Analysis of Sentence Structures through Translation for a Reading Task

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Abstract

The study aimed to diagnose students' problems in sentence structures which affect their reading comprehension. The study was conducted with 84 mixed-ability students who enrolled in an undergraduate university-level fundamental English course. The translation method was used as a medium for data collection. The students were asked to provide an English-Thai translation of a twelve-sentence story where seven common grammatical points were the concern—present and past participles, infinitives and gerunds, passive voices, adjective clauses, and noun clauses. They were varied in distribution, and each was found a maximum of two times in the story. The glossary of vocabulary presumed unknown to the students was provided in the passage. Two Thai raters who were researchers graded the students' written work. The results show that most of the students could not translate the sentences accurately since they did not know the sentence structures. Although the students could understand the whole meaning of the sentences, they were uncertain in

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the accurate use of certain grammatical points. This led to misconception and affected comprehension in reading pertaining to the deep meaning the text conveyed.

Key words: sentence structures; reading comprehension; translation

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์หาปัญหาของนักศึกษาในเรื่อง โครงสร้างประโยค ที่ส่งผลกระทบต่อความเข้าใจในการอ่าน กลุ่มตัวอย่าง ได้แก่ นักศึกษาระดับปริญญาตรีที่มีระดับความสามารถหลากหลาย จำนวน 84 คน ผู้ซึ่งลงทะเบียนเรียนวิชาภาษาอังกฤษพื้นฐาน เก็บข้อมูลโดยใช้วิธีการแปล นักศึกษาทำการแปลจากภาษาอังกฤษเป็นภาษาไทย เนื้อหาที่แปลเป็นเรื่อง ที่มี ความยาวจำนวน 12 ประโยค ประกอบด้วยโครงสร้างไวยากรณ์ 7 ประเภท ได้แก่ คุณศัพท์วลีที่ขึ้นต้นด้วย –ing และ –ed, วลีที่ขึ้นต้นด้วยรูปกริยาที่ไม่ผัน มี to นำหน้า และ –ing, กรรมวาจก, คุณศัพท์วลี และนามวลี โครงสร้างไวยากรณ์ ทั้ง 7 ประเภท จะถูกนำเสนอประเภทละ2 ครั้ง และจะถูกคละให้กระจายอยู่ใน เรื่องที่แปล ตอนท้ายของแต่ละประโยค จะมีอภิธานศัพท์ประกอบ ในการประเมิน งานแปลของนักศึกษา ใช้ผู้ประเมินหรือผู้วิจัย จำนวน 2 คน ผลการวิจัยพบว่า นักศึกษาส่วนใหญ่ไม่สามารถแปลประโยคได้อย่างถูกต้อง เนื่องจากไม่รู้โครงสร้าง ประโยค และถึงแม้ว่านักศึกษาจะเข้าใจความหมายของประโยคในภาพรวม แต่ ก็ยังคงไม่แน่ใจในเรื่องโครงสร้างไวยากรณ์ จึงทำให้เกิดความเข้าใจผิด และส่ง ผลกระทบต่อความเข้าใจในการอ่าน

คำสำคัญ: โครงสร้างประโยค ความเข้าใจในการอ่าน การแปล

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Background

For any reading task, reading comprehension plays an important role. There are five factors affecting students' comprehension i.e. concepts, vocabulary and sentence structures, cohesive devices, discourse markers, and problems beyond the plain sense (Nuttall, 1982). Among these factors, the knowledge of sentence structures is fundamental to help manifest the writer's concepts of a particular sentence. Likewise, the readers' well-established knowledge of the sentence structures helps facilitate reading comprehension. The researchers believe that this is a possible area which could have an immediate remedy to help improve reading comprehension.

An analysis of a completed reading task in a fundamental English course revealed that students' lack of knowledge of sentence structures affected their reading comprehension. The course lasting fifteen weeks was divided into three main sections: discrete language revision, reading, and writing. Primarily, the students reviewed the grammar to facilitate their reading comprehension for a reading unit. Then, they were assigned by groups to create a reading kit in which they searched for a reading passage, set questions, provided answers, and designed a booklet,

the reading kit. Using the same reading passage, they produced a note and made a summary for the writing unit.

When studying grammar, the students seemed to comprehend the use of the discrete grammatical points by successfully completing exercises after each lesson, as assessed by informal interview. However, in the reading unit, it was found that the students did not understand the reading text. This was illustrated through a number of inaccurate questions they had set in the reading kit. When being asked to paraphrase the text, the students could not provide an accurate concept regarding the chronology and agent nouns.

Due to the students' problems in reading comprehension, the researchers conducted an informal interview with a few students. It was found that the students could not fully understand what they had read, especially the complex sentences which included many grammatical points. Some also put forward the idea that the context and unknown words could be dealt with, but not the grammar. This showed that the students could not make accurate use of the grammar, and this affected their reading comprehension. Although it was sensible for the students to have holistic comprehension of a text, that vague concept might not be enough when reading for details, taking notes, and making a summary were the course demands.

Therefore, the study aims at investigating the problematic areas of sentence structures common to students so that further training on these could be provided to facilitate their reading comprehension. The translation method is used as a medium of this illustration.

Research Questions

The addressed research questions are:

1. To what extent do the students have problems with the selected sentence structures?

2. Is such a translation method able to show students' problematic areas regarding the comprehension of a text?

Translation

Once you "relate L2 words and expressions to L1 language items, in short, you translate."

(Lewis, 1997, p. 61)

Translation is "a process of substituting a text in one language for a text in another" (Catford, 1965, p.1). It is not to transfer meaning between languages but to merely replace a source language meaning by a target language meaning that can function in the same way in the situation at hand (Hatim, 2001).

To Atkinson (1993), translation activity can be used to encourage students to take risks rather than avoid them. When translating, students can't look for ways of avoiding saying difficult things; instead, they have to find some way of saying it in their primary language. The purpose of translation in the language classroom, therefore, is to help students develop their knowledge of English. A study of Bruton (2007) on L1-to-L2 (Spanish-to-English) translation suggests that this method helps increase the student's vocabulary bank. Moreover, the method of translation gives students opportunities to become more aware of significant differences and similarities between their

L1 and English (Atkinson, 1993).

In this study, translation is used as a means of practicing L2 skills (Van Els et al., 1984). It refers to the ability to generate a series of target texts from a source text and the ability to select only one from this array of texts and to propose it as a target text for a specified purpose (Pym, 1992).

A study of Chang and Hsu (2011) also suggests translation could be implemented to improve students' reading comprehension. Some studies put forward the idea that the translation source is not a text, but a reading and interpretation of it (Higgins, 2008; Chandran, 2011). It is "a mode of written reading demanding as much analytical rigour, sophistication and research as, and more imaginative creativity than, most other critical writing" (Higgins, 2008, p. 231). To be able to translate a text, the students have to initially comprehend it. In other words, full comprehension leads to accurate translation. To gain such comprehension, however, knowledge of basic grammar plays an important role.

The study of Azizifar (2011) shows there are significant relationships between sentence structure recognition and reading comprehension. Nikroo (2010) also suggested that students who performed better in sentence structure tasks showed better translation quality on a reading text.

From this perspective, to facilitate reading comprehension, problematic areas in grammar have to be initially discovered and remedied. A study of Immonen (2011) substantiates that the most conspicuous differences between L2-to-L1 (English-to-Finnish) translation and monolingual text production seem to appear at the level of syntactic processing. Therefore, the analysis of the

syntactic level through students' written translation became the focus of the study.

In this study, the translation tool was designed in the form of storytelling. This was to provide the students the context where certain grammatical points to be remedied could be reasonably inserted, and also to make the nature of the tool parallel and relevant to that of the reading material being used for the reading and writing units of the course. In translating, the students were required to provide a written translation from an English text to L1. Fujii (2012) proposed a study in which students were asked to directly write a task in L2 (English), but instead drafted their task in L1 (Japanese) and then translated their ideas to L2. Furthermore, it was mentioned that students' awareness of certain features of the target language would be raised if the students first did the task in L1. They would then realize that similar features might occur in their own language (Lewis, 1997).

Pilot Study

The pilot study was conducted with 74 undergraduate engineering students who enrolled in a fundamental English course where a reading task was the primary concern. It was undertaken to investigate the representatives of sentence structures most students were likely to encounter in the course, and to find the effectiveness of the translation test. The results showed that the majority of students had problems in nine areas of sentence structures which subsequently affected their reading comprehension: present and past participles, infinitives and gerunds, active and passive voices, adjectives, adverbs, and noun clauses.

Although the students said these nine areas were problematic, there were two cases of sentence structures which all students accurately translated: the adverb clause and the noun clause. It was found that the structures of L1 were similar to those of L2, resulting in accurate translation -- a direct benefit of using L1. The following were the examples:

Adverb clause:

English:	While	the musician	was playing	the music, …
	Conj.	S (n)	V	O (n)
Thai:	ในขณะที่	นักดนตรี	กำลังเล่น	ดนตรี…
	Conj.	S (n)	V	O (n)

Noun clause:

English:	People	Said	that…
	S (n)	V	Conj.
Thai:	ผู้คน	พูด	ว่า…
	S (n)	V	Conj.

From the excerpts, the students did not need to use their grammatical knowledge for the translation due to the parallel structures of the two languages. Therefore, the adverb clause would not be tested. For the noun clause, apart from the parallel structures of the two languages, those with 'that' would be changed for two reasons. First, the 'that' of the above two noun clauses of the two languages meant exactly the same thing. Moreover, in this case, the 'V + Conj.' was a Thai collocation. Thus, other conjunctions i.e. what and how, were implemented instead, and the alternative structure, S (conj.+ n + v) + V + O, was tried out.

Methodology

Subjects

The subjects were 39 IT and 45 Industrial Education and Technology students. They were first-year undergraduate and mixed-ability students regarding their language proficiencies. They enrolled in a fundamental English course where reading was the focus.

Instrument

The data were collected through a translation test. The test was designed in a storytelling format which consisted of 12 sentences. There were seven grammatical areas randomly included, and each was found a maximum of two times. The seven grammatical areas were present and past participles, passive voices, infinitives and gerunds, and adjectives and noun clauses. In the test, the meanings of vocabulary presumed unknown to the students were provided (see Appendix).

The translation test was conducted during the first month of the second semester of the academic year of 2011. At the end of a reading task, the students spent an hour to translate the test from English to Thai without being informed of the test purposes and the test was not with any part of the course requirements.

Data Analysis

For marking, there were two raters or researchers involved, and the following were the five categories of marking:

Category	Interpretation	Sample of Translation for "<u>To join the festival</u>, you should search for the information in advance."
1	correct meaning, correct structure (CC)	<u>ในการ/เพื่อที่จะ</u>เข้าร่วมงานเทศกาล คุณควรจะสืบค้นข้อมูลล่วงหน้า (meaning: <u>To join the festival</u>, you should search the information in advance.)
2	correct meaning, wrong structure (CW)	<u>ถ้าจะเข้าร่วม</u>เทศกาลนี้ คุณจะต้องสืบค้นข้อมูลก่อนล่วงหน้า (meaning: <u>If you want to join</u> the festival, you have to search the information in advance.)
3	wrong meaning, wrong structure (WW)	เทศกาล, การค้นหาข้อมูลล่วงหน้าของคุณ (meaning: <u>Festival</u>, searching your information in advance)
4	wrong meaning, correct structure (WC)	<u>เพื่อที่จะหา</u>เทศกาลคุณควรหาข้อมูลล่วงหน้า (meaning: <u>To find the festival</u>, you should search the information in advance.)
5	no translation found (NT)	.... คุณควรหาข้อมูลล่วงหน้า (meaning: ...., you should search the information in advance.)

For the statistical analysis, the data were tallied and calculated by the method of frequency through the SPSS program and reported by arithmetic means ($\overline{X}$).

Findings

The data obtained from the preliminary analysis of the 84 translation tests were grouped and presented in two main aspects as follows.

Inadequate Proficiency in the Use of Sentence Structures

The result showed that the frequencies of the students' translations fell mainly into the first three categories. However, the higher frequencies belonged to categories 2 and 3. The following table illustrates the percentage of students' abilities in translation of those seven sentence structures.

Table 1. Percentage of students' abilities in translation of the seven sentence structures

Area	Category				
	1 (CC)	2 (CW)	3 (WW)	4 (WC)	5 (NT)
1. Past Participle Phrase	3.5	48	44	0.5	4
2. Present Participle Phrase	5.5	59	13	-	22.5*
3. Noun Clause	6	28.5	58.5*	4	3
4. Adjective Clause	41	13	9.5	1.5	35*
5. Gerund Phrase	22	51.5	26	-	0.5
6. Infinitive Phrase	38	41	15	-	6
7. Passive Voice	7.5	59	31.5	-	2

The table shows that the majority of students did not know how to use the noun clause (58.5%). This result corresponded with that of the pilot study which indicated that most students found the noun clause to be the most problematic. Moreover, the table also illustrates there were two structures showing high percentages where no translation was found—present participle phrase (22.5%) and adjective clause (35%). This could be said that the students might not know the exact functions of the two

structures, so they did not know how to formulate the meanings.

As already mentioned, each sentence structure was found a maximum of two times. The following table describes the students' abilities in translation of both items of each grammatical structure. The result shows that most students were not able to transfer the meaning of the seven sentence structures to the target language.

Table 2. Percentage of students' abilities in translation of both items of each structure

Area	Item	Category				
		1 (CC)	2 (CW)	3 (WW)	4 (WC)	5 (NT)
1. Past Participle Phrase	1st	-	11	86*	1	2
	2nd	7	85	2	-	6
2. Present Participle Phrase	1st	11	81	2	-	6
	2nd	-	37	24	-	39
3. Noun Clause	1st	6	7	81*	1	5
	2nd	6	50	36	7	1
4. Adjective Clause	1st	62*	23	12	2	1
	2nd	20	3	7	1	69*
5. Gerund Phrase	1st	20	64	16	-	-
	2nd	24	39	36	-	1
6. Infinitive Phrase	1st	68*	14	18	-	-
	2nd	8	68	12	-	12
7. Passive Voice	1st	11	68	17	-	4
	2nd	4	50	46	-	-

The table obviously shows that there were two main structures the majority of students translated incorrectly: the past participle, item no. 1 (86%), and the noun clause, item no. 1 (81%). It was also found that the students did not provide any translation on the adjective clause, item no. 2 (69%). However, the students showed their proficiency in formulating the meaning of the adjective clause, item no. 1 (62%) and the infinitive phrase, item no. 1 (68%).

To make things clearer, all items of the seven sentence structures (each tested twice for a total of 14) are arranged in order from the highest to the lowest percentage regarding inaccurate translation and presented in the following table.

Table 3. Ranked percentage of inaccurate translation

No.	Area	Item	Category 3 (WW)
1.	Past Participle Phrase	1st	86
2.	Noun Clause	1st	81
3.	Passive Voice	2nd	46
4.	Noun Clause	2nd	36
5.	Gerund Phrase	2nd	36
6.	Present Participle Phrase	2nd	24
7.	Infinitive Phrase	1st	18
8.	Passive Voice	1st	17
9.	Gerund Phrase	1st	16
10.	Adjective Clause	1st	12
11.	Infinitive Phrase	2nd	12
12.	Adjective Clause	2nd	7
13.	Past Participle Phrase	2nd	2
14.	Present Participle Phrase	1st	2

From the table, the first three areas the majority of students provided inaccurate translation were the past participle phrase, item no. 1 (86%), noun clause, item no. 1 (81%) and passive voice, item no. 2 (46%).

Effectiveness of the Translation Tool

The result indicated that the translation test could expose the concrete problems of the students' translations. The following table shows the highest frequency of inaccurate translations of category 3 (WW) on the top five grammatical items.

Table 4. Students' inaccurate translation of category 3 (WW) of the top five items

Area	Translation Item	Students' Inaccurate Translation
1. Past Participle Phrase (1ˢᵗItem)	The Tomato Festival, *referred to* as La Tomatina, is a world famous festival held on the last Wednesday of August each year in the town of Bunol, Spain.	- refers to (กล่าวถึง, ได้กล่าวถึง) - which refers to (ที่กล่าวถึง)
2. Noun Clause (1ˢᵗItem)	The origins of the festival aren't clear with several theories explaining *how Bunol has become home to the world's biggest tomato fight*.	- however (อย่างไรก็ตาม) - no conjunction translated (…ทฤษฎีที่หลากหลายที่อธิบายถึงที่มาของต้นกำเนิดของเทศกาลต่อสู้ด้วยมะเขือเทศนี้)
3. Passive Voice (2ⁿᵈItem)	Although the locals tend to rip each other's clothing, it is officially forbidden and as a visitor, you *will be expected* to behave.	- you expect (someone) to behave (คุณหวังว่านักท่องเที่ยวกับคนในพื้นที่ประพฤติตนให้เหมาะสม) - visitors expect that (นักท่องเที่ยวหวังว่า)

Area	Translation Item	Students' Inaccurate Translation
4. Noun Clause (2nd Item)	Last but not least, *what you need* is good health!	- interrogative meaning (อะไรจำเป็น ต่อสุขภาพที่ดีของคุณ)
5. Gerund Phrase (2nd Item)	On that day, *getting near* the central area where the tomato lorries arrive is very difficult.	- imperative meaning (เข้าใกล้)

It could be seen that most students did not know the underlying meaning of the passive voice the text conveyed. For the past participle, item no. 1, they took for granted that 'referred to' was the verb of 'The Tomato Festival'. This case occurred in the same way of the passive voice, item no. 2. Moreover, the students did not know the function of the noun clause. The majority thought it was a kind of interrogative pattern. Some still were confused and translated it by using another conjunction word.

In some cases, although the students were aware of the grammatical structure of a text, they provided an inaccurate meaning. The following table shows the highest frequency of inaccurate translation of category 2 (CW) of the top five grammatical items.

Table 5. Students' inaccurate translation of category 2 (CW) on the top five items

Area	Translation Item	Students' Inaccurate Translation*
1. Past Participle Phrase (2ⁿᵈItem)	The Tomato Festival, referred to as La Tomatina, is a world famous festival *held* on the last Wednesday of August each year in the town of Bunol, Spain.	- holds (จัดขึ้น) - will hold (จะจัดขึ้น) - which holds on (ซึ่งจัดขึ้น)
2. Present Participle Phrase (1ˢᵗItem)	The highlight of the festival is the tomato fight *taking place* between 11am and 1pm on that day.	- takes place (เกิดขึ้น) - will take place (จะเกิดขึ้น) - which will take place (ซึ่งจะเกิดขึ้น)
3. Infinitive Phrase (2ⁿᵈItem)	*To join the festival*, you should search the information in advance.	- joining (การเข้าร่วม) -if you want to joojoin (ถ้าคุณต้องการเข้าร่วม) - join the festival (ไปร่วมงาน)
4. Passive Voice (1ˢᵗItem)	Although the locals tend to rip each other's clothing, it *is officially forbidden* and as a visitor, you will be expected to behave.	- is an (officially) forbidding rule (เป็นกฎข้อห้าม) - (there is) a forbidding rule (มีข้อห้าม)
5. Gerund Phrase (1ˢᵗItem)	*Crushing* tomatoes well before the festival starts is to save everybody from getting hurt.	- there will be crushing (จะมีการบด) - crush (บด) - you should/must crush (คุณควรจะ/ต้องบด)

* Note: the meaning is common and acceptable in L1 context.

The table shows that the students could translate the text in terms of semantics, but not the syntax. This showed they could

not reach the deep meaning the text conveyed. The results show that the translation test could be considered as an effective tool to identify a variety of students' problems in the aspect of reading comprehension.

Discussion

The results of this study have drawn some interesting implications for English classrooms. Though it cannot totally be assumed that perfect knowledge of sentence structures benefits reading comprehension, the finding can be beneficial in understanding students' accuracy in reading. A study by Ibáñez, Macizo and Bajo (2010) supports the claim that reading comprehension depends on the experiences of the readers in translation and the demands imposed by the reading task. The teacher might be aware of the sentence structures which are problematic to the students and provide them an accurate knowledge of the deep meaning the text conveys. This would train them how to apply an accurate usage of the knowledge of sentence structures in the real world.

The results indicated some ambiguities pertaining to the accurate usage of sentence structures of L2 (the source language) and the acceptable meaning in L1 (the target language), as shown by the data of category 2: correct meaning, wrong structure (CW). The students' translation could be accepted, but it is grammatically wrong in L2. Moreover, in some cases, the students provided no translation. This leads to two different interpretations. One is the students do not know the grammatical usage, and the other is they are not sure how to translate the text accurately. This illustrates the L1 interference. According to a study of Van Assche et al. (2009), the L1

interference of the current study shows that the knowledge of a second language influences students' reading and writing in their native language and vice versa. Nevertheless, the case could be solved since the students are ready with the knowledge of the grammatical usage, and that needs to be directed. However, the clarification where the students are helped or trained to write an accurate structure for L1 translation and vice versa was not conducted. Therefore, more research is suggested to determine whether the students perform better in reading and writing a translation if the sentence structures (form) and the meaning of the two languages are differentiated.

Particular attention should be placed on the grammatical pairs where the large differences in percentage range were found. The adjective clause is an obvious example where the relative pronoun, "*where*", caused significant problems in translation while "*who*" did not. The case shows the unfamiliarity of students on the use of "where", indicating that the students might not have problems with the structure of the adjective clause, but they might have problems with the conjunction itself. These differences suggest the importance of translation intervention on reading. To obtain a clearer picture if such an assumption is true to the students, a backward translation should be conducted. To Petrocchi (2006), a backward translation enables L2 learners to understand the relationship between the two languages. It involves the syntactical level more than the lexical one; it is the comparison between the patterns of the two languages which individual lexical units may or may not match. A study of Van Hell and De Groot (2008) suggests that the backward translation should be conducted, and that cognate and concreteness effects strongly decreased in lexicon decision in both forward and backward translation.

Translation could be an effective tool to identify the variety of students' problems on the use of the sentence structures which affected their reading comprehension. Sofija (2008) conducted a study about the role of translation in English instruction, and the results suggest translation is a valuable skill to be mastered. She also suggests teaching translation is important to raise students' language proficiency of genres and structural differences between L1 and L2.

Limitation and Recommendation

There were some limitations and recommendations of the study.

1. The items of the translation test were written with a simplified syntax. The vocabulary presumed to be unknown to the students were also provided. This was done to eliminate the possibilities of students' confusion on both syntax and vocabulary which might disturb the translation. In other words, this facilitated students' abilities in translation. To make the translation test more natural and authentic, it should be adapted in terms of the distribution of the sentence structures and not the complex syntax, as the study of Van Hell and De Groot (2008) reveals that the high or low constraint sentence context did not influence cognate and concreteness effects. Moreover, the length of the text should also be accounted for. The longer the text is, the more difficulty it would cause the students.

2. To facilitate student accuracy in reading, form and meaning when writing, translation could be taught before students are instructed to translate the test from English to Thai. A backward translation could also be conducted. During

the backward translation, a few corrections could help students deal with grammatical structures correctly and more confidently. Moreover, the teachers' introduction of the categories of translation marking used in this research would work well as a tool to raise student awareness on acceptable meaning when working on semantic and communicative translation. This is to verify if students could comprehend the meaning the text conveys. If the students could translate the test correctly, it could be assumed the comprehension of a reading text has been reached.

3. The translation test was created to address students' grammatical problems which were assumed to have affected their reading comprehension. However, the phase where the use of the seven selected sentence structures was presented to students would not have occurred. Thus, it could not be concluded in this study that students' reading comprehension would improve if the teacher provided help or training on selected and problematic sentence structures. In other words, further research on reading comprehension after the provision of the sentence structure training should be conducted. Additionally, further work on other areas of text, e.g. academic text, could be explored.

4. In this research, seven common grammatical points were targeted. Further research might study the use of adverbial phrases and clauses where the structures of the source and target language are completely different. Moreover, additional exploration could be conducted on different positions where those seven grammatical points appear in sentences (e.g. using a noun clause in expletive structure, perfect infinitive, noun phrases, etc.). This would help confirm common problematic areas.

Conclusion

Although the translation method could indicate the variety of students' problems on sentence structures and could provide a guideline to facilitate their reading comprehension, it could not guarantee that, if the students have a good knowledge of the sentence structures, they would be good at reading, or even writing. To Rubin and Hansen (1986), the interaction between structural knowledge in reading and writing is relatively rare. This provides a wide range of areas for further investigation.

Biodata

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Appendix

Translation Test

1. The Tomato Festival, referred to as La Tomatina, is a world famous festival held on the last Wednesday of August each year in the town of Bunol, Spain.

   Vocabulary: festival, refer to, hold, La Tomatina

2. The highlight of the festival is the tomato fight taking place between 11am and 1pm on that day.

   Vocabulary: highlight, tomato fight, take place

3. The origins of the festival aren't clear with several theories explaining how Bunol has become home to the world's biggest tomato fight.

   Vocabulary: origin, several, theory, explain, home

4. The festival started with a fight among a musician, sellers and buyers.

   Vocabulary: start, fight, musician

5. The sellers and the buyers got angry with the musician who was playing loud music.

   Vocabulary: loud

6. While the musician was playing the music, the crowd began getting annoyed.

   Vocabulary: crowd, annoy

7. Some shouted, and some picked up tomatoes from the fruit stands to throw to the musician.

   Vocabulary: shout, pick up, fruit stands, throw

8. Crushing tomatoes well before the festival starts is to save everybody from getting hurt.

    Vocabulary: crush, hurt

9. On that day, getting near the central area where the tomato lorries arrive is very difficult.

    Vocabulary: get near, central area, lorry

10. To join the festival, you should search the information in advance.

    Vocabulary: search, information, in advance

11. Although the locals tend to rip each other's clothing, it is officially forbidden and as a visitor, you will be expected to behave.

    Vocabulary: although, local, tend, rip, clothing, officially, forbid, visitor, expect, behave

12. Last but not least, what you need is good health!

    Vocabulary: last but not least, need