound _____

Regular Verbs

to stare _____
to turn _____
to steer _____

Irregular Verbs

fall-fell _____
come-came _____
send-sent _____
stand-stood _____

Jim reacted instantly, turning the steering wheel as hard as he could towards the right, but it was too late. The big car struck the side of the Mitchell's car and sent it off the road... The car fell into a ditch, rolled over and came to a stop upside down. The melons rolled everywhere and their rich smell filled the air.

It all happened so fast that Jim did not have time to protect himself. His face was cut from the broken glass, but he wasn't badly hurt. Then Irene began to cry from fright and shock, but her wounds were not serious, although her hands were covered with blood.

Slowly the family got out of the car and stood looking at the wheels turning in the air.

Comprehension Exercise

1. What happened?

- | | |
|-------------------------------|--|
| a. The black car rolled over. | c. The black car hit the Mitchell's car. |
| b. The steering wheel broke. | d. The Mitchell's car hit the black car. |

2. How did the small car fall?

- | | |
|--------------------------|------------------------------|
| a. It fell into a ditch. | c. It fell into a river. |
| b. It didn't fall. | d. It stopped under a wheel. |

3. Who was hurt?
- a. Jim was
b. Nobody
- c. Jim and Irene were hurt.
d. The children were hurt.
4. How did Irene react?
- a. She steered to the right
b. She cried from the shock
- c. She protected her face.
d. She ate the melons.

GRAMMAR. Palabras de Enlace.

Las conjunciones "and, but" y "or" se usan para enlazar palabras u oraciones e indican la relación que las palabras tienen entre sí.

AND indica afinidad o suma. Ex.: Kevin and Daisy fel wet and sad.
They had a few chickens and pigs.
Sonia went to the drusgtore and bought toothpaste.

BUT indica contradicción o contraste. Sirve en los casos en que en español se usan "pero", "sino" y "excepto".

Ex.: The horse was old but very strong.
Jim was thirsty, but he didn't drink anything.
He didn't come to drink but to talk.
Everybody but Jim was having beer.

OR indica alternativa; en oraciones negativas funciona como "and".

Ex.: Do you want coffee or tea?
Are you going to wait or do you prefer to come back?
We didn't see any women or children in the streets.

BECAUSE enlaza dos oraciones indicando que la primera es consecuencia de la segunda.

Ex.: Irene was crying because she was frightened.
Taylor hired the boy because he needed help.

Exercise. Complete the sentences with AND, OR, BUT.

1. I am going to buy a new shirt _____ a new belt.
2. Ferdinand was sick yesterday _____ he went to work.
3. Give me liberty _____ give me death!
4. I loved you then _____ I don't love you now.
5. Jim fell in love with a girl _____ wanted to marry her.
6. The woman didn't answer _____ looked at me for a long minute.

Dos palabras parecidas TO y TOO

TO es preposición y se usa para marcar el destino de un movimiento.

I am going to Louisiana.
The man went back to his house.

TOO puesto al final significa "también".

Jim was hurt and Irene was hurt too.
Puesto antes de una cualidad (adjetivo) too indica exceso.
The soup is too salty. I don't want it.

GET. El Verbo Comodín

Get es un verbo muy versátil. Puede servir de auxiliar y forma varios patrones con diversos significados.

GET + adjetivo es el equivalente de "ponerse" + adjetivo.

GOT + adjetivo es el equivalente de "se puso", "me puse".

se pone furioso	- he gets angry
se alista	- he gets ready
se levantó	- she got up

Exercise. Guess the meaning of these:

get sick _____ get wet _____ get better
_____ get well _____ get dressed _____
_____ get behind _____.

READING IVocabulary

Wedding _____
 clothes _____
 mass _____

cart _____
 horns _____

Regular Verbs

enjoyed _____
 climbed _____
 waded _____
 played _____
 stripped _____
 rained _____

Irregular Verbs

make-made _____
 run-ran _____
 know-knew _____
 hear-heard _____
 swim-swam _____
 bite-bit _____

A Boy's Memories

Pepe liked Sundays in the valley. Usually he went to church with his mother and sisters. The church always smelled good and there were benches for people to sit on. Pepe liked to hear the singing. He did not know the words, but his mother did, and she sang in a clear, strong voice. Sometimes there was a wedding. People came from near and far dressed in brightly colored clothes and the church was filled with flowers. Outside, the boys stood in groups admiring the people and the horses.

After mass, the boys always stayed and played on the grassy fields around the church. In summer they walked to the river and swam or waded in the water.

Even when he was alone in the house, Pepe enjoyed many things. He played in the yard behind the house and made toy carts with small pieces of wood. Or he lay on his stomach to watch ants or caterpillars. Sometimes it rained, then he stripped off his clothes and ran into the rain for an extra bath.

Farm life had its problems too. There were farm animals with big horns that looked dangerous to Pepe; and insects that bit him. At night he was afraid of the dark, but then his grandmother was at home. Pepe told stories to her, or they climbed in bed together and slept.

Comprehension Exercise 1.

Choose the correct alternative.

1. One of the reasons why Pepe liked the church was:
 - a. It was in the valley
 - b. There were horses inside
 - c. It smelled good
 - d. His mother carried him
2. When everybody sang, Pepe...
 - a. Sang in a strong voice
 - b. Listened to the singing
 - c. Read the words in a book
 - d. Watched the horses outside.
3. Were there flowers in that little church?
 - a. Yes, it was always full of flowers
 - b. Yes, but only for weddings.
 - c. No, they never put flowers in the church
 - d. No, but there were many in the fields
4. When did the children play together?
 - a. After mass
 - b. In the fields
 - c. They played around the horses
 - d. They played together all the time
5. What did Pepe do when he was alone?
 - a. He played by himself near the house
 - b. He watched the horses and cows
 - c. He killed insects and little animals
 - d. He swam in the river
6. Was the child afraid of something?
 - a. He was afraid of the rain
 - b. He was never afraid
 - c. He was afraid of darkness
 - d. He was afraid of insects

Exercise 2.

Select the fragment on the right that completed the sentence correctly. Write its letter on the blank.

- | | |
|-----------------------------|-------------------------------------|
| When it rained, Pepe _____ | a. looked big and dangerous |
| The horns of the cows _____ | b. climbed into bed and slept |
| Pepe and his friends _____ | c. went to church with her children |
| Pepe's mother _____ | d. to watch insects |
| Pepe liked _____ | e. ran into the rain |
| Sometimes the boy _____ | f. were afraid |
| | g. admired the horses |
| | h. played alone in the yard |

GRAMMAR. Orden de los elementos de las oraciones (syntax).

El orden de las palabras en las oraciones en inglés es muy parecido al de español. Sin embargo, en español este orden es muy flexible, mientras que en inglés es rígido. Esta rigidez es una ventaja para predecir el tipo de palabra que encontramos en una lectura.

Después de un sujeto, sigue un verbo que puede tener adverbios alrededor; después de un verbo sigue el objeto del verbo, o sea la persona o cosa afectada por la acción.

Ejemplo:

Subject	Adverb	Verb	Object
The policeman		stopped	the car
He		lifted	the little boy
Mr. Mitchell	always	carried	his driver's license

Por supuesto hay muchos verbos intransitivos, la acción no recae en nada. También hay oraciones en que el objeto no aparece mencionado. En esos casos el verbo es seguido por los complementos (adverbios) que explican las circunstancias que rodean la acción.

Ejemplo:

Subject	F. A.	Verb	Circumstances (adverbs)
Mr. Mitchell		drove	carefully (manner)
The children		jumped	up and down (place)
The family		went	to a fruit farm
They	usually	return	home in the afternoon (place and time)

Las expresiones de tiempo siempre aparecen al final o al principio.

Verbos de dos Palabras.

En inglés existen bastantes verbos formados por un verbo y una preposición. Las dos palabras juntas toman un significado nuevo que no es el que tienen separadas. Estos verbos se deben ir aprendiendo poco a poco pues se usan mucho.

Ej.: pick up - recoger stand up - ponerse de pie
 turn on - encender get on - subirse al... (vehículo)
 turn off - apagar
 try on - probarse wake up - despertarse

Cuando estos verbos son transitivos es frecuente encontrarlos separados en dos, con el objeto del verbo colocado entre las dos palabras.

Ej.: Elizabeth turned on the light.
 Elizabeth turned the light on.

Please don't throw away those papers. (botar)
 Please don't throw those papers away.

Exercise. Identify and underline the two-word verbs.

1. When are they going to pick up the packages?
2. Julie turned on all the lights.
3. The Japanese take off their shoes at the door.
4. It's cold outside. You'd better put on a sweater.

5. I'm going to get off the bus at the next corner.
6. Did Linus sit down or stand up on the bus?

Now write the first four sentences again placing the object between the two words of the verb.

1. _____
2. _____
3. _____
4. _____

READING II. PART I.

Vocabulary

frightening	_____	flat	_____
boiling	_____	nearby	_____
trade	_____		

About 500 years ago, men knew very little about the world around them. Most men were afraid to go far away in the sea. They only went out to fish or to trade at nearby ports.

Men believed some old and frightening stories about the sea. Here are some of them:

- Around the **coast** of Africa the water of the sea was boiling hot.
- If a ship sailed to the South, it would find a terrible darkness and would get lost forever.
- Sea monsters lived in the middle of the sea, and ate ships.
- The world was flat, and if a ship sailed beyond the horizon, it would fall into a horrible abyss.

The last story was the worst. Men might take their chances with monsters, darkness, or a boiling sea; but they did not want to fall off the earth. So year after year, and century after century, men stayed on land and did not do much exploring.

Comprehension exercise

Seleccione y marque la alternativa correcta.

La idea **tópico** de esta lectura es:

- a) In old times men did not know much about the world.
- b) In antiquity men believed terrifying stories about the sea.
- c) Human imagination can create very strange legends.
- d) One of man's greatest fears is that of falling.

Questions. Select the correct alternative according to the reading.

1. Five hundred years ago people sailed only...
 - a. to go fishing in Africa
 - b. to explore the world
 - c. to trade and to fish
 - d. to go far away in the sea
2. One story said that when ships went .
 - a. a horrible monster ate them
 - b. they sank on the coast
 - c. they fell off the world
 - d. they could not see and were lost
3. Men believed the frightening stories because...
 - a. they didn't know geography
 - b. the stories were fascinating
 - c. the monks taught the stories
 - d. they waited for ships to experience
4. The result of the legends was...
 - a. people did not go fishing any more
 - b. sailors were afraid to sail far away
 - c. the great explorers did not believe them
 - d. some sailors disappeared

READING II. PART II.Vocabulary

leak _____	farther _____
scare _____	fleet _____

Ferdinand Magellan did not let the old stories stop him. He heard that Columbus had found new lands, and he wanted to go even farther than Columbus.

In 1519 Magellan left a Spanish port with five little ships. His ships sailed South across the Atlantic Ocean. They were old and not very strong, and when the storms blew, the water leaked into them.

Soon the sailors refused to go farther across the dangerous sea. They were hungry and cold and the old stories scared them. They wanted to go back and revolted against their captain, but Magellan forced them to go on.

They reached the new continent and sailed around South America. Then the little fleet came into the deep, blue Pacific Ocean; however, several ships were lost and many men had died too. Magellan himself never returned, but two of his ships did.

Comprehension Exercise

If the statement agrees with the reading, write T (true) in the blank, if it contradicts the reading write F (false), if it is not mentioned write NM.

1. Magellan's trip was earlier than Columbus. _____
2. He started from Spain and returned to Portugal. _____
3. Magellan **had** a brother who finished the trip. _____
4. The men rebelled and wanted to go home. _____
5. Five ships started the trip, but three were lost. _____
6. The trip across the Pacific was the hardest part. _____

7.
The central idea of this passage is:

- a. Ferdinand Magellan sailed around the world in five ships.
- b. Magellan and his men did not believe old legends.
- c. The fleet that Magellan took was not good enough.
- d. Magellan was a brave man who sailed around South America.

GRAMMAR. Más Verbos Iregulares.

Group 3. These verbs which end in "d" in the simple form, change it to "t" to form their past.

Example:

Build - built	_____	The town built a new hospital.
bend - bent	_____	The dancer bent down and touched the floor.
lend - lent	_____	Salvador lent me fifteen cents for the bus fare.
spend - spent	_____	I spent all my money on this jacket.

The next two verbs change "d" to "t" and also change the vowel sound from "u" to "a" (sounds)

Example:

lose - lost	_____	I gambled and lost all my money.
shoot - shot	_____	Daniel Boone shot a bear and killed it.

Group 4. These verbs take a "d" to make the past, but the spelling is:

pay - paid (not payed)	_____	Your paid too much for that jacket.
lay - laid	_____	Our hens laid a million eggs last week.
say - said (pronounced SED)	_____	First he said "no", then he said "maybe"

others lose a consonant:

make - made	_____	Daisy made her own clothes.
have - had	_____	We had terrible weather last week.

Exercise. Answer these questions in the past.

1. Did the dancer bend her arms or her legs? _____
2. Did the family spend a week or a month here? _____
3. When did they build that park? _____
4. Where did you lose your umbrella? _____
5. What did Daniel Boone shoot? _____
6. How much did Taylor pay Jim? _____

GRAMMAR. Orden de las palabras en las preguntas. (Syntax)

Hay preguntas que piden confirmación de una idea.

Ej.: Is the ocean water salty? Yes, it is.

Does Mrs. Thatcher have a large family? No, she doesn't.

Otras preguntas son más abiertas y sólo piden información.

Ej.: What did the policeman turn on? He turned on the siren.

Where can I buy shoe strings? Across the street.

En las unas y en las otras el orden de las palabras es el mismo, sujeto primero, verbo después y todas necesitan el auxiliar para dar la indicación de tiempo puesto que el verbo se mantiene en la forma simple.

Ej.: Where do you meet your friends every day?

Where did you meet your friends yesterday?

Where will you meet your friends tomorrow?

Excepción: Las preguntas con "what" o con "who" que buscan el sujeto de la oración no llevan auxiliar y el verbo da la información del tiempo. (Como si fueran afirmaciones).

Ej.: Who said that I am a miser? Sandra said that you are a miser.

What flies like a bird and smokes like a man? A bat flies like a bird and smokes like a fool.

READING III

Last summer my wife and I went to visit the little town where we grew up. We hoped to find the town as we remembered it, but we didn't. The town was changed.

First we went to the house that my father built forty years ago. The house was still there, but it was painted a different color. The people who live in the house are my cousins and they were glad to see us. They asked us to come in and have lunch with them. Then we began to ask a lot of questions.

- What happened to Jane Webster who lived across the street?
- Jane? She got married. She lives in the city now.
- Do you still have the little lemon tree which my mother planted in the yard?
- Oh, sure. There it is! It's a big tree now.
- Is the shoe store still there?
- No, the man who made the shoes died, and his son closed the store. Too bad! They were good shoes.
- Who bought the old house where the Martins lived?
- A new family. Their name is Hunter. They planted a flower garden in the front yard.
- Where did the Martins move?
- To the other side of town. There are lots of modern houses there. I don't know most of the people who live there.
- We saw several new buildings on Main Street. What are they?
- Well, the red brick building is the new Post Office, and the tall glass building is an office building. Did you notice a round building near the market? That's the new bus station. And we have a hospital now.
- Goodness, cousin Josh, this town has changed a lot in fifteen years. Somebody said that "You can't go home gain". I guess it's true!

Comprehension Exercise

1. The topic of this passage is:
 - a. My wife and I visited the town where we grew up.
 - b. Somebody said "You can't go home again".
 - c. There are many new houses and buildings.
 - d. We found our old town very changed.

2. Find the fragment on the right that completes each sentence and write its letter in the blank.

1. The tree that my mother planted _____	a. a new hospital
2. Now the town has..... _____	b. in the house which father built
3. The red brick building..... _____	c. is the train station
4. The Martins..... _____	d. moved to the city
5. My relatives live..... _____	e. is a big tree now
	f. is the Post Office
	g. sold their old house
	h. in a modern house now

Is the topic sentence, the first or the last sentence?

- | | |
|-----------|-------------|
| a. a man | c. a family |
| b. a town | d. a tree |

GRAMMAR

¡Magia! Los sustantivos se convierten en adjetivos.

Estudie estas palabras: apple, shoe, orange, wine, silk, brick.

Todos son nombres de cosas, verdad? Son sustantivos.

Ahora véalas otra vez.

An apple pie is a pie made of apples.

A brick house is a house made of brick.

Shoe strings are strings used on shoes.

A wine glass is a glass used for wine.

An orange tree is a tree that has oranges.

A silk worm is a worm which makes silk.

Cuando encontramos dos nombres (sustantivos), uno después del otro, el primero está funcionando como adjetivo y modifica al segundo, indicando el material de que está hecho o el uso que tiene. Como ahora son adjetivos estos nombres no tienen forma plural.

Ej.: A peach tree; two peach trees; a hundred peach trees.

Exercise. Complete the sentences.

Example: A pot used for tea is a tea pot.

1. A pot used for coffee is a _____
2. A glass used for wine is a _____
3. A shirt made of cotton is a _____
4. A dress made of silk is a _____
5. A wall made of stones is a _____
6. A tree that gives lemons is a _____
7. A garden full of flowers is a _____
8. A building used for offices is an _____

READING IV

Do you remember Josh Williams? Well, his farm is next to a forest, and every year, when the hunting season comes, the inexperienced hunters shoot one or another of his farm animals. Last year Josh decided to take precautions, and in big red letters he wrote the name of each animal on the animal's side: COW, HORSE, PIG..... However, it didn't do any good, because one of the hunters shot his John Deere tractor.

Comprehension Exercise

Did the foolish hunter shoot the tractor? _____

What animal did he want to kill? _____

What kind of a story is this? _____

GRAMMAR. Oraciones usadas como adjetivos

A veces una oración entera sirve para describir o especificar un nombre. Entonces son "adjective clauses", o sea adjetivo oración.

Estudie estos ejemplos:

- What house is that?
That is the house which my father built.
- Who is Sally Brown?
Sally is the girl who lives next door.
- What is a forest?
A forest is a place where trees grow.

Cada una de las oraciones subrayadas sirve para modificar el sustantivo al cual sigue: house, girl, place, dando más detalles sobre él.

Note que las oraciones van conectadas por las palabras "which", "that", "who", "where"; también pueden usarse "whose, whom y when". En esta posición esas palabras no indican pregunta, sólo relación.

Exercise. Answer these questions using clauses. (Ref. READING III).

1. What a man is that?
That is the man who _____
2. Which lemon tree is this?
This is the tree which _____
3. Which town did you visit?
We visited the town where _____
4. Who are the Martins?
They are the family who _____

READING VVocabulary

own	_____	continental shelf	_____
claim	_____	health	_____
shores	_____	smuggling	_____
island	_____	right	_____
vessel	_____	pipeline	_____

beneath _____
sail _____
grab _____
prevent _____

READING VI

The oceans cover 71 per cent of our planet's surface. Who owns these oceans? By what authority do nations claim large pieces of the sea with their corresponding marine resources? Who regulates marine pollution?

How can some nations deny the others the right to sail the world seas and straits?

Before World War II the laws of the sea were understood and accepted by all the nations: next to the shores of every continent and island of the world -the laws declared- was a "territorial sea" three miles wide which was the property of the coastal nation.

More recently there was a new agreement that a "contiguous zone" existed. This zone was nine miles wide, and the coastal countries owned the fish and minerals included in it. The country had authority to board and inspect vessels in order to impose health regulations, and also to prevent smuggling and illegal immigration. But the coastal country did not have a right to interfere with communication cables or with pipelines. It could not prevent ships or planes of other nations from navigating on the sea or beneath the sea, and it could not prevent planes from flying over these waters.

The oceans beyond those 12 mile limits were "the high seas" where ships of all nations were free to sail, fish, fly over, explore and exploit. Interference with vessels in those international waters was an act of piracy and a reason for war.

President Truman of the United States was the first to break the law. In 1945 he claimed jurisdiction over the mineral resources of the continental shelf. Immediately other countries extended their territorial seas to distances of twelve, fifty, and even two hundred miles, and The Great Grab for the oceans began.

Comprehension exercise

I think that the five statements below are the topic sentences of the five paragraphs which you read, but they are not in order. Write the number of the paragraph it corresponds to. Also if you have a different opinion write it down and say why.

_____ In the past nations agreed that the territorial waters were three miles wide.

_____ Beyond twelve miles of distance from any coast the oceans were free.

_____ After the U.S.A. broke the rules all countries began to grab enormous zones of territorial seas.

_____ Later all countries accepted a contiguous zone where countries had some authority.

_____ The rights over the ocean and seas are open to questions.

LECCION SIETE

READING I

Vocabulary

psychic	_____	<u>New Irregular Verbs Used</u>
stroked	_____	see - saw _____
paranormal	_____	hold - held _____
indeed	_____	
so that	_____	
set up	_____	

The Magus and the Scientist

James Randi, a magician, and Alexis Vallejo, a scientist, went to Europe this year. They wanted to study the paranormal faculties of "The World Greatest Psychic", Jean Pierre Girard.

Randi and Vallejo saw a film in which Girard bent aluminum bars paranormally. In the film, Girard held the bar in one hand while he stroked it with the other. The bar suddenly appeared to bend upward. An industrial metallurgist who was present said that the bar had indeed bent, but the magician saw something different. To Randi it was obvious that Mr. Girard had bent the bar earlier and held it so that it appeared straight, then rotated it 90 degrees to produce the illusion of bending. The investigators examined the film once again in close-up detail and saw the same rotation evident from the change in position of the thumb and index finger.

The next day the two investigators met Girard in person and they set up rules for another demonstration. Everybody agreed, but when the test came, Girard was not able to produce any paranormal effects during a period of four hours.

Comprehension Exercise

The main idea in the first paragraph is:

- a) A magician and a scientist went to Europe
- b) Randi and Vallejo worked together as a team
- c) The two men went to study paranormal phenomena
- d) Jean Piere Girard is the greatest psychic in the world

The main idea in the secon paragraph is:

- a) Girard's demonstration was in a film
- b) A metallurgist was also present
- c) The investigators examined the film again
- d) The investigators discovered a trick

What is the main idea in the third paragraph?

Details

1. The scientist and the magician
 - a. met in Europe
 - b. worked as a team
 - c. were single
 - d. worked independently
2. The bar that Mr. Girard bent was made of
 - a. steel
 - b. wood
 - c. iron
 - d. aluminum
3. The magician's observation was that the bar was bent
 - a. afterwards
 - b. beforehand
 - c. by mental power
 - d. by magic
4. When they made a second test
 - a. Girard did not come
 - b. Girard moved his fingers
 - c. nothing happened
 - d. nobody came

GRAMMAR. More Irregular Verbs.

Group 5. The sound "ai" changes to "au" to make the past.

find - found
 grind - ground
 bind - bound
 wind - wound

NOTA: Estas formas de pasado found and wound pueden confundirse con los verbos regulares found (fundar) y wound (herir). Al encontrar estas palabras en la lectura, el contexto dará la clave del significado.

Ej.: Mortimer found a pot of gold buried in his backyard.
 Benjamín Bloom founded a children's hospital.

Group 6. In this group the past tense always ends in "OT"

buy - bought
 fight - fought
 bring - brought
 think - thought
 catch - caught
 teach - taught

Exercise. Answer these questions in the past tense.

Did you grind the corn or the meat? _____

Did the woman wind her watch or her clock? _____

Where did Ellen find that brooch? _____

Did the mailman bring a letter or a package? _____

Did the girl think about love all the time? _____

Where did the dogs fight? _____

What did Mr. Flores teach? _____

How many fish did you catch yesterday? _____

READING II

Is it true that cats can see in the dark? An easy way to answer that question is to define "partial darkness" and "complete darkness". Can you think of a night in the country, when there is no moon and the stars are behind a cloud? Well, that is "partial darkness" because there is a small amount of light to see. On such a night a cat can see better than you. But in a room where there is absolutely no light, such as a photographic dark room, a cat seen nothing. No eye can see in complete darkness.

The topic sentence in this paragraph is

- a) Complete darkness is very difficult to get.
- b) Cats can not see in complete darkness.
- c) The eyes of cats are different from people's eyes.
- d) A dark night in the country is partial darkness.

Write T (true) if the statement agrees with the reading; F if it contradicts it and NM if it is not mentioned.

1. There is complete darkness in a photographic dark room. _____
2. Cat's eyes are red in partial darkness. _____
3. It is impossible to have complete darkness. _____
4. In total darkness people can see better than cats. _____
5. A cat can always see in the dark. _____
6. There is a little light on a night with no moon. _____
7. Your eyes can see nothing in complete darkness. _____
8. Cats are very difficult to study. _____
9. Cats see better than people in partial darkness. _____

GRAMMAR. Los Auxiliares de Modo - CAN.

El auxiliar de modo CAN indica que el sujeto tiene capacidad de realizar la acción.

En las construcciones con CAN el verbo siempre está en forma simple.

Ejemplo:

Uri Geller	can	read	people's mind
Uri Geller	can not	read	people's mind
Can Uri Geller		read	people's mind?

can not = can't = cannot.

Exercise. Complete the sentences with can or can't as appropriate.

Example: A baby can sit up, but he can't talk.

1. A kangaroo _____ jump very high, but it _____ fly.
2. A bat _____ lay eggs, but it _____ fly.
3. Ducks _____ fly and they _____ swim too.
4. We _____ understand this lesson. It's very easy.
5. I will never marry a woman who _____ cook.

Auxiliar de Modo - COULD

Could se usa para expresar capacidad que existió en el pasado. También se usa para expresar una posible capacidad en el presente o en el futuro (podría).

Ex.: We could see the music, but we couldn't see the band.

Once I had a dog that could whistle.

Ex. Potential

Could you bring your records to the party?

- Yes, I could

- No, I could not

Tom said that he could bring his records

Para resolver esta ambigüedad se usa la forma con "BE ABLE TO..."

Examples:

Presente Divers are able to see the world under the water.

Divers are not able to stay underwater for a long time.

Divers are unable to stay underwater for a long time.

Pasado Divers were able to find beautiful pearls.

Costeau was able to swim among the fish.

He wasn't able to go as far as he wanted

Futuro I will be able to dive when I buy an aqualung

You won't be able to buy one, you don't have money.

READING IIIVocabulary

dive	_____	breath e	_____
sailor	_____	bother	_____
skin diving	_____	valve	_____
mask	_____	remind	_____
fins	_____	helmet	_____

Irregular Verb

wear - wore _____

Jacques Costeau was a sailor in the French Navy. He liked to go skin diving in the clear, warm water of the Mediterranean Sea. He wore a glass mask on his face and rubber fins on his feet. In fact, he looked like a big fish with one big eye.

Costeau almost felt like a fish. He could swim among the fish and even faster than the fish. But one thing reminded him that he was a man: he could not breathe water, and because of that, he could only stay under water only a few minutes.

This really bothered Costeau. There was a whole world to explore under the sea. How could he dive deep enough to find strange shells, or sunken ships? He could wear a special suit with a helmet and a rubber hose, but he did not like to be tied to a boat. He needed to carry air with him!

Finally, with the help of an engineer, Costeau found an answer. They invented the aqualung: - small tanks of air with a special valve and a rubber tube to breathe through.

In 1943, Jacques Costeau dived into the sea with the first aqualung tied to his back. This time he did not have to come up for air. He stayed under water and breathed as well as a man on dry land. And he could swim as freely as a fish.

Comprehension Questions

What is the central idea in the whole passage?

Give short answers to these questions:

Was Costeau a soldier or a sailor? _____

Did he wear a mask to dive? _____

What else did he wear? _____

Could he go very far underwater? _____

Could he go farther with the aqualung? _____

Did an astronaut or an engineer help Costeau? _____

Exercise. Copy the second paragraph of READING III, changing "could" to "was able to..."

READING IVVocabulary

utopians	_____	<u>Irregular Verb</u>
precise	_____	do - did - done
speed	_____	
will be done	_____	
chip	_____	

Will the computer revolution make us wiser, healthier and happier?

The micro-electronic computer promises to simplify life in many ways that even the utopians did not dream of. At home or at the office, routine will be done with amazing efficiency and speed. Leisure time will increase and public education will be much better. Medical care will be more precise and better administered.

In this fantastic future letters will never be lost, thanks to the improved computers. It will be safer to walk in the streets because people will not need to carry large amounts of cash; almost all the financial transactions will be made by computer. And in the micro-electronic village, the home will again be the center of society, as it was before the Industrial Revolution.

The computer may appear to be a dehumanizing factor, but in fact, it will have the opposite effect. Micro-electronics will lead consumers away from mass produced merchandise; silicon - chip computers will make it possible to have shoes and clothes made to order in a few minutes, and everybody will be able to buy beautiful objects which only the rich can buy now.

Comprehension Questions

The main idea in the passage is

- a) The computer revolution will improve life
- b) Business transactions will be made by computer
- c) The home will be the center of society.
- d) Apparently computers will dehumanize life.

The author of this article predicts that in the future

1. Office work will be
 - a. more difficult
 - b. more expensive
 - c. more efficient
 - d. lost forever
2. Medical care will be
 - a. done in a hurry
 - b. better administered
 - c. unnecessary
 - d. done at home
3. Ordinary people will
 - a. have to stay at home
 - b. start a revolution
 - c. be able to buy better things
 - d. be dehumanized
4. In the future people will be wiser because
 - a. education will improve
 - b. medical care will be cheaper
 - c. they will eat better food
 - d. letters won't get lost

GRAMMAR. El Auxiliar de Modo - WILL

	Salome	will		wait for us
	Salome	will	not	wait for us
Will	Salome			wait for us?

Contracciones: will = 'll will not = won't

Will indica futuridad. Al mismo tiempo indica disposición e intención. Estas tres ideas están inseparablemente expresadas en este modo.

Ex.: I will return { I want to return
 I am decided to return
 I predict my return in the future

La forma negativa de will, will not, indica predicción de que la acción no se realizará y además disposición a no hacerla.

Ex.: How old is your grandmother? - She won't tell me.
 I won't work if you don't pay me.

WILL se usa también como sinónimo de Please, o asociado con Please.

Ex.: Will you have dinner with us?
 Will you please help me with my work?

Es interesante notar que will como sustantivo significa voluntad y también testamento.

Ex.: Ghandi had great will power.
 We are going to read uncle Paul's will tomorrow.

Exercise. Change these sentences to negative form.

Ex.: I will share my richness with you. I won't share my richness...

1. Many tourists will come to this country. _____
2. My life will be simpler when I get married. _____
3. Silicon computers will be expensive. _____
4. Myra will be able to come. _____
5. We'll be able to pay for this. _____

GRAMMAR. Repaso de Comparaciones.

Se puede comparar dos cosas que poseen la misma cualidad modificando los adjetivos.

1. Para expresar igualdad se pone as antes del adjetivo y as de nuevo antes del 2º término de la comparación.

Ex.: Sarah Jean is as pretty as a picture.
I was as hungry as a wolf yesterday.
Mortimer isn't as dumb as you think.

2. Para expresar superioridad se maneja los adjetivos de distinta manera según sean largos o cortos.

- a. A los cortos se les agrega "er" y se pone "than" antes del segundo término.

Ex.: short - shorter; fast - faster; busy - busier; fat- fatter;
Dr. Jekyll was smarter than Mr. Hyde.

3. A los largos no se les agrega nada, sino que se les antepone la palabra "more" y se pone "than" antes del segundo término.

Ex.: practical - more practical; efficient - more efficient.
Dr. Jekyll was more handsome than Mr. Hyde.

Exercise. Answer these questions. Make complete sentences.

Which is faster, the hand or the eye? _____

Which is larger your liver or your spleen? _____

Which is stronger your arm or your leg? _____

Which is more important the brain or the heart? _____

Which is more dangerous a fracture or a wound? _____

READING V

Once I talked to an English army colonel who expected to retire soon. He said, "I am going to buy a farm in New Zealand".

- Why not a farm in England?" I asked.

- "England!" he shouted. "Don't you know the English climate?

I was born in England, I fought for England, I was wounded for England and I will die for England if it is necessary. But I won't live in England. That is too much to ask!"

Comprehension Questions

Is the colonel an old man, or a young man? _____

Did he grow up in India or in England? _____

Preposiciones que Indican Movimiento

1. Toward, To, Into, señalan la dirección del movimiento.

Ex.: The plane was flying toward Alaska (in that direction)

The plane was flying to Nome (Nome was the destination)

The plane flew into a cloud (it entered the cloud).

Exercise. Complete the sentence with one of the prepositions above.

The woman was walking _____ the corner when she saw Pedro.

She went _____ a store and bought something.

She wanted to go _____ the movies, but she couldn't .

I carried the packages _____ the car.

We'll go _____ your house tonight.

2. From, Out of, señalan el origen del movimiento.

Ex.: I saw Jose coming out of a bar (he was inside and went outside)

Here is a letter from New Zealand (that's the origin)

3. Through, indica entrada y salida.

Ex.: We walked slowly through the park.

Exercise. Complete with a preposition.

The thieves broke a window and went _____ the house to rob.

At 10 o'clock the children came _____ the classroom and went
_____ the yard.

Many people like to walk _____ the woods.

A plane can fly _____ here to Guatemala in fifteen minutes.

LECCION OCHOREADING IVocabulary

gift _____	tycoon _____
stone _____	jewelry _____
minute _____	afford _____
carat _____	unique _____
weight _____	release _____

A diamond ring is one of the most beautiful gifts a man can give and a woman receive. And the diamond is the most important part of the ring. Before you buy a ring you should know some facts about diamonds so that you can buy the stone that you will be happiest with.

All diamonds, no matter how big or how small, have four qualities which the experts look for. These qualities are called the four C's: color, clarity, carat weight, and cut.

Most diamonds have a delicate touch of color. The nearer a stone gets to being absolutely colorless the most valuable it is.

Another factor is clarity. Diamonds contain minute natural imperfections, but as long as they don't affect the passage of light through the diamond, they will not affect its beauty. A diamond without any imperfections is very rare and therefore even more precious.

What is the carat weight? It is the weight of the stone, and it is usually given in "points", with one hundred points equal to a carat. You should always know the carat weight of a diamond you are planning to buy.

Today the diamonds that get the most publicity are the big almost priceless ones that are bought by movie stars and tycoons, and consequently, a lot of people think that diamond jewelry costs more than they can afford. Actually, small diamonds are just as beautiful and unique as bigger ones, but they cost less because they are less rare.

The cut also affects the value of the stone. A diamond is the hardest substance known and it can only be cut by another diamond. When the diamond is properly cut its facets will release the fire and brilliance that no other stone possesses.

The combination of these qualities make every diamond unique. There are no diamonds in the world that are exactly alike.

Comprehension Exercise

1. The main sentence in the first paragraph is
 - a. The diamond is the most important part of a ring.
 - b. You should know something about a diamond before you buy.
 - c. Men should give diamond rings to the women they love.
 - d. You can buy the diamond that will make you happy.
2. Find the main idea of the other paragraphs.
3. Which of the following titles would be most appropriate for the article?
 - a. A diamond is unique.
 - b. Things you should know about diamonds.
 - c. The diamond that will make a woman happy.
 - d. Carats, cut, and clarity.

Questions on Details. Select the correct alternative.

4. Usually diamonds

a. are colorless	c. are weightless
b. have a touch of color	d. have many points
5. A pink panther inside a diamond

a. is an imperfection	c. the combination
b. increases the value	d. is very frequent
6. The diamonds that get publicity are

a. the big ones	c. the combination
b. the pink ones	d. the tycoons

7. A diamond with no imperfections
- | | |
|------------------|------------------------|
| a. doesn't exist | c. affects the clarity |
| b. is false | d. is very rare |
8. The way a diamond is cut
- | | |
|-----------------------------|------------------------|
| a. is not important | c. affects its beauty |
| b. depends on the jeweler's | d. is the hardest part |

GRAMMAR. Superlative Adjectives.

Entre varios que poseen una cualidad, siempre hay uno que la tiene en el más alto grado. Esta situación se expresa modificando el adjetivo así:

Superioridad Absoluta

- Los adjetivos cortos adquieren "est" al final.
Ejemplo: June 21st will be the longest day of the year.
A diamond is the hardest substance.
- Los adjetivos largos se encuentran precedidos de "the most".
Ejemplo: A diamond is the most beautiful gift.
I will give you the most expensive diamond in the world.

Exercise. Complete the sentence with the correct form of the adjective.

1. The Concord is the _____ plane in the world. (fast)
2. Muhamed Ali says that he is _____ fighter. (great)
3. He also says he is _____. (beautiful)
4. What is _____ present for a girl? (meaningful)
5. Silicon-chip computers are _____ invention. (new)

Formas Irregulares

Los adjetivos siguientes cambian totalmente:

GOOD - BETTER es el comparativo.

Ejemplo: Do you feel better today than yesterday?
A bird in hand is better than two in the bush.

(The) BEST es el superlativo.

Ejemplo: The Aegean Sea is the best place to dive.
Is laughter the best medicine?

BAD - WORSE es el comparativo.

Ejemplo: The patient is worse today than he was yesterday.
The food was bad, but the coffee was worse.

(The) WORST es el superlativo

Ejemplo: That is the worst restaurant in the city.
It is the worst thing that could happen.

FAR - El comparativo es FARTHER y superlativo THE FARTHEST.

Comparativos y Superlativos de Cantidad.

MUCH y MANY (que no son adjetivos) tienen estas formas de comparativo y superlativo para ambos.

MORE es el comparativo.

Ejemplo: People wear more clothes in winter than in summer.
There are more telephones in San Salvador than in Guatemala.

THE MOST es el superlativo.

Ejemplo: The Bible has sold the most copies of all books.
You will get the most pleasure from that trip.

LITTLE (poco)

LESS es el comparativo.

Ejemplo: We spent less money than you did.
The wound hurts less today than yesterday.

THE LEAST es el superlativo.

Ejemplo: No, it does not bother me in the least.
The least you can do is say "good-bye".

Exercise. Complete the sentence using the appropriate form.

1. Last week I was sick, but now I am _____ (better/best).
2. Jeremy is the _____ student in my class (worse/worst).
3. What is the _____ medicine for hiccup? (better/best)
4. You are very busy, but I have even _____ time (less/least).

5. _____ people ride buses at noon that at 3 o'clock.
(more/most)
6. What place is farthest from the South Pole? _____.

READING IIVocabulary

research	_____	still	_____
brain	_____	stroke	_____
vault	_____	spinal cord	_____
disease	_____	bone	_____
pain	_____	in hopes of	_____

Dr. Robert White is the director of the Brain Research laboratories in Cleveland. Dr. Robert White says that it may be possible to separate a human brain from its cranial vault and keep it functioning. White's work would allow scientists to study all the diseases and accidents that occur in the brain - tumor, cancer, meningitis, encephalitis, and strokes. Better understanding of how and why these things happen could lead to preventive programs and more effective treatments.

On January 17, 1963, a team of doctors isolated a monkey's brain and placed it on a small platform of bone, but kept it still connected to the body by four major arteries. Then metal tubes were inserted into the carotid arteries and connected to a separate circulatory system. The arteries were tied and cut off. Finally the spinal cord was cut and the new artificial circulation began.

Before the operation, the doctors had installed very small electrodes in the brain in hopes of detecting electrical activity. There was electrical activity, and the signals were so strong that the doctors were able to take an encephalograph of the isolated brain.

The question is: should doctors experiment with a human brain? A human brain could be isolated from the body. It would not die. But the idea is shocking to many people. Granted, there would be no

physical pain, but what can we say of mental activities? Would the brain think, remember, worry? No one can answer that question. Dr. White says that the implications of isolating a human brain must be studied carefully, not only for present research, but also for the good future generations.

Comprehension Exercise

Are the statements below the topic sentences in each of the four paragraphs? Write the number of the paragraph next to the sentence it corresponds to, or write your comment.

- _____ Doctors cut a monkey's brain off the body.
- _____ Should scientists experiment with human brains?
- _____ It may be possible to separate a human brain from the cranium.
- _____ The doctors were able to take an encephalograph of the isolated brain.

Details

If the sentence agrees with the reading, mark T (true). If it contradicts the reading mark F (false). If it is not mentioned mark NM.

1. The isolated brain received very cold blood. _____
2. Dr. White says he can do the same with a human brain. _____
3. There are moral problems about working with a human brain. _____
4. An encephalograph measured the activity of the brain. _____
5. Before the operation, the doctors killed the monkey. _____
6. Dr. White discovered how to cure brain diseases. _____

GRAMMAR. Auxiliar de Modo - WOULD

	An operation	would		save the patient
	An operation	would	not	save the patient
Would	an operation			save the patient

Would indica que el sujeto tiene disposición hacia la acción que expresa el verbo, pero que la realización de ésta es incierta.

Puede que hay inconvenientes, o que haya condiciones que cumplir.

Ejemplo: I would lend you the book, but I don't have it.
If we had time and money, we would travel.

Las preguntas con Would interrogan sobre la posibilidad de que la acción ocurra.

Ejemplo: Would head transplant become frequent?

La negativa indica falta de disposición. Cuando se le encuentra asociada con otra oración en pasado, indica que la acción no se hizo por falta de voluntad.

Ejemplo: I would not marry that girl for a million dollars.
I asked the question, but he would not answer.
We offered help, but they would not accept.

Would como Will, es usado como sinónimo de "please".

Ejemplo: Would you please take a message for Mrs. Jenkins?

Exercise. Imagine that you are going to take a trip and answer these questions about it.

1. Would you go to Europe or to Asia?

2. Would you go alone or with a friend?

3. How would you go?

4. How long would you stay there?

5. What would you bring me?

READING IIIVocabulary

to feed	_____	alive	_____
to nourish	_____	living	_____
to chew	_____	host	_____
to lie	_____	sutured	_____
to tamper	_____	threshold	_____

Later Dr. White worked on an even more audacious experiment: brain transplantation.

in 1970, he transferred a monkey's living head onto another monkey's headless body, which was kept alive by a respirator. With the vital arteries sutured together, the body's circulation nourished the brain adequately. The experiment was repeated several times, and in all cases the eyes moved, the ears heard, the mouths chewed food that was placed in them and the faces grimaced when the pain nerves were stimulated.

Of course the transplanted head could not control the host body. It could not make the body move. Nobody knows how to re-unite the nerve ends. But, according to White we could do the same thing with a human being. We would have a head-on-a-body that would lie totally paralyzed. Probably the intelligence, the memory, the personality also would remain intact. The individual would not be able to speak, but methods of communication could be invented.

The question again, is, should we do it? And whose head should we preserve? The head of a genius could be attached onto the body on an accident victim, for example. Should we do so?

There are other questions: would a genius be more important than someone we love? Would head transplantation become routine? What about the economics of the thing? The cost of maintaining a head-

on-a-body for a long time would be enormous. But the most important question is a theological one: Who has the right to say that anyone should remain in this world or that his time has come: How much tampering is too much.

Again there are no answers. The questions are new, the implications terrifying, but answers must be found. We are at a threshold. Should we go on?

Comprehension Exercise

1. What is this reading about?

- a. A head can be transplanted onto a body
- b. The applications of the experiment are terrifying
- c. The head cannot control the host body
- d. The question is should we do it?

2. Match the fragments

- | | | |
|---------------------------|-------|------------------------------|
| a. Dr. White transplanted | _____ | 1. should we open that door? |
| b. The brain was fed | _____ | 2. chew food |
| c. The mouth could | _____ | 3. the head of a monkey |
| d. The question is | _____ | 4. are terrifying |
| e. A head transplantation | _____ | 5. would be very expensive |
| | | 6. by the body circulation |

GRAMMAR. Auxiliares que Indican Obligación.

Should indica la conveniencia de que la acción se haga, sin embargo la realización de esta acción no es una necesidad absoluta.

Ejemplo: You look tired today, you should get more sleep.
Aminta should wash her hair more often.

Must indica la absoluta necesidad de ejecutar la acción.

Ejemplo: There are some things we must do. We must not cross the street when a car is coming, we must not hit each other, we must not believe everything we hear.

We must breathe, if we do not breathe we will die. We must drink water, and we must eat.

Exercise. Complete with must or should as appropriate.

1. We _____ pay the electricity bill.
2. I don't usually study on Sundays, but I _____.
3. A lady _____ wear clothes in the street.
4. In June you _____ bring an umbrella to school.

READING IV

Vocabulary

smallpox	_____	the will	_____
chickenpox	_____	bull	_____
pockmark	_____	to grow - grew	_____
disease	_____	to come out	_____
illness	_____		

Inoculation against smallpox was opposed when Edward Jenner introduced his great improvement of vaccination. The people who opposed vaccination said: "Since smallpox is a punishment from God, man does not have a right to interfere". At that time smallpox was so frequent that it was rare to meet a person whose face was not marked by smallpox.

Eventually the public began to doubt that God desired human being to be disfigured, for if He wished them to be so, he would have created their faces already marked. The ecclesiastics found another excuse to oppose vaccination, they said that voluntary introduction of disease into a healthy person is an interference with the will of God. The year that Jenner published his book "Inquiry into the Cause and the Effect of Variola", an antivaccination society was formed in England. Its members largely consisted of religious persons who opposed innovations either in religion or civic life.

Even doctors were against Jenner. Among his critics were doctors Benjamin Mosley and William Browledy, who came out with a book opposing vaccination. Their argument was not of a religious nature, but they claimed that persons inoculated with bovine vaccine, took bovine characteristics. For example, that hair grew all over their body, or that they bellowed like bulls.

Comprehension Exercise

Read the sentences below. If the sentence agrees with the reading, mark T in the space. If it contradicts the reading, mark F; and if it is not mentioned, mark NM.

1. Before vaccination smallpox was a common illness. _____
2. William Jenner's face was marked by the disease. _____
3. Religious people were against vaccination. _____
4. All doctors were in favour of vaccination. _____
5. Jenner wrote a book with a long title. _____
6. The antivaccination society helped Jenner. _____
7. Variola is a very fast dance. _____
8. William Bradley had hair all over his body. _____

This article tells you the story of

- a. The discovery of smallpox.
- b. The consequences of smallpox.
- c. The discovery of vaccination.
- d. The opposition to vaccination.

GRAMMAR. Las palabras Terminadas en 'ful' o en 'less'.

Al agregar 'ful' a un sustantivo se forma un adjetivo. La palabra es un modificador, e indica que el sustantivo que sigue tiene esa propiedad.

Ejemplo: beauty - beautiful harm _____
 care - careful fear _____
 color - colorful joy _____

Al agregar 'less' a un sustantivo, la palabra indica que no tiene la propiedad.

Ejemplo: fear - fearless care _____
 harm - harmless brain _____
 price - priceless weight _____

Exercise. Complete the sentence with an adjective derived from the underlined noun.

1. A song full of joy is a _____ song.
2. A monkey without a head is a _____ monkey.
3. A man who does not have hair is _____ man.
4. A girl who has beauty is a _____ girl.
5. A man with many sins is a _____ man.
6. A woman without a heart is a _____ woman.

APPENDIX B

TEACHER'S GUIDE

DESCRIPTION OF THE COURSE

General Description

This is an introductory reading course for young adults whose native language is Spanish and who have learned some notions of English in secondary school courses. In short, a course to introduce Salvadorean university students to reading English.

The student's manual consists of eight lessons which become progressively longer and more complex. The whole course may be completed in 70 hours of teaching. Assuming four fifty-minute hours a week, that will be enough for one semester's work.

Approach and Objective

Reading is the skill the course aims to develop, therefore, the approach focusses exclusively on understanding written English. The course is not concerned with the sounds of English: neither reading aloud nor the production of speech is included in the practice, nor is production of written English taught. If at the end of the course the students are capable of understanding the ideas in the longest (300 words) and most complex passages in the manual, the objective of the course will have been attained.

Contents

The reading practice is the backbone of the course. Each lesson contains three or four reading passages followed by comprehension exercises. Alternating with the readings there are grammar study sections designed to help the students understand and generalize the structures used in the composition of the passages.

1. Reading Passages

To make the reading practice more meaningful, the reading passages deal with topics related to the students' background and interests. Their length and complexity increases gradually, from the first, short lessons in which the most commonly known vocabulary and structures are used, to longer lessons where the structure and vocabulary, although still belonging to the core of the language, are not so familiar to the university student at the beginning level of English.

Since language learning is cumulative, the vocabulary and the structures found in the reading passages are used again and again. At the end of the course, the students should be well acquainted with the common core of written English.

Reading is understood as the ability to grasp the ideas in paragraph and longer units of writing. The aim of the course goes beyond simple understanding of the 34 passages in the students' manual. These reading exercises are the means to develop the skill of reading any written material in whose composition this type of vocabulary and structures are used.

Vocabulary Lists

Each passage is preceded by a short new vocabulary list whose translation has been purposely omitted. The meaning of the words must be supplied by the instructor according to the context in the passage. In the case of words that have more meanings than the one used in the passage, the fact may be casually mentioned, but not made the subject of lengthy explanations. Cognate words are not included in the vocabulary lists. Students must be trained to make inferences from the similarities

of English and Spanish words. Although these guesses *may* occasionally lead to error, they will be successful in the majority of cases.

Comprehension Exercises

Each passage is followed by comprehension exercises. For variety's sake various types of exercises are used. Some are incomplete statements to be finished with a phrase chosen from a multiple choice set. Example: Lesson 3, Reading 3. Others are sentence fragments for cross matching. Example: Lesson 1, Reading 2. Some other are "True or False" recognition exercises made more challenging by a third alternative: NM (Not Mentioned), a feature designed to discourage guessing. Example: Lesson 1, Reading 3. There are questions to be answered from multiple-choice sets, and some questions that require short answers. In this last type, one-word answers are acceptable.

These exercises are designed not so much to check understanding as to enhance it. The students should need little help from the instructor to answer them, but if they do need it, help must be given willingly. It is good practice to circulate among the students while they are solving the comprehension part, since an individual is more likely to request needed help when the instructor is near him. Comprehension exercises are not tests, and they must not be used to assign grades.

2. Grammar Teaching Part

The study of grammar complements the reading practice. These sections deal with the changes in word form (morphology), and with the structure and arrangement of words in sentences (syntax). Morphology and syntax working

in complementary fashion are the main clue to understanding that the reader has available. They must be studied almost simultaneously with the reading practice.

The explanations are brief and presented in diagram form. The structures are explained in terms of the function they perform and how they determine the meaning of words. Little attention is given to the name of the patterns: present continuous, simple past ..., since they are mere labels that identify a pattern.

The practice exercises are usually short for reasons of efficiency. These patterns have been studied in secondary school; therefore, long, time-consuming exercises are not necessary. Once a pattern has been understood, learning will proceed rather quickly. Should the checking of the answers show that the core of the group needs more reinforcement, additional exercises ought to be prepared by the instructor and practiced in the following session.

Activities

Student Activities

Students will learn faster if they are interested in the lesson, therefore, every effort must be made to keep them participating actively.

Checking of Vocabulary List must be done by the group and translation given as requested. The list is read slowly by the instructor, and students are directed to raise their hands every time they find a new word. The translation is immediately given. Eye contact between teacher and students is desirable.

Answers to comprehension exercises must be discussed by the whole group. Individuals can be called to read their answers, then the instructor asks for the consensus of the group. The atmosphere of this checking should be relaxed and easy, and the students should be encouraged to discuss points of dissent. These might reveal where the lack of understanding is centered, or even point to defects in the textbook.

Team work is more fun than individual work. Students can be grouped in pairs, each pair working as an individual. This teaming offers practical advantages: it reduces large classes to half their size, and it also allows each member of a pair to help the other. Thus, each student becomes a teacher's aid.

Instructor's Activities

The instructor's role is that of a chairman and guide during class sessions. He starts the practice by reading the passage aloud while students follow silently. Then he allows the students to ask questions about the meaning. The second reading is done silently by the students working individually or in pairs, and a second question period follows.

While students work on the comprehension questions, the instructor should circulate among them. This stimulates them to ask questions and also to work faster. It is desirable to maintain a rapid pace in the lesson: a mild, friendly pressure for speed is very helpful to maintain student's interest.

Although grammar is explained in the student's manual, the instructor must explain it too. If possible he should use his own examples to reinforce the ones in the textbook. The answers to the grammatical exercises must be discussed by the group.

Visual Aids are very helpful. As the student's manual does not contain any illustrations in its present form, these must be provided by the instructor. Meaning is greatly reinforced by illustrations, and the students appreciate the effort.

Games are really a disguise for reviews and quick-perception exercises. Suggestions for these games are given at the end of this manual. These games can be used as warm-up to the lesson, or on occasions when there are a few minutes to be filled at the end of the session. A game can also be used to break the monotony when students look tired or bored. It gives variety to the lesson and avoids overwork.

Global Reading

Each paragraph is a unit of thought and it must be read as such. Students must be encouraged to infer the meaning of the unknown terms from the context. This is an important skill to be developed. The reader should never stop in mid-paragraph to check his guesses in a dictionary. That checking has to wait until he finishes reading a paragraph.

Visual perception of words and sentences will increase as students progress in the course. Their eye movements will grow faster too. While speed in reading is not a main objective of this introductory

course, mild demands in the form of games or suggestions will prepare them for faster reading demanded in English.

Topic and Topic Sentences

Recognizing paragraphs and finding their topic sentence is a skill that helps the reader anticipate the content of each paragraph. This will facilitate comprehension and increase reading speed.

Every paragraph has a topic. The author intends to say something (x) about a subject (y); this (y) is the topic. For example, in Reading 1, Lesson IV, 'echoes' is the topic. In 80 to 90% of non-fiction writing the author's intention is expressed in the first sentence of the paragraph. That is the 'topic sentence'. Topic sentence and central idea get intermixed in people's mind, and there is a good reason for the mix-up, since the central idea is often expressed in the topic sentence. But many other times it is not. A topic sentence mentions the topic and tells what the author plans to say about it. The central idea is a concise extract of what the author actually writes. For example, in the same reading passage, the first sentence: "Echoes can be a substitute for vision", is the topic sentence. The general idea can be formulated as: "Bats use echo detection as a substitute for vision." They are very close, but not identical.

The passages in the student's manual have a topic sentence included as the first or the last sentence of a paragraph. Students should be directed to predict what the paragraph is about before reading it all, and taught to rely on the topic sentence for their prediction. Later they will find the same question in the comprehension exercise and it will lead them to confirm their guesses.

HANDLING OF THE LESSONSLESSON IPatterns

I am in the kitchen.
 Are you busy?
 It is a small apartment.
 Martha is 26 years old.

This is the easiest and shortest of the lessons. The first reading passage is presented in dialogue form to help the students see the sentences as units. Reading 2 is short and simple, but Reading 3 is much longer. Readers might be baffled by the last few lines containing past tenses. The instructor may explain that they are past tenses and translate them without further explanation of grammar patterns.

The grammatical parts: articles, the verb To Be, and subject pronouns are expected to be familiar to the students, and they can be covered rather fast. It may be necessary to stress the syntactic changes in the interrogative form.

"There is" appears in this lesson, but discussion of the pattern should wait for Lesson II.

LESSON IIPatterns

It is a small yellow house.
 There is a girl in the living room.
 Peter and his brother; Helen and her brother.
 Harry's hair is white.

The first reading is presented in dialogue form again, but it is not short (130 words). If necessary, the dialogue can be read in two parts.

The concept of 'topic' appears for the first time in this lesson. The instructor will have to explain what topic is, before the comprehension exercise is answered.

Modifiers, their position and invariability are not easy for Spanish-speaking students. For more examples the dialogue may be read again analyzing the use of modifiers.

Mr., Mrs., and Miss should be pointed out. They are important for identification and often misread. Using pictures can save the instructor a lot of words.

Structures that have not been studied appear in the reading passages in this and other lessons. Most of the students will probably recognize them. For those who do not, the instructor should simply translate them without going into full explanation of the pattern, but remark that they will be studied later.

English possessives are very different from Spanish ones. Although they have been studied in secondary school, students cannot be expected to go fast in this point. However, it should not be forgotten that recognition is all the students need to learn.

Emphasis has been given to the possessive form of nouns and to the fact that the second noun in the series is "the real noun", Example: Harry's hair is white. Reinforcement of this pattern is found in previous and following lessons, so even if the students don't master

the point at once, it can be predicted that they will eventually grow familiar with it.

LESSON III

Patterns

Masferrer was a teacher and a poet.

His books were very critical.

I am going to be frank.

Your shoes are muddy.

These passages use a lot of new vocabulary. Many of the new words are cognates. Students must be taught to guess their meaning. Example: theater, penitentiary.

The student should notice the contrast in character between Reading 1 (sad), and Reading 4 (humorous).

The grammar patterns in this lesson are probably familiar to the students. Word formation by suffixes may be a surprise, and therefore illustrated with many examples.

LESSON IV

Patterns

Bats live in caves.

I do not have any money.

Peter kisses his wife.

Does a baby drink coffee?

Josh never drinks any hard liquor.

A singer is a man.

The simple present tense is introduced in two stages. Reading 1 uses only the plural forms DO - DON'T; while the singular DOES - DOES NOT appear in readings 2 and 3. Frequency adverbs are introduced in Reading 3.

The grammar sections follow the same order. This staging helps the students by presenting them only two changes at a time instead of four.

Object pronouns exist in Spanish, but they are often attached to verbs. Example: sígale, dame pan. Because of that enclisis, Spanish speakers don't notice object pronouns. The instructor might point out Spanish object pronouns, and then relate them to English pronouns.

There is a game that can be used to reinforce these.

The silly game included in Lesson IV is an entertaining way to teach parts of the body: liver, spleen, brains, etc.

LESSON V

Patterns

Taylor did not know the boy.
 he hired the young man.
 Sally called ten minutes ago.

The three forms of the Past Tense, affirmative, negative, and interrogative, are used in the reading passages and shown in the diagram. However, the forms are separated for the practice exercises.

questions and negative sentences, where only the auxiliary changes are practiced in Exercise 1; and the affirmative statements, where the main verb takes 'ed', in exercise 2.

Irregular verbs are grouped according to the way they change. Only 2 groups are studied in this lesson. More will follow in Lessons 6 and 7.

The multiple uses of "get" as an auxiliary are introduced, but only one pattern is presented.

LESSON VI

Patterns

Eliza turned on the light.
 A tea pot is a pot for tea.
 That is the house my father built.
 Irregular verb groups: bend, pay.

There is contrast between Reading 4 and Reading 5. Students should recognize the humor in 4 and compare it to the serious essay-type style of Reading 5.

Relative clauses are introduced in Reading 3. Dialogue form has been used to favor visual perception of these long sentences. Relative clauses are similar, and frequently used in English and Spanish. They are only clauses studied in this course.

Nouns used as *adjectives* are presented in this lesson too. There is no equivalent pattern in Spanish, so the reader might find terms like "sea monster" (R. A) or "farm life" (k. l) a little confusing. In the grammatical section the reader is prepared for something surprising by the word "magia!" that introduces the pattern.

LESSON VII

Patterns

Cats can see in the dark.
 We could hear the music, but we could not see the band.
 Costeau was able to swim among the fish.
 The home will be the center.
 Letters will not be lost.
 Life is simpler in the small towns.

Leading passages of scientific character are used in this lesson. Once again a short humorous passage is included to show contrast. Students will probably notice that scientific prose is easier to read than jokes.

Study of modal auxiliaries begins with "can" and "will" . Other modals will be introduced in following lessons. They must not be taught in a lump as that would lead to confusion.

LESSON VIIIPatterns

Diamonds are the most expensive stones.
A bird in the hand is better than two in the bush.
The operation would cost a lot.
Should scientists experiment with humans?

As reading passages become more scientific, the vocabulary used will contain more cognate terms. Readers should not find these sophisticated passages very difficult. The idea of a head transplant will probably fascinate young science students.

GAMES *

The games presented here are models. The instructor can take these ideas and adapt them to the material and the class he is teaching. To tell the truth, these are very hard exercises, but students will enjoy them if they are offered as sport, not work.

Word Recognition Games

1. The instructor writes a set of four words in a horizontal row and instructs the players to study, but not copy them. Then a "test" word is written at the left. Players must find the word in the set that is related to the new word. The game can include four or five lines, one under the other, with the test words written, and erased, one by one after the students have had a chance to look at the total set. Numbers can be assigned to vertical rows.

Example:

	1	2	3	4
climb	go up	take	walk	go down
speak	see	point	talk	hope
town	crowd	tower	building	city
dark	wet	lightless	cold	empty

* Ideas for some of these games have been borrowed from Gertrude Nye Dorry. Games for Second Language Learning. David P. Harris. Reading Improvement Exercises. Virginia French Allen. Exercises for English as A. F. L.

In this particular set the players are instructed to find synonyms, but the frame can be used for opposites, word families or past tenses.

2. Another variant of this game is to write twelve or sixteen words forming a rectangle on the blackboard. Players are directed to find related words. In the following example they would look for opposites.

small	brave	short	easy	full
hard	late	happy	soft	long
little	angry	empty	early	large

Complements or Opposites

Part of the fun in this game is the chanting rhythm it has. The example is used to check correlation of subject and object pronouns. It could be used with opposites, or adverbs of place.

Example:

I see you, and you see me	
We see him, and he sees	<u>us</u>
He sees her, and she	<u> </u>
She sees me, and I	<u> </u>
They see us, and	<u> </u>
You see them, and	<u> </u>

Parts of Speech

In this game the players write. Each player draws a rectangle five squares across and four squares down like this:

	w	a	t	c	h
NOUNS	water	ant	test	car	house
VERBS	work	arrive	try	come	help
ADJECTIVES	white	angry	tall	cool	hot

Any five letter word is written across the top. Then the players fill each square with a word beginning with the letter at the top, and belonging to the class indicated at the left.

Cross Matching Review

This example was used after Lesson VI. To review vocabulary.

- | | | |
|-------|-----------------------------|--------------|
| _____ | To bring things illegally | a. right |
| _____ | When water gets dirty | b. health |
| _____ | A ship | c. grab |
| _____ | Good condition of your body | d. smuggling |
| _____ | Take things by force | e. pipeline |
| | | f. vessel |
| | | g. pollution |
| | | h. foolish |

APPENDIX C

T E S T

Reading 1

Lea cuidadosamente el pasaje siguiente.

Vocabulary: Lake - hornear
bowling - jugar boliche; bowling alley - bolerama.

During the winter it is not possible to go out on camping and fishing trips. Then Jim Mitchell's favorite sport is bowling. There are several bowling alleys in town. The players organize into teams and there is a great deal of competition.

"I have to be at the bowling alley at eight tonight" Jim told Irene one morning as he left for work. "I'll be back for dinner at six-thirty".

"No problem" Irene replied. "It will be on the table at six-thirty tonight. I want to watch the seven-thirty show on T. V."

That evening at a quarter to six Jim walked into the kitchen and could see that dinner was almost ready. "You are right on time", he said.

"Didn't I tell you so?" said his wife as she put some potatoes in the stove to bake.

"Oh, I almost forgot" said Jim. "You'd better put in an extra potato or two. At least two. Frank is a young fellow and he probably eats a lot".

"Who's Frank?" Irene asked.

Questions

Conteste las siguientes preguntas según lo leído en el pasaje.

1. When did Jim go bowling?

a) at a bowling	c) where there were teams
b) during a fishing trip	d) in the winter

2. Did Irene protest about the early hour?

a) no, she approved it	c) she explained the problem
b) yes, she did	d) Irene didn't like the hour

3. Did Jim come at the hour that he had mentioned?

a) he came a little later	c) he came right on time
b) he came a little earlier	d) he came into the kitchen

4. What did the players do at the bowling alley?

a) they rested and laughed
b) they played very well
c) they played and talked
d) they formed teams

Reading 2

"Who is Frank?", Irene asked.

"Oh, I almost forgot to tell you", said Jim, "Frank Dalton is the new mechanic at the garage. He has joined our bowling team, and I invited him to have dinner with us before we go to the alley tonight. He lives by himself and..."

"Jim!", Irene interrupted. "You invited a strange man to dinner and you didn't even call me?"

"I didn't have time. We were very busy today. Besides, I just thought of it as we were leaving the garage. Frank is going to come by and take me to the bowling alley, so I thought he might as well come earlier and have supper with us. He is a fine young man, and I am sure ...

"But I should always know in advance! We are just having hamburgers and baked potatoes. That dinner is not enough to serve to a guest. Especially to someone I have never met!"

Exercise

Si la afirmación coincide con lo leído escriba T (true) en el espacio en blanco; si lo contradice, escriba F (false) y si no está mencionado, escriba NM (not mentioned).

1. There was not enough food for everybody _____
2. Frank was going to the bowling alley too _____
3. Irene was surprised and unhappy _____
4. Irene did not like the people at the garage _____
5. Frank had a good appetite _____
6. Jim had invited Frank a week before _____