

Reading Academic English is aimed at post-secondary-school students whose native language is not English and who are studying at academic institutions. The objective of this program is to introduce students to the genre of academic texts, to train them to use efficient reading strategies and to provide them with skills for reading on their own.

The program offers independent modules that can be combined in a variety of ways to suit individual class or student needs. These include:

- Guided Reading: graded texts with tasks for before, during and after reading, including close reading work with language forms
- Skills: explanations and extensive practice in interpreting language signals – such as sentence structure, verb forms, discourse markers and substitute words – to unlock meaning
- Appendix: glossary of academic words and list of affixes for reference

Reading Academic English can be used for a range of levels, with texts ranging from simplified press articles of general interest to authentic academic journal articles dealing with topical issues in education.

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Preface

Reading Academic English is aimed at post-secondary-school students whose native language is not English and who are studying education at academic institutions. It is designed for use as a textbook, within the framework of a course.

The objective of this book is to introduce students to the genre of academic texts, to train them to use efficient strategies in reading these texts and to provide them with skills for working independently.

Underlying our approach is a belief that, more than anything else, the reader needs to learn how to read – what steps to take in approaching a text and what steps to take when he/she encounters difficulties. If this training is provided, the student will more readily approach new texts and be able to deal with independent study.

In addition, it is important that the reader be made aware of each step and understand its purpose. That is, students need to be taught not only what to do but also why they are doing it. They need to understand the purpose of each stage in the reading process:

- Before reading: During this stage, readers should approach a text globally, note all the obvious signals that the text provides and awaken their own knowledge of the subject. This allows them to make predictions about the text content and hypotheses about its organization.
- While reading: During this stage, readers should keep in mind what they are looking for. They should pay attention to discourse markers, identify important ideas and distinguish them from supporting material, find organizational patterns and guess the meaning of words from context.
- After reading: At this stage, readers can check their comprehension, summarize the text, analyze the writer's purpose, make inferences and apply the information and message to their own lives. In addition, it is at this stage that readers can look closely at the language of a text in order to learn from it and add it to their language repertoire (e.g., vocabulary, syntactic patterns, discourse markers) for use with other texts.

In order to encourage students to approach texts independently and to work through the material with ease, an attempt has been made to present the texts in order of language complexity, going from simplified press material to authentic academic journal articles.

Topic areas have been chosen to be of interest to students. The early ones tend to be about topics of general interest, while the majority of journal articles deal with issues in the field of education.

Based on the belief that a course should be flexible and allow for various learning styles, we have organized the material into sections that can be used modularly. This allows the instructor and students to suit the course to their specific needs. For more details on how to use and combine the various sections, see *To the Instructor* (page 7-9) and the specific guidelines at the beginning of each section.

The authors would like to express their thanks to the staff – past and present – of the English Academic Reading Department at Kibbutzim College.

The text analysis questions have been partly adapted from Segev-Miller's (1993) Model of Generic Questions

For most students, the reading of academic texts is not a simple task. They are usually not familiar with the genre, the content, the patterns of organization or the vocabulary. When faced with such texts in a foreign language, they are often discouraged and resort to inefficient coping strategies (such as word-for-word translation) that prevent them from getting at the ideas expressed in the texts.

This program is aimed at such students. Its main purpose is to help them develop the skills, strategies and confidence they need for coping with academic texts in English – for them a foreign language. The program contains various types of materials, which can be used in various combinations, depending on the learning needs and styles of your students.

The program consists of four parts

Guided Reading

This section provides guidance and practice in strategies for efficient reading. It offers a wide range of texts, each accompanied by guidelines that lead the student through the reading process. Each text comes with specific tasks for before, during and after reading.

BEFORE YOU READ - Here students are guided to think about the subject, predict content and then to skim the text in order to get a general impression.

WHILE YOU READ - These tasks guide the students to read with a purpose in mind.

AFTER YOU READ - This section is divided into two parts:

- **How much did you understand?** - These are simple comprehension questions, whose purpose is to show students how much they have understood and to build their confidence.
- **Text Analysis** - Here students are asked to answer text analysis questions that require thinking about the writer's purpose and point of view, as well as organization of the text.

CLOSE READING - In this section students examine and work with the language forms that appear in that particular text, thereby building a corpus of useful language forms for future use.

An attempt has been made to present these texts in ascending order of difficulty. However, since level of difficulty is a complex issue, you should choose texts according to your own students' needs and interests. The main thing to remember is that students want to read about issues that are relevant to their lives and careers. Encourage them to choose articles of interest to them and to discuss the issues presented.

Skills

The main purpose of this section is to show students how to use the signals that a text offers in order to unlock meaning. It presents the various keys to meaning and shows the student how to recognize them and interpret them. Students are given explanations and practice in seeing sentence structure, the verb phrase, discourse markers and substitute words as keys to meaning.

The *Skills* section can be approached as a separate module, with students working through all the parts consecutively under the instructor's guidance. An alternative approach is to use it as an adjunct to the *Guided Reading* section, referring students to the explanations and practice as the need arises - that is, when they encounter a particular problem in interpreting a text.

Additional Texts

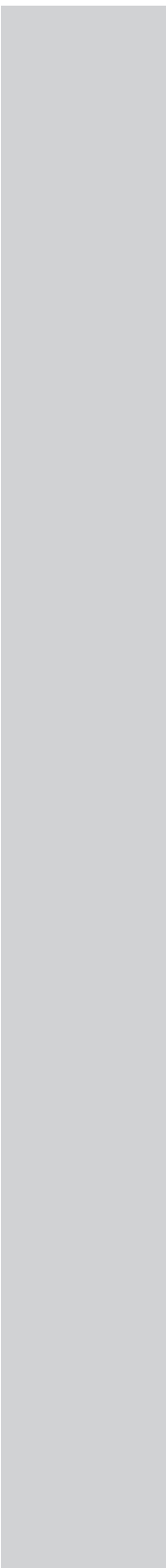
This section contains mainly authentic academic journal texts. The texts are accompanied only by text analysis questions. No guidelines for reading are provided. These texts are therefore suitable for students who have already acquired the basic strategies practiced in *Guided Reading*. They can be used as practice tests or as enrichment for more advanced students.

Appendix

This is basically a reference section for students to use while they are reading.

- The *Glossary of Academic Words* provides a list of high-frequency words that appear in academic texts, and can be used both as a dictionary and as a tool for vocabulary building.
- Students will find the list of *Prefixes, Suffixes & Roots* useful when trying to decode the meaning of words.
- The *List of Irregular Verbs* can be used for finding the base form of irregular verbs before looking them up in a dictionary.

If students are given careful instruction in how to use these reference aids, they will find them invaluable in their quest to become independent readers.



Reading Academic English provides you with independent modules that can be combined in a variety of ways. It allows you to choose the route best suited to your students. You may want to approach the *Skills* Section and the *Guided Reading* section separately, as parallel courses. You may prefer to approach the course through the *Guided Reading* section, dipping into the *Skills* section as needed. You may want to assign parts of the *Skills* section as homework, even assigning different parts to different students. Whichever route you choose, we believe that this program will increase your students' confidence and motivation, as well as improve their skills. It is our hope that, by improving their academic literacy, we are also opening up new worlds to them.

The Aim of this Program

During your studies, you are continually faced with the need to read academic articles in English. Your job is to grasp the ideas expressed in these articles. However, you may often find yourself discouraged because of your unfamiliarity with their style, language and organization. The aim of this program is to help you cope with this task. For this purpose, you will be given guidance and practice in a variety of skills and strategies.

How to Use the Program

Guided Reading

In this section you will find the following:

- an introduction, which gives you general guidelines on what to look for in a text and how to read it
 - a range of texts, each accompanied by a worksheet with tasks to do before, while and after reading. (The texts appear in approximate order of difficulty.)
- By reading these texts and working through these worksheets, you will improve your reading strategies, your comprehension, your text analysis abilities and your language skills.

Skills

In this section you will find explanations and practice in the following skills:

- analyzing English sentences
- identifying the information that verbs give us
- identifying markers that signal important ideas in a text
- identifying what substitute words (such as "it, they, such") really refer to

If you take the time to read these explanations and do these practice exercises, you will gain important skills for understanding English texts.

Additional Texts

This section contains additional texts, each one accompanied only by text analysis questions. Working through these will give you useful preparation for exams.

Appendix

In this section, you will find three lists to help you as you read:

- *Glossary of Academic Words* - to give you the meaning of words and phrases that often appear in academic texts
- *Prefixes, Suffixes and Roots* - to help you discover the meaning of words by looking at their parts
- *List of Irregular Verbs* - to help you understand how to look these verbs up in the dictionary

We hope the skills you gain from this program will serve you not only in your studies, but also in your future careers.

נספח

חלק זה כולל שלוש רשימות שיסייעו לכם במהלך הקריאה:

- רשימת מילים אקדמיות שכיחות - רשימה זו נועדה לספק לכם פירושים למילים ולביטויים המופיעים תדיר בטקסטים אקדמיים.
 - רשימת קידומות, סופיות ושורשים - נועדה לסייע לכם לגלות את פירוש המילה באמצעות ניתוח החלקים שמהם היא מורכבת.
 - רשימת פעלים יוצאי דופן - נועדה לעזור לכם למצוא במילון את צורת המקור של אותם פעלים.
- אנו מקווים ומאמינות שהמיומנויות שתרכשו בעזרת תכנית זו ישרתו אתכם ויועילו לכם לא רק במהלך לימודיכם הנוכחיים, אלא גם בעתידכם המקצועי.

מטרת התכנית

פעמים רבות במהלך לימודיכם הנכם נדרשים להתמודד עם קריאת מאמרים אקדמיים באנגלית, להבין ולדלות את הרעיונות העיקריים המובעים בהם. משימה זו עלולה להיות קשה ומתסכלת לאור חוסר הניסיון והבקיאות המעטה שלכם עם הסגנון, עם השפה ועם ארגון של טקסט אקדמי. תכנית זו נועדה לסייע לכם להצליח במשימה זו. לשם כך חוברת זו מספקת לכם הדרכה ותרגול במגוון רחב של מיומנויות ואסטרטגיות למידה.

כיצד לעבוד עם התכנית?

טקסטים מלווים בתרגילים

חלק זה של החוברת כולל:

- הקדמה המציגה הנחיות כלליות מה לחפש בטקסט וכיצד לקרוא אותו
- מגוון טקסטים מלווים בתרגילים ובמשימות שעליכם לבצע לפני קריאת הטקסט, במהלכה ואחריה.

קריאת הטקסטים והתרגול הנלווה יקנו לכם שיפור בתחומים הבאים:

- אסטרטגיות קריאה
- הבנת הנקרא
- ניתוח טקסט
- מיומנויות בשפה האנגלית

מיומנויות

חלק זה כולל הסברים ותרגול לפיתוח המיומנויות הבאות:

- ניתוח משפטים באנגלית
 - זיהוי המידע שהפעלים במשפט מספקים עבורנו
 - זיהוי סמנים המסייעים לאתר את הרעיונות המרכזיים בטקסט
 - זיהוי מילים חלופיות ("it", "they", "one") הבאות במקום מילים ורעיונות שכבר הופיעו בטקסט
- השקעת הזמן הנחוץ בקריאת ההסברים וביישום התרגול תקנה לכם שליטה במיומנויות חשובות להבנת טקסטים באנגלית.

טקסטים נוספים

חלק זה כולל טקסטים נוספים המלווים בשאלות לניתוח טקסט. עבודה ותרגול בחלק זה יכינו אתכם היטב לקראת הבחינות.

I

Guided Reading

Using The Guided Reading Section

The texts in this section are presented in order of difficulty. We suggest that the instructor make sure students are working at a comfortable level of difficulty.

Each text is accompanied by activities that lead the student through three main stages of the reading process:

Before

- ☞ Tasks that encourage students to think about the subject and to predict content
- ☞ Vocabulary list that can be used to introduce key words and thus prepare students for the content

While

- ☞ Questions for students to think about as they read the text

After

- ☞ **Reading comprehension questions** (How much did you understand?) to ensure that students have a basic understanding of content before going on to text analysis. These can also be done orally.
- ☞ **Text analysis questions** that train students to look for what is important in a text – the ideas, the points of view and the way the writer supports these in the text. These questions train students to separate ideas from supporting material and to look for the function of blocks of material in a text. It is useful to use these questions in conjunction with the list of Discourse Markers (pages 139-142).
- ☞ **Close reading activities** that focus on the language devices of each text, particularly those that may be useful to the student in further reading. These might be a particular sentence structure, the meaning of a verb tense or modal verb, important vocabulary items (such as language for cause and effect) or markers that signal the writer's message.

General Guidelines For The Student

What to look for in a text

Topic

Ask yourself:

What is the text about (what general topic and what specific aspect of the general topic)?

For example, a text might be about art (general), specifically about art in education, and more specifically

about art for children with learning difficulties. The topic of a text is usually announced in the title or subtitle.

The main idea

Ask yourself:

What does the writer say/claim/argue¹/believe about the topic? What statement does the writer make about the topic? What is the writer's opinion/point of view about the topic?

Sometimes the main idea is simply information, but often it is a specific point of view, an argument² or a claim. Usually the writer states the main argument explicitly in one or more sentences, but sometimes the reader needs to infer³ it from the text.

How the text is organized

Ask yourself:

What are the main sections of the text? What does the writer present/give us in each section?

How the writer supports the main idea

Ask yourself:

What does the writer give us in the text to support the main idea/argument/point of view?

What does the text offer to persuade us to believe the writer's claim/argument/ point of view?

What does the writer use to convince us?

Does the text contain explanations, examples, factual information or research reports to strengthen the argument?

Writer's purpose

Ask yourself:

Why has the writer written this article? What message does the writer want to bring across?

Writers have reasons for writing. Very often writers have more than one reason.

Here are some possible reasons: to provide information, to convince the reader about something, to suggest solutions to a problem, to motivate readers to change something (a call to action).

1 argue = לטעון

2 argument = טעון

3 to infer = להסיק

Tips on how to read a text

Before you actually read it:

Do This	Purpose
Look at the title	<ul style="list-style-type: none">• to try to predict the general topic
Explore information outside the text (photos, captions, subheadings)	<ul style="list-style-type: none">• to find the source (where it appeared)• to predict the specific aspect of the topic
Think about the subject	<ul style="list-style-type: none">• to find out what you already know about it
Skim the article more than once <ul style="list-style-type: none">• The first time, pass your eyes over it very quickly.• The second time, look at the first sentence of paragraphs and at discourse markers.	<ul style="list-style-type: none">• to get a general impression of the contents and organization• to check if you predicted the topic• to see what some of the subtopics are• to get a global picture of the organization of the article• to find out the topics of paragraphs• to see which paragraphs go together to form blocks• to find main ideas

While you read it:

If you have trouble with the meaning of words or phrases:

- Read 'around' the word – the whole sentence and the sentences before and after it.
- Try to guess the general meaning of the word/phrase, from its context and its form.
- Use a dictionary only if these steps don't work. (Remember to keep the context in mind when you choose the correct meaning from the dictionary.)
- Explain the ideas to yourself, using other words.

If you have trouble with the meaning of sentences:

- Read the sentences around it.
- Pay attention to discourse signals that help you understand how parts of a sentence are connected (for example: "and, but, or, so, although, because, in order to")
- Try to analyze the sentence.
 - Find the main clause and its subject and verb.
 - Look at the additions to the main clause. What questions do they answer?

If you have trouble understanding what a substitute word ("it, this, that" etc.) refers to:

- Read the whole sentence and the sentences around it.
- Decide if the substitute word refers to a specific word or phrase OR to an idea.
- Draw an arrow from the substitute word to what it refers to.

TEXT 1: WHAT KIND OF MORNING PERSON ARE YOU?

1. BEFORE YOU READ

a. Look at the title.

1. What do you think this text is about?
2. What kind of morning person are you? How do you feel in the morning?
3. Is it easy or difficult for you to get up in the morning?
4. How do you react if someone tries to wake you up?

b. Skim the text very quickly, to get a general impression.

Is this a story or a description of types?

c. Vocabulary – These words and phrases will help you understand the text:

alarm clock, annoying, awake, ball of energy, behave, complain, (to) hate, lazy, (to) need, often, punishment, sleepyhead, sleep through, snooze, (to) stretch, suffer, tasks, type, unless

2. WHILE YOU READ

Think about:

1. How many types of morning people does the article describe?
2. What signals help you find the types?
3. Can you divide the text into sections?

WHAT KIND OF MORNING PERSON ARE YOU?

¹ What kind of morning person are you?
What are you like in the morning? How do
you behave? You probably belong to one
of the following three types: those who
⁵ hate mornings, those who sleep through
them or those who like them. Those who
hate mornings are often called "grumps".
Grumps hate waking up in the morning and
if you try to wake them up, they complain
¹⁰ and make you suffer. It's a good idea to

stay as far away from a morning grump
as possible, unless you like punishment.
The second type of morning person is
the kind who always says "give me just
¹⁵ another minute" and then stretches "another
minute" into 30 or 40 minutes with the
help of a snooze alarm. She often sleeps
right through the morning and is late for
everything. The last kind of morning person
²⁰ is the most annoying, because he actually

likes mornings. For him, there is no need for an alarm clock. He always gets up early, bright-eyed and happy to face a new day. In fact, he usually finishes his morning tasks
25 long before anyone else is even awake. This is the kind of morning person who makes

everyone else look lazy. So what kind of morning person are you? Are you a grump, a "just-another-minute" sleepyhead or a bright-eyed ball of energy?

*Adapted from Reading Skills for Beginners 1,
Bar-Ilan University, 1998.*

3. AFTER YOU READ

a. How much did you understand?

1. How many kinds of morning people does the writer describe?
2. What name is given to people who hate mornings?
3. Explain in your own words the sentence: "It's a good idea to stay as far away from a morning grump as possible, unless you like punishment." (lines 10-12)
4. What does the second type usually do when you wake her up?

b. Text Analysis Questions

1. List and briefly describe the 3 types of morning people.
2. What is the writer's definition of "grumps"?
3. What is the writer's aim in writing this text?
4. Why does the writer call the last kind of morning person "the most annoying"?
What is the writer's attitude to this kind of morning person?

TEXT 2: MY MORNING

1. BEFORE YOU READ

a. Look at the title.

1. What do you think this text is about?
2. What is your routine in the morning?

b. Skim the article very quickly, to get a general impression.

Is this a description of types of morning people or is it a personal anecdote?

c. Vocabulary - These words and phrases will help you understand the text:

call in sick, look forward to, happen, imagine, mood, on time, possibilities, rested, (to) ring, set a clock ahead, (to) snooze, solution, take a shower, tremendously

2. WHILE YOU READ

Think about these questions:

1. What's the speaker's problem?
2. How many solutions has the speaker found?

MY MORNING

¹ The same thing happens to me every single
workday morning – I can't seem to get out
of bed. When I hear the alarm clock ring,
I imagine all kinds of possibilities, such
⁵ as calling in sick or at least saying I'll be
late. However, being a practical person, I
somehow get out of bed and go to work.
How do I do it? I have found a few solutions
to my morning problem.
¹⁰ First of all, I go to sleep early every weekday
night, so that I will get plenty of sleep.
Although most people only need six to
eight hours of sleep, I have found that eight
to nine hours is better for me. When I get
¹⁵ enough sleep, I feel rested, and I'm even in a
better mood. Secondly, I prepare everything
the night before, such as making my lunch

sandwiches and putting out the clothes
that I'm going to wear the next morning.
²⁰ However, there is always one thing that I
leave for the morning – taking a shower; my
morning shower helps me wake up faster.
Actually, the shower is the only thing I look
forward to when I get up in the morning.
²⁵ Finally, I set the alarm clock 30 minutes
ahead, so that I'll have 30 minutes to snooze.
That extra snoozing time makes me feel as
though I'm sleeping late. These three simple
steps have helped me tremendously. Believe
³⁰ it or not, I've even come to work on time for
the last two weeks.

*Adapted from Reading Skills for Beginners 1,
Bar-Ilan University, 1998.*

3. AFTER YOU READ

a. How much did you understand?

1. What goes through the speaker's mind when the alarm rings?
2. Does the speaker go to sleep late or early on weekdays?
3. What kinds of things does the speaker do the night before?
4. What does he/she leave for the morning? Why?
5. Why does he/she set the alarm 30 minutes ahead?

b. Text Analysis Questions

1. Text 2 gives a three-step solution to the problem of waking up in the morning. List the steps.
2. What is the writer's aim in this text?
(What does the writer give us in this text? Is there a message?)
3. Compare Text 1 and Text 2. In what ways are they similar and different? (purpose, kind of information, message)

4. CLOSE READING (Text 1 & 2)

a. Markers: See the Skills section, Discourse Markers, pages 139-145

1. What do these signal? Choose from: contrast, list, example

Three types... the first type... the second type... the last kind

First of all... Secondly... Finally

2. Look at this sentence: "However, there is always one thing that I leave for the morning – taking a shower (Text 2, lines 20-21)

Why does the speaker use "However"? Choose from: **to show contrast, purpose, reason**

3. Find these markers in the texts: such as, although, actually, so that.

- Which one signals that we are getting an example? _____
- Which one signals that we are getting the purpose? _____
- Which one signals that there is a contrast? _____
- Which word is similar in meaning to "in fact"? _____

b. Sentence structure:

1. "Grumps hate waking up in the morning..." (Text 1, lines 8) Circle the subject.

What do grumps hate? _____

2. "Those who hate mornings are often called grumps." (Text 1, lines 6-7) Circle the subject.

Underline the verb. Is the verb Active or Passive? _____

3. Look at the two sentences below. Underline the main clause and circle the additions in each one.

What question does the addition answer? Choose from: **For what purpose?** **In spite of what?**

- "Although most people only need six to eight hours of sleep, I have found that eight to nine hours is better for me." (Text 2, lines 12-14) _____
- "Finally, I set the alarm clock 30 minutes ahead, so that I'll have 30 minutes to snooze." (Text 2, lines 25-26) _____

c. Vocabulary:

Find words in Text 1 and Text 2 with meanings similar to the following:

type _____ but _____
jobs _____ not tired _____
even though _____ any other person _____

TEXT 3: FOOD - THE CHOICE IS YOURS

1. BEFORE YOU READ

a. Look at the title. What do you think the article is about?

b. Think about the following questions.

1. What is "junk food"? How often do you eat "junk food"?
2. Are you a vegetarian? Do you know anyone who is? What's their reason?
3. What is your daily diet? Do you eat the right kinds of foods?
4. What kinds of choices do you make about food?
5. What are "eating disorders"?

c. Skim the article quickly. Pay attention to the first sentence in each paragraph.

Which paragraph is about

- why people go on diets?_____
- extreme diets?_____
- food and lifestyles?_____

d. Which of the following appear in the text? Circle them in the text.

- junk food
- vegetarians
- sports
- animals
- aerobic dancing

e. Vocabulary – These words and phrases will help you understand the text:

(to) affect, attitude, avoid, compulsion, emotional, enthusiast, extreme, fitness, harmless, health-conscious, (a) healthy life style, non-nutritious, nutritious, overweight, physical, poor health, protein

2. WHILE YOU READ:

Think about these questions:

- What are some of the main ideas in the article?
(Hint: look at the beginnings of paragraphs)
- What choice is the writer talking about in this text?

FOOD - THE CHOICE IS YOURS

1 Food directly affects your physical and emotional health. If you eat non-nutritious junk food and do not pay attention to your diet, then you pay the price of poor health or become severely overweight. If you eat good food and control what you eat, your chances of being healthy are much better. The place to begin a healthy lifestyle is in your choice of food, that is in your diet.

2 A diet is a plan for eating. People follow diets for many reasons. Some people go on diets in order to lose weight. They avoid foods that are high in calories and fats, and instead eat foods that are nutritious but not fattening. Others, such as bodybuilders and fitness enthusiasts, go on special diets to gain weight. They eat food high in protein in order to build muscle, increase their body weight, and improve their appearance.

3 Many people follow diets as a way of life. Their goal is not to lose or gain weight, but simply to stay healthy. Health-conscious dieters pay careful attention to the nutritional value of the foods they eat.

25 Many of them nowadays eat only food that is grown organically. There are also those, such as vegetarians, who do not eat animals. They do this either because they believe that meat is bad for the health and that avoiding it lengthens their lives, or simply because they love animals and are therefore against eating them.

4 Whatever diet you follow, you must be careful not to go to extremes. Extreme diets can be dangerous. For example, there is the danger of developing an "eating disorder" – the term used for unhealthy overeating or undereating. One of these, the compulsion not to eat, is called "anorexia". It often begins as a harmless diet, but later can become a serious and dangerous illness.

5 Your lifestyle affects your attitude to food. However, the opposite is also true - your attitude and choice of food can affect your lifestyle. It is in your power to lead a healthy, active life. The choice is yours.

*Adapted from Just Enough English, by
Tom Roos, Logos International, 1992.*

3. AFTER YOU READ

a. How much did you understand?

1. What happens if you eat non-nutritious food?
2. If you want to lose weight, what should you eat?
3. Why do bodybuilders eat food that is high in protein?
4. Why do vegetarians avoid meat? (Give two reasons.)
5. What is one of the dangers of extreme diets?

b. Text Analysis Questions

1. What is the main idea of this text? (paragraph 1)
(What does the writer believe about food and health?)
2. What is the writer's definition of "diet"? (paragraph 2)
3. List the reasons given for going on diets. (paragraphs 2, 3)
4. What are the writer's definitions of "eating disorder" and "anorexia"? (paragraph 4)
5. Why does the writer give us the example of anorexia? What does this example show?
6. What is the purpose of this article?
(Who is it for? What is the main idea? What is the writer's message to us?)

4. CLOSE READING

a. Markers: See the Skills section, Discourse Markers, pages 139-145.

Find these in the text and decide what meanings they signal.

Choose from: **restatement, purpose, definition, example.**

such as (paragraph 3, line 27) _____

For example, (paragraph 4, line 35) _____

in order to (paragraph 2, line 12) _____

the term used for , is called (paragraph 4, line 37, 39) _____

that is (paragraph 1, line 9) _____

b. Affixes: (See the Appendix.)

1. Underline the prefixes in these words and look up their meanings:
unhealthy, overeating, undereating, non-nutritious, overweight
2. Underline the suffixes in these words and look up their meanings: harmless, harmful

c. Sentence Structure:

1. There are two conditional sentences in the first paragraph. Write them again, using your own words.
If you _____, then _____
If you _____, then _____
2. "They avoid foods that are high in calories and fats, and instead eat foods that are nutritious but not fattening." (lines 12-15)
This is a compound sentence. Which word joins the two parts? _____
What is the subject of both the first and the second part? _____
Look at the underlined adjective clauses. Draw arrows to the words they describe.

TEXT 4: UNDER STRESS? HERE'S A GOOD WAY TO RELAX.

1. BEFORE YOU READ

a. Look at the title.

What do you think the article is about?

b. Think about the following questions. Discuss them with someone.

1. What kinds of things make you feel tense?
2. How do you feel when you are under stress?
3. What do you do to help yourself?

c. Skim the article very quickly, to get a general impression.

1. Which words and expressions did you notice?
2. What do you think the writer is suggesting as a good way to relax?
3. Pay attention to the first sentence in each paragraph.

Which paragraph do you think is about:

- people a long time ago
- instructions for how to breathe

d. Vocabulary – These words and phrases will help you understand the text:

(to) affect, blood pressure, breathe in/out, deep breathing, effects, emotional, let go, mind and body, muscles, nervous, oxygen, physical, relaxation, relieve, shallow breaths, stress response, (to) tense, under stress

2. WHILE YOU READ

a. What are some of the main ideas in the article? (Hint: look at the beginnings of paragraphs)

b. What does the writer want to convince us to do?

c. What effect does deep breathing have on the body? On your emotional health?

UNDER STRESS? HERE'S A GOOD WAY TO RELAX

1 When you are nervous, you automatically
tense your muscles. Your breathing is also
affected, and you begin to take quick,
shallow breaths. Although this is a natural
5 reaction to being under stress, it is actually
not good for you.

2 Long ago, in prehistoric times, this stress
response served an important purpose.
When early humans found themselves
10 in danger, their muscles tensed and their
breathing became quick and shallow. These
changes made it possible for them to run
away quickly or to fight. Thus the stress
response was once very useful. In our times,
15 however, the causes of stress are usually
different and there is seldom a need to run
or fight. Nevertheless, the stress response of
our bodies is the same – our muscles and
breathing are still affected. Because there is
20 no need to run or fight, the tension is not
released and the stress builds up.

3 The best way to counteract this unwanted
stress response is to breathe deeply and
slowly – actually the opposite of how you
25 breathe when you are under stress. This
may sound simple, but many of us have
forgotten how to do it. It may be worth
reviewing the mechanics of deep breathing
and how it helps us.

4 30 Most of us have forgotten how to breathe
deeply. When we were babies we did it
naturally. If you watch the way a baby
breathes, you will notice that the area below
the chest goes in and out. As adults we don't
35 breathe that way. Instead we breathe from
the chest itself and take shallower breaths.

As a result, we take in less oxygen. Since
oxygen is carried throughout our system
by the blood, if there isn't enough oxygen,
40 the blood has to move through the system
faster. This causes higher blood pressure.

5 By breathing deeply, you can reverse these
negative effects. It's worth taking a few
minutes to practice this breathing. You
45 don't have to lie down. In fact you can do it
sitting or even standing, as long as you are
wearing loose, comfortable clothes. First
of all, breathe in through your nose to the
count of five. As you do this, silently say
50 the word "in" to yourself and let your lower
abdomen fill with air. Then breathe out to
the count of five, this time silently saying
the word "out". Do this deep breathing for
at least two minutes each time. Slowly you
55 will find that you can count to ten or more
as you breathe in and out. The longer the
breath takes, the deeper it is and the better it
will relax you.

6 The effects of deep breathing go much
60 further than just relaxation. By helping you
let go of tension, deep breathing can relieve
headaches, backaches, stomach-aches and
sleeplessness. It does this by releasing
endorphins, the body's own painkillers, into
65 the system. The increased oxygen intake
allows blood pressure to return to normal and
this is good for your heart. The good effects
are not only physical, but also emotional,
since deep breathing allows emotions to
70 come to the surface. There is no question that
this is one of the best techniques you can find
for relaxing your body and your mind.

3. AFTER YOU READ

a. How much did you understand?

1. How does tension affect your breathing?
2. Why was the stress response useful in prehistoric times?
3. What's the difference between the way babies and adults breathe?
4. How does deep breathing affect blood pressure?
5. How does deep breathing help your emotional health?

b. Text Analysis Questions

1. What problem does the writer present in this article?
2. What solution does the writer suggest for the problem?
3. List the benefits of deep breathing. (paragraph 6)
4. What does the writer give us in paragraph 2? What function does it serve?
5. What does the writer give us in paragraph 5? What function does it serve?
6. What is the writer's aim in this text? (Who is it aimed at? What does it give the reader?)

4. CLOSE READING

a. Substitute words: What do the underlined words refer to?

1. "Although this is a natural reaction..., it is... not good for you." (paragraph 1, lines 4-6)

2. "When we were babies we did it naturally." (paragraph 4, lines 31-32) _____

b. Find these markers. What meanings do they signal?

See the Skills section, Discourse Markers, pages 139-145.

Choose from: **addition, time sequence, contrast, reason, result, past time**

- Par. 1: Although (line 4) _____
- Par. 2: Long ago (line 7) _____, Nevertheless (line 17) _____,
- Par. 4: Instead (line 35) _____, As a result (line 37) _____
- Par. 5: In fact (line 45) _____, Then (line 51) _____
- Par. 6: not only ...but also (line 68) _____, since (line 69) _____

c. Find these VERBS and underline them.

Which ones are in Passive form and which are in Active form?

- Par. 1: is affected (lines 2-3) _____
- Par. 2: is not released (lines 20-21) _____
- Par. 4: causes (line 41) _____, is carried (line 38) _____
- Par. 5: can reverse (line 42) _____, will relax (line 58) _____
- Par. 6: can relieve (line 61) _____

d. Sentence Structure

1. "The longer the breath takes, the deeper it is and the better it will relax you."
(paragraph 5, lines 56-58)

Complete this paraphrase of the sentence:

If your breath is longer, it is also _____ and it will also _____ you more.

2. "The increased oxygen intake allows blood pressure to return to normal and this is good for your heart."
(paragraph 6, lines 65-67) **What allows blood pressure to return to normal?** _____

e. Parts of Speech:

Find these words in the text. Where there is a star, add the missing part of speech.

VERB	NOUN
relax	*
*	breath
tense	*
*	causes

TEXT 5: THE TV IS ON BUT WHO'S WATCHING?

1. BEFORE YOU READ

a. Look at the title.

What do you think this article is about? From the title, try to guess what the main idea is.

b. Think about the following questions.

1. How much TV do you watch? Do you think you watch too much?
2. What else do you do in your free time? Do you spend time with family and friends?
3. Do you read? Do you do some form of sports or exercise? Do you spend time at the computer?
4. What do you usually do while you are watching TV?

c. Skim the article quickly.

When was this article written? Which leisure activity was not popular yet at that time?

Which paragraph tells us

- how much time Americans spend watching TV? _____
- what the researchers found out? _____ & _____
- how the researchers did their study? _____
- the research conclusions? _____

d. Vocabulary – These words and phrases will help you understand the text:

activities, actually, conclude, discover, effects, find out, frequent, habits, pay attention, research, seldom, spend time, (a) study-studies, (a) survey

2. WHILE YOU READ

Think about these questions:

- What did the researchers want to find out?
- What did they discover?

THE TV IS ON BUT WHO'S WATCHING?

1 Many of us worry about the effects of television on family life. We think that we spend too much time watching television and that it takes us away from more important activities, such as reading, exercising and talking to family and friends. But is this really true?

2 Studies have shown that people in the United States do spend a lot of time in front of their television sets. About 98% of American homes have at least one TV set, and in the average home the TV is on more than six hours a day. But how much attention do people actually pay to the programs? And do people who watch TV really spend less time on other free-time activities?

3 Recently some researchers in New York City tried to find the answers to these questions by conducting a telephone survey. They phoned more than a thousand people all over the United States and asked them questions about how they spend their free time.

4 No one was surprised to find out that watching TV is the most popular free-time activity in the United States. More than 70% of those asked said that they watch TV every day or almost every day. The second most popular activity that they mentioned was reading the newspaper. Listening to

music at home was third, talking on the phone to friends and relatives was fourth and doing some form of exercise was fifth.

5 But the researchers discovered an interesting fact about Americans' TV habits.

According to this survey, although most people turn the TV on every day, they do not actually watch it very much. Six out of ten people said that when the TV is on, they seldom pay attention to it. During a typical television program, they may eat dinner, do housework, read a newspaper or magazine, talk to their children or even read to them. The TV may be on, but it is just background music.

6 The researchers therefore concluded that television does not take Americans away from more important activities. It doesn't keep them from doing other free-time activities. In fact, when they compared people who frequently watch TV and those who seldom watch TV, they found that there were no great differences in their other activities. The frequent watchers read to their children and talk to their families just as much as the others.

*Adapted from TIME magazine,
December 1982*

3. AFTER YOU READ

a. How much did you understand?

Paragraph 1: What are some of the bad effects of watching TV, according to many people?

Paragraph 2: Do Americans spend a lot of time in front of the TV? How many hours a day is the TV on in the average home?

Paragraph 3: What did the researchers want to find out? How did they do it?

Paragraph 4: What percentage of Americans watch TV every day? What are some of the other activities that Americans like?

Paragraph 5: Do Americans usually pay attention to the programs that are on? What kinds of things do they do while the TV is on?

Paragraph 6: According to the research, does TV take Americans away from other activities?

b. Text Analysis Questions

1. What is the topic of the text? (What broad topic is it about? Which specific aspect of that topic is it about?)
2. What is the usual view about the effects of TV?
(What do most people think is the problem with TV?)
3. Does the writer agree with the usual view?
4. What does the writer claim about the effects of TV? (paragraph 6)
5. What is the function of paragraphs 3 to 6? (What kind of information does the writer present in these paragraphs? Why does the writer present this? / What function does it serve?)
6. In which paragraphs does the writer give us the following:
the research method, the findings, the conclusions?
7. Explain this quotation in the context of paragraph 5.
"The TV may be on, but it is just 'background music'."

4. CLOSE READING

a. Rhetorical questions:

Find these questions in the text and underline them.

- "But is this really true?"
- "But how much attention do people actually pay to the programs?"
- "And do people who watch TV really spend less time on other free-time activities?"

Are they really questions or does the writer already know the answer to them?

What are the answers?

b. Markers: (See the Skills section, Discourse Markers, pages 139-145)

1. Ordinal numbers: Put these into the correct order:
the most popular, third, fifth, the second most popular, fourth

2. Circle the words that could replace "although" in this sentence.

"...although most people turn the TV on every day, they do not actually watch it very much".
(lines 35-37)

even though/ when/ in comparison to/ despite the fact that/ in order to/ finally

c. Sentence Structure:

1. Divide this compound sentence into two. What's the subject of the second part?

"They phoned more than a thousand people all over the United States and asked them questions about how they spend their free time." (paragraph 3, lines 19-22)

2. Look at this sentence and answer the questions about it.

"More than 70% of those asked said that they watch TV every day or almost every day." (para.4, lines 25-27)

- What's the subject of this sentence? (Who said something?)_____
- What's the main verb? (What did they do?) _____
- What question do the underlined words answer? _____

d. Modal verb:

Find and underline the modal verb that expresses possibility.

"During a typical television program, they may eat dinner, do housework, read a newspaper or magazine, talk to their children or even read to them. The TV may be on, but it is just background music." (paragraph 5, lines 39-44)

TEXT 6: OVERWEIGHT? START EXERCISING!

BEFORE YOU READ

a. Look at the title.

1. What is the topic of the article? (What do you think the article is about?)
2. Which of these sub-topics do you think the article will mention?
 - why people get fat
 - how difficult it is to get people to exercise
 - why exercise is important
 - the dangers of being fat
 - the dangers of exercising

b. Think about the following questions.

1. What do you know about the dangers of being fat?
2. What are the best ways to fight overweight?
3. Is overweight inherited? Will a fat child become a fat adult?
4. In what ways does exercise help us?
5. How many people do you know who exercise regularly? Do you?
6. What kind of exercise do doctors recommend? How much time should we exercise every day?
7. When you buy food, do you check its calorie (energy) content?

c. Skim the article quickly. List the paragraph numbers where you can find:

- statistics about Americans who don't exercise _____ & _____
- why Americans have become fatter _____
- reasons why people don't get enough exercise nowadays _____
- new advice about exercising _____

Vocabulary – These words and phrases will help you understand the text.

accumulate, advice, approach, at least, body and mind, consume calories, decade, engage in exercise, evidence, (an) expert, fewer, figure out, heart rate, increasing weight, maintain, muscle tissue, percent, physical activity, progress, recommend, risk, (to) sweat, target, vicious cycle

2. WHILE YOU READ

Think about these questions:

- a. Who is the writer writing to? Who would be interested in this article?
- b. What are some of the main ideas the writer wants to communicate to us?

OVERWEIGHT? START EXERCISING!

1 We are all aware that exercise is important.
We know we should be doing it, but
something always seems to keep us from
getting started. There are many of us. In
5 the USA, more than 60 percent of the
population gets little or no exercise, even
though we have been reminded time and
again of the wonderful effects of regular
physical activity on body and mind.

2 10 Americans constantly go on diets, yet in the
last three decades we have become fatter
and fatter, despite the fact that we actually
consume fewer calories than in the past.
Since body fat cannot appear out of thin air,
15 the explanation for our increasing weight
must be that we are using up a lot fewer
calories than we are consuming.

3 It isn't difficult to figure out why this is
so. All we have to do is look around at our
20 lives. We are surrounded by machines and
gadgets that make moving unnecessary:
remote control TVs, radios and DVDs,
automatic gear shift cars, elevators
and escalators, washing machines and
25 dishwashers, computers and fax machines,
e-mail at home and in the office, catalogue
and Internet shopping, motorized lawn
mowers, and so forth and so on. We
hardly have to lift a finger to get through
30 the day. And, to be sure, most of us don't.
According to one exercise expert, if we
spend two minutes an hour of each workday
sending e-mail to office mates instead
of walking down the hall to talk to them,
35 we will eventually accumulate the caloric

equivalent of 11 pounds of body fat in a
decade.

4 The problem is body fat. Compared to
40 muscle tissue, body fat needs fewer calories
to maintain itself. As a result, as we gain
weight, our metabolic rate - the number
of calories we use up minute by minute -
drops and we gain even more weight. This
45 results in the vicious cycle of inactivity and
weight gain that many of us suffer from.

5 On the whole, Americans don't exercise
much. In fact, fewer than one-fifth engage
in regular, sustained, vigorous physical
50 activity, the kind that makes them sweat a
little, the kind that lowers the risk of chronic
diseases and early death. There is mounting
evidence that such physical activity can
greatly reduce the risk of developing and
55 dying of heart disease, stroke, diabetes,
hypertension and osteoporosis. Despite all
this evidence, the proportion of Americans
who engage in this kind of exercise has not
increased since the mid-1980's.

6 60 Prompted by this lack of progress, some
leading health authorities have decided
to make changes in the advice they offer
the public. Instead of pushing everyone to
exercise at their so-called target heart rate
65 for at least 20 minutes at a time at least
three times a week, experts now suggest a
more practical approach. They recommend
that we do 30 minutes or more of only
moderately intense physical activity, but do
70 it almost every day. They even say that the
30 minutes of daily activity can be divided
into shorter 10-minute segments.

3. AFTER YOU READ

a. How much did you understand?

1. What percentage of Americans gets little or no exercise? Do they know about the rewards of exercise? Is exercise good only for the body? (paragraph 1)
2. Do they eat more or less than in the past? Have they become fatter or thinner? How does the writer explain the increase in weight in America? (paragraph 2)
3. Why are people consuming fewer calories than in the past? What bad habit at work does one exercise expert warn us about? (paragraph 3)
4. What uses fewer calories – body fat or muscle? What drops when you are fat? What happens when your metabolic rate goes down? What is the result of inactivity? (paragraph 4)
5. What kind of physical activity helps to prevent disease? Which diseases are affected by this activity? (paragraph 5)
6. Why have American health experts changed the advice they give? What is the new advice? (paragraph 6)

b. Text Analysis Questions

1. Explain the following quote: "... body fat cannot appear out of thin air..." (paragraph 2, line 14)
2. What is the writer's explanation for Americans getting fatter? (paragraph 2)
3. What is the example given by the exercise expert? What idea does this example demonstrate? (paragraph 3)
4. What is the writer's definition of "metabolic rate"? (paragraph 4, lines 42-43)
5. "This results in the vicious cycle of inactivity and weight gain..." (paragraph 4, lines 44-46)
Explain the vicious cycle – what causes the inactivity and the weight gain?
6. What is the function of paragraph 6? (What does the writer give us in this paragraph?)
7. What is the aim of the article? (Who would be interested in reading it? What important information does it give us? What is the writer's main message?)

4. CLOSE READING

a. Substitute words: What do the underlined words refer to?

- "...we should be doing it" (paragraph 1, line 2) _____
- "...to figure out why" (paragraph 3, line 18) _____
- "...most of us don't" (paragraph 3, line 30) _____
- "...the kind that makes them sweat" (paragraph 5, line 50) _____
- "...this lack of progress" (paragraph 6, line 60) _____

b. Markers: (See the Skills section, Discourse Markers, pages 139-145)

1. Find these in the text and decide what meanings they signal.

Choose from: **reason, summary, contrast, purpose, comparison.**

- even though (paragraph 1, lines 6-7) _____
- "since" (paragraph 2, line 14) _____
- "yet" (paragraph 2, line 10) _____
- "instead of" (paragraph 3, lines 33-34) _____
- "despite" (paragraph 5, line 56) _____

2. Underline the correct answer.

- "even though we have been reminded" (paragraph 1, lines 6-7) means:
we have been reminded / we have not been reminded
- "despite all this evidence" (paragraph 5, lines 56-57) means:
as a result of the evidence / although there is evidence
- "As a result, we gain weight" (paragraph 4, line 41) means:
this makes us gain weight / this comes from gaining weight

c. Sentence Structure:

1. Preparatory "it": What does "it" refer to in this sentence?

"It isn't difficult to figure out why." (paragraph 3, line 18)

2. Notice the underlined noun clauses. What question do they answer?

"They recommend that we do 30 minutes ...of... physical activity..." (paragraph 6, lines 67-69)

"They even say that the 30 minutes ... can be divided into.... segments." (paragraph 6, lines 70-72)

TEXT 7: ADDICTED TO... WORK

1. BEFORE YOU READ

a. Look at the title.

What do you think the article is about?

b. Think about the following questions.

1. Does the word "addicted" have a positive or a negative connotation?
2. If an alcoholic is someone who must have alcohol, what is a workaholic?
3. Do you know people who are addicted to something? To what?
4. Do you work? Does your work challenge you? Are you addicted to it?
5. Do you think all addictions are equally bad?

c. Skim the article quickly. Pay attention to the first sentence in each paragraph.

Which paragraph is about:

- workaholism in big cities? _____
- the positive side of workaholism? _____
- why workaholics enjoy their jobs? _____
- the problems that workaholism creates? _____

d. Vocabulary – These words and phrases will help you understand the text:

addicted to, advantages, (a) challenge, common, complain, compulsive, earn a living, entertainment, enthusiastic, financial security, identity, inability, necessities, participation, quit, retire, satisfaction, tuition, typical

2. WHILE YOU READ

Think about these questions:

1. What is a workaholic, according to the writer?
2. What is the writer's attitude to workaholism? Does the writer think it is completely harmful?

ADDICTED TO... WORK

- 1¹ Most people spend eight or nine hours on the job. They do this because they have no choice. They need to make enough money for necessities: food, rent, clothing, transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day – or the days until their next vacation.
- 2¹⁰ On the other hand, there are some people who spend many extra hours on the job each week and often take work home with them. They actually enjoy work – or they simply can't stop working. These are the workaholics, addicted to working. They are as addicted to their jobs as other people are to drugs or alcohol.
- 3 In some big cities, workaholism is so common that people do not consider it to be unusual; they accept the lifestyle as normal. Government workers in Washington, D.C., for example, frequently work sixty to seventy hours a week. They don't do this because they have to; they do it because they want to. In the famous blackout of 1977, hundreds of workaholics in New York City tried to go to work even though there was no electricity – and therefore no air conditioning, elevators, or lights. Many of them went to their offices anyway. Others sat impatiently on the steps outside their office buildings and did paperwork or had business meetings.
- 4 Workaholism can be a serious problem. Since true workaholics would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they hate to sit and do nothing. This inability to rest may cause

health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce.

- 5 Is workaholism always problematic? Maybe not. Some studies show that many workaholics have great energy and interest in life. Their work is so pleasurable that they are actually very happy. For most workaholics, work and entertainment are the same thing. Their jobs provide them with a challenge; this keeps them busy and creative. While other people retire from work at age sixty-five, workaholics usually prefer not to quit. They are still enthusiastic about work – and life – in their eighties and nineties.
- 6⁵⁵ Why do workaholics enjoy their jobs so much? Mostly because working offers some important advantages. It provides people with paychecks – a way to earn a living. And working offers more than financial security. It provides people with self-confidence; they have a feeling of satisfaction when they've produced a challenging piece of work and are able to say, "I made that". Psychologists claim that work also gives people an identity; they work so that they can get a sense of self and individualism. In addition, most jobs provide people with a socially acceptable way to meet others.
- 7 It could be said that working is a positive addiction; maybe workaholics are compulsive about their work, but their addiction seems to be a safe – even an advantageous – one.

Adapted from Interactions II, A Reading Skills Book, Elaine Kirn & Pamela Hartmann, Random House Inc. 1985, page 64

3. AFTER YOU READ

a. How much did you understand?

1. What is the attitude of most people to work? (paragraph 1) How much time do they spend at work?
2. How do workaholics treat work? (paragraph 2) The writer compares an addiction to work to other addictions. Which ones?
3. Fill in the following chart with negative and positive effects of workaholism (paragraphs 4-5).

Negative Effects	Positive Effects

b. Text Analysis Questions

1. What comparison does the writer present in paragraphs 1 and 2?
2. What is the writer's definition of "workaholics"? (paragraph 2)
3. Describe the example of the blackout in New York. (paragraph 3) What idea does it demonstrate? (Why did the writer use this example? What is the writer trying to show?)
4. What does the writer contrast in paragraphs 4-5? Why do you think this contrast is given?
5. What does the writer present in paragraph 6? What function does it serve?
6. Explain the following quote in the context of this article, especially paragraphs 2, 5, 6.
"maybe workaholics are compulsive about their work, but their addiction seems to be a safe – even an advantageous – one." (paragraph 7, lines 70-72)

4. CLOSE READING

a. Vocabulary: (see the Appendix, pages 205-209)

1. Prefixes: Underline the prefixes in these words. What meaning do they all signal?
unavoidable, unusual, impatiently, inability _____
2. Suffixes: Underline the suffixes in these adjectives.
an addicted person = a person that is addicted to something
a challenging job = a job that challenges somebody

b. Markers: (See the Skills section, Discourse Markers, pages 139-145)

1. Find these and decide what meanings they signal.

Choose from: **restatement, purpose, contrast, result, example**

(paragraph 2, line 10) "On the other hand" _____

(paragraph 3, lines 17-18) "so that" _____

(paragraph 3, line 25) "even though" _____

(paragraph 4, lines 34, 38) "that is" _____; "such as" _____

2. Note the difference:

- "...workaholism is so common that people do not consider it to be unusual." (lines 17-18)
("so that" signals result)
- "they work so that they can get a sense of self." (lines 64-65)("so that" signals purpose)

c. Substitute words: What do these words refer to?

"this" (paragraph 1, line 2) _____

"it" (paragraph 1, line 6) _____

"These" (paragraph 2, line 14) _____

"it" (paragraph 3, line 18) _____

"one" (paragraph 7, line 72) _____

d. Sentence Structure:

Look at these sentences and follow the instructions.

1. What does "it" refer to in this sentence? (See the Skills Section, Special Sentence Structures, page 120)

"It could be said that working is a positive addiction." (paragraph 7, lines 69-70)

2. "Since true workaholics would rather work than do anything else, they probably don't know how to relax." (paragraph 4, lines 31-34)

Complete this paraphrase of the sentence:

Because alcoholics prefer _____

e. Modal verbs: What meanings do the underlined modals signal? Circle the correct meaning.

"they may not know how to enjoy movies" (paragraph 4, lines 34-35) possibility / permission

"They don't do this because they have to." (paragraph 3, line 22) advice / necessity

"Workaholism can be a serious problem." (paragraph 4, line 31) possibility / permission

TEXT 8: MAKING USE OF YOUR TIME

1. BEFORE YOU READ

a. Look at the title.

What do you think the article is about?

b. Think about the following questions.

1. Do you organize your time carefully?
2. Are there 'good hours' and 'bad hours' in your daily schedule? Do you plan your days according to these hours?
3. What helps you be creative – organizing your time or waiting for inspiration?
4. Do you waste time? Do you feel guilty about it?

c. Skim the article quickly. Pay attention to the first sentence in each paragraph.

Which paragraph mentions

- examples of how we waste time? _____
- the way Bob and Alan use their time? _____
- places of work? _____
- a disciplined routine? _____

d. Vocabulary – These words and phrases will help you understand the text:

character, consequence, creativity, daydream, deal with, deliberately, distracted, efficiency, enrich, glean, guilty, illuminate, inspired, intentions, lethargy, (to) neglect, organize, (to) produce, prosper, (to) put off, random, regulate, (a) routine, self-disciplined, self-employed, styles, system, survive, targets, (to) waste time

2. WHILE YOU READ

Think about these questions:

1. How does the writer think we should use our time?
2. According to the writer, is it entirely bad to waste time?

MAKING USE OF YOUR TIME

1 1 Everybody wastes time. Instead of doing his homework, the schoolboy watches television. Instead of writing her essay, the student goes out with her friends. Instead of
5 reading his book, the commuter gazes out of the window. The writer neglects his work, and wanders around the house making cups of coffee and daydreaming. They all have good intentions. But they keep putting off
10 the moment when they must start work. As a result, they begin to feel guilty, and then waste even more time wishing they had worked.

2 When someone else is organizing our time
15 for us, as for instance during lessons or working hours, we are part of a disciplined routine. When we are responsible for organizing our own time, however, we need to draw on our own resources and
20 use self-discipline. Such self-discipline is extremely important for self-employed people, particularly those engaged in such creative activities as writing. Such people cannot survive, let alone prosper, unless
25 they organize their time efficiently.

3 I know two writers who seem to have learned how to deal with the problem, but in quite different ways. At one extreme is Bob, an extremely methodical person. He
30 arrives at his office at 9 a.m. and is creative until 12:30. Then at 2 p.m. he returns to his desk and is creative till 5p.m., at which point he goes home and switches off until the following morning. At the other extreme
35 is Alan, who denies that you can regulate your creativity in this way, by the clock. He works in inspired bursts, often missing

meals and sleep in order to write down the ideas which are in his head. Such periods
40 of intense activity are usually followed by days of lethargy, when he just wanders around his place, listening to Mozart and flicking through magazines.

4 Their places of work reflect their styles.
45 Bob's books are neatly arranged on the shelves by his desk. He can always find the books he wants, and there is not a single book in his office that is not directly relevant to his work. Alan, on the other hand, has
50 books and magazines all over the place, some on shelves, some in piles on the floor and the table, even some on and under his bed. Moreover, they are about every subject under the sun, most of them apparently
55 unconnected with his work. There is no hint of system or order in Alan's work space. It seems like a random collection. Yet he manages to glean from it the most unlikely information to enrich and enliven his books.

5 60 Bob, as you might imagine, has a wonderfully organized filing system, keeps a diary, and always carries a small notebook in which to jot down things he has to do. If Alan even made a list of things to do,
65 he would immediately lose the piece of paper on which he had written it. He now has a new and rather desperate system for remembering something. He writes it down on the largest piece of paper he can find.
70 Then, instead of folding the paper neatly, he crumples it up and stuffs it into his jacket pocket, where it makes such an enormous bulge that he cannot possibly forget that it is there – until he changes his jacket, of course.

6⁷⁵ Both Bob and Alan have managed to organize their lives in such a way that they are able to produce work of very high quality. Obviously, each works in the way that suits his character, and it would be
80 foolish to take either as a model. All the same, there is a lot we can learn from them. For example, Bob has the excellent idea of setting targets for each week. As long as he is "on target", he doesn't feel guilty about
85 taking an afternoon off in the middle of

the week. In other words, he occasionally wastes time deliberately, in the same way that you might sometimes spend money on
90 a lunch you could not normally afford. It seems to be a much better idea to relax and enjoy your time-wasting than to feel guilty about it both while you are wasting your time and afterwards.

*Adapted From English for First Certificate,
Cambridge University Press, page 122*

3. AFTER YOU READ

a. How much did you understand?

1. What makes many people feel guilty? (paragraph 1)
2. Why is self-discipline important for people who work for themselves? (paragraph 2)
3. Which of the two people manages his time in an organized way? (paragraph 3)
4. Describe Alan's work space. How does it reflect the way he uses time? (paragraph 4)
5. What is Alan's system for remembering things? (paragraph 5)
6. Which of the two people – Bob or Alan – does the writer think we should imitate? (paragraph 6)

b. Text Analysis Questions

1. What do the examples in paragraph 1 demonstrate?
(Why did the writer give us all the examples? What do they prove?)
2. What does the writer present in paragraph 2, and what function does it serve?
(What is compared? Why does the writer make this comparison?)
3. What does the writer present in paragraphs 3-5? What purpose does it serve?
4. Explain this quote in the context of paragraphs 3-6:
"Both Bob and Alan have managed to organize their lives in such a way that they are able to produce work of very high quality". (paragraph 6, lines 75-78)
5. What is the writer's opinion about organizing time? (paragraphs 2 and 6)

4. CLOSE READING

a. Markers: (See the Skills section, Discourse Markers, pages 139-145)

Find these in the text and circle the meanings they signal.

Instead of (paragraph 1, line 3)	an example of / in place of
for instance (paragraph 2, line 15)	for example / for a moment
Moreover, (paragraph 4, line 53)	for that reason /not only that
on the other hand (paragraph 4, line 49)	as a result / in contrast
Yet (paragraph 4, line 57)	in addition / in spite of that
All the same (paragraph 6, lines 80-81)	despite that / because of that
As long as (paragraph 6, line 83)	during the time / after

b. Substitute words: What do the underlined words refer to?

- "Their places of work reflect their styles." (paragraph 4, line 44)

- "He now has a new... system for remembering something." (paragraph 5 lines 66-68)

- "...he cannot possibly forget that it is there..." (paragraph 5, lines 73-74)

- "...each works in the way that suits his character..." (paragraph 6, lines 78-79)

- "It seems to be a much better idea..." (paragraph 6, lines 90-91)

c. Sentence Structure: Noun phrases (adverb + adjective + noun)

Look at these noun phrases. In each one underline the noun & circle the words that describe it.

Example: neatly arranged books

apparently unconnected subjects

extremely important self-discipline

wonderfully organized filing system

d. "wish" + Past Perfect: to express a wish about something in the past that you can't change.

"... they begin to feel guilty, and then waste even more time wishing they had worked."
(paragraph 1, lines 11-13)

Did they work in the past or not? _____

TEXT 9: GROWING UP EQUAL

1. BEFORE YOU READ

a. Look at the title and the introductory paragraph.

- 1. What is the text about?
- 2. Who is it aimed at?
- 3. What is the writer's point of view?

b. Vocabulary - These words and phrases will help you understand the text.

appropriate behavior, aware, barriers, biased attitudes, capabilities, challenges, discourage, encourage, equal chances, equality of the sexes, feminine/female, gender stereotypes, inherent, innate differences, masculine/male, opportunities, outmoded, physical appearance, qualities, (to) rear, self-worth, society, (a) survey, (to) treat differently

c. Think about the following questions.

- 1. Do we (males & females) grow up equal?
- 2. Do we raise our children equally?
- 3. What gender stereotypes are you familiar with? List them here.

Boys	Girls

- 4. Do teachers/parents tend to treat boys and girls differently?

d. Skim the article quickly.

Notice the names of people. Who do you think they are?

2. WHILE YOU READ:

Think about these questions:

- 1. What problem is the text about?
- 2. Does the writer give reasons for the problem?
- 3. Does the writer suggest any solutions?

GROWING UP EQUAL

When we treat a boy as if he is stronger, smarter, and more capable than a girl, both children may end up believing us.

- 1 Most parents want their sons and daughters to have equal chances at success as they venture into the world. Today, equality of the sexes is largely mandated by public policy and law. However, outmoded ideas about gender are still deeply rooted in our culture. Biased attitudes about sex differences pose challenging questions for parents.
- 2 Gender stereotypes are rigid ideas about the capabilities, behavior, and inherent qualities that are considered normal for each sex. We all know what these stereotypes are: A "feminine" girl should be nonassertive, accommodating, and somewhat illogical in her thinking. A "masculine" boy should be strong, unemotional, aggressive, and competitive.
- 3 How are children exposed to these stereotypes? According to researchers David and Myra Sadker of The American University in Washington, D.C., boys and girls are often treated differently in the classroom. They found that when boys call out answers, teachers usually listen and offer constructive comments. When girls call out answers, teachers tend to focus on the behavior rather than the content of the response and are likely to say something like, "Please raise your hand to speak."

Pink and Blue

- 4 Underlying gender stereotypes is the belief that differences between the sexes are not only innate and natural, but also somehow

necessary. The emphasis on differences begins at birth and progresses through childhood. For example, few people would give pink booties to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets. There is nothing inherently wrong with girls playing house or boys building things. The problem arises when certain activities are deemed appropriate for one sex, but not the other.

- 5 "Female stereotypes discourage girls from acquiring many skills that will allow them to become economically independent," says Heather Johnson Nicholson, Ph.D., director of the National Resource Center for Girls Inc. "Similarly, male stereotypes discourage boys from developing skills that will help them be loving partners and parents".

The Sorting Machine

- 6 "The fact is," says Nicholson, "that society functions as a kind of sorting machine where gender is concerned. In a recent survey, 58 percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, 27 percent of boys but only three percent of girls earned money doing lawn work."
- 7 If we are serious about rearing a generation to be good workers as well as good parents, we need to eliminate stereotypes that discourage boys from caring for younger children, and those that steer girls away from science and technology, where many high-paying jobs exist.

- 8 Gender stereotypes inevitably get through to our children, no matter how we try to filter them out. Nevertheless, by becoming aware of the messages our children receive, we can help them develop beyond restrictive barriers.

"I'm concerned about the way self-worth is tied to beauty for girls," says Brenda Schonhaut, a New York City mother. "When my eight-year-old daughter watches TV, she sees that the prettiest woman gets the most attention, and that's the one she wants to be."

- 9 "Stereotypes tell girls that how they look is very important," comments Nicholson. "To counteract that idea, parents can look for ways to challenge and support their daughters, and to encourage confidence in ways that have nothing to do with physical appearance."

A QUIZ FOR PARENTS

- Do you ask your daughter to help with the yard work and your son to do the dishes and vice versa?
- Do you give boys more leeway than girls when it comes to rude or rowdy behavior?
- Do you give your daughter opportunities to work with tools, to build and repair things, to investigate mechanical objects?
- Do you give your son chances to take care of others and praise him for being gentle and considerate?
- Do you expect your daughter to be physically active and strong, and do you encourage her to take on physical challenges?
- Do you hug your sons as much as you hug your daughters?
- Do you expect your daughter to do as well in math and science as in other school subjects?

*from Good Housekeeping,
July, 1994*

3. AFTER YOU READ

a. How much did you understand?

Paragraph 1: Mark the sentences that say:

Equal opportunity between the sexes is what the majority want for their children.
Some people still have old-fashioned ideas about the sexes.

Paragraph 2: Which gender stereotype about girls does the writer describe?

Paragraph 3: What did the researchers find out about boys and girls in the classroom?

Paragraph 4: Fill in the missing word.

Some people believe that differences between the sexes are both inborn
and _____.

Does the writer think that it is bad for girls to play house?

According to the writer, should there be activities that are appropriate for only one sex?

Paragraph 5: What are the effects of gender stereotypes on boys and on girls?

Paragraph 6: Which sex worked more in caring for children?

Paragraph 7: In what areas does the writer think girls need encouragement? Why?

Paragraph 8: What is the mother worried about?

Paragraph 9: What message do stereotypes give to girls? Does the writer think this is a good message? What does the writer think parents should do?

b. Text Analysis Questions

1. What is the general attitude towards equal opportunity of the sexes? (paragraph 1)
2. What does the writer claim about our society's attitude to gender? (paragraph 1)
3. How does the writer define "gender stereotypes"? (paragraph 2)
4. What do the examples of "feminine" and "masculine" in paragraph 2 demonstrate?
5. Explain the following quote in the context of paragraph 3: "...boys and girls are often treated differently in the classroom."
6. What does the writer present in paragraph 5? What function does it serve?
7. List the solutions that the writer suggests for overcoming female stereotypes. (paragraphs 8-9)
8. What is the writer's aim in this article? Is there a message?
9. Explain this quote in the context of paragraphs 5-7.
"Female stereotypes discourage girls from acquiring many skills that will allow them to become economically independent" (paragraph 5)

4. CLOSE READING

a. Markers: (See the Skills section, Discourse Markers, page 139-145)

1. The word "However" in paragraph 1 marks the transition between _____ and _____.
2. The word _____ in paragraph 4 shows the contrast between what we give girls and what we give boys.
3. In paragraph 8, the word _____ shows the contrast between the present situation and what we can do to help our children.
4. Paragraph 4: Fill in the marker of addition.
They believe that differences between the sexes are _____ innate and natural _____ somehow necessary.

b. Passive verbs: Underline the verb and identify it as active or passive.

- "... inherent qualities that are considered normal for each sex." (paragraph 2) _____
- "How are children exposed to these stereotypes?" (paragraph 3) _____
- "... society functions as a kind of sorting machine." (paragraph 6) _____

c. few/a few:

What do the underlined words mean? Circle the correct answer.

"... few people would give pink booties to a boy. = many / not many / a small number of

A few people worked on the research project. = many / not many / a small number of

TEXT 10: EVERY CLASSROOM TEACHER'S DREAM

1. BEFORE YOU READ

a. Look at the title and the abstract*.

- What dream do you think the article is about?
- What is the topic of the article?

Look at the subtitles on all four pages.

- Can you imagine how they relate to small classes?

Look at the quotations on page 55.

- Who is talking?
- Which quote is about teaching a small class?
- Which quote is about teaching a bigger class?

b. Think about the following questions.

1. Do you like teaching small classes or large classes?
2. Are there advantages to teaching a small class? What do you think they are?
3. How do you think children feel about being in small and large classes?

c. Skim the article quickly. Pay attention to the subheadings.

1. Divide the article into 7 sections.

Section A: abstract and paragraphs 1 to _____

Section B: paragraphs 4 to _____

Section C: paragraphs _____ to _____

Section D: paragraphs _____ & _____

Section E: paragraphs 13 & _____

Section F: paragraphs _____ & 16

Section G: paragraphs _____ & _____

2. Which section:

- describes how a small class gives you more time for individual students? _____
- describes how good it is to assess students one at a time? _____
- describes how a small class creates a feeling of being connected? _____
- is about not having as much trouble with discipline? _____
- describes how a small class lets you use the best methods of teaching? _____
- states the writer's view and tells a personal story? _____
- asks the readers to do something to support the idea of small classes? _____

* the introductory paragraph before paragraph 1

d. Vocabulary – These words and phrases will help you understand the text:

accomplish, achievement, activities, (to) affect, (an) approach, behavior, a benefit, community, (to) compromise, conclusions, contributions, discipline, (a) discovery approach, disruptive, disturb, effective, elementary school, enable, encourage, enhance, environment, establish, (an) experience, individual conferencing, instruction, interdependent, majority, managing, (to) monitor, offenders, once upon a time, opportunity, peer collaboration, personal connection, procedures, quality, research, revision, self-esteem, share, skills, social interactions, teaching practice, tools, (to) water down,

2. WHILE YOU READ

Think about these questions:

1. What does the writer think of small classes?
2. What are the benefits of teaching small classes, according to the writer?
3. What does she use to convince us of her view?

EVERY CLASSROOM TEACHER'S DREAM

by Patricia Handley

A small class offers a connected community of interested learners who have more opportunities to collaborate and to share knowledge.

- 1 This story might seem like a fairy tale to many teachers, especially those who have never taught a small class. Yet it is a story that needs telling, given that small class size has proven to increase academic and social growth among young learners, especially when they have been in a small class for several consecutive years.
- 2 In my 28 years as an elementary school teacher, I have taught classes with as many as 29 students. But once upon a time in a wonderful, magical year, I taught fifteen 2nd graders—an unforgettable experience that taught me how effective a teacher could be.
- 3 Let's start at the beginning. Imagine the first

day of school. You wait at the door of your classroom to meet the students. When they enter, with big colorful backpacks strapped across their shoulders, these young children look up at you with eyes saying, "See me." As their teacher, you try to meet each pair of those searching eyes and respond with a warm, "Yes, I see you," for you know that much of your instructional success is wrapped in that personal connection. The year I met 15 students at the door, I kept looking for the rest of the class. We looked more like a big family than a class. I immediately noted their individual sense of importance; no one seemed lost in the crowd.

Establishing a Successful Classroom Community

- 4 This leads me to the first benefit of a smaller class: the ease of establishing a successful classroom community. A classroom is

where life really happens for young children, with all their fears, joys, curiosities, and hopes. It is where they will open their hearts and minds. In a class of 15 students, we can quickly learn about one another and do so in more depth. When we start with our morning meeting to welcome one another, set the agenda, and establish expectations, each student offers input; sharing becomes a responsibility. Students express ideas, discuss problems, and answer questions. As a result, they are recognized for their individual contributions and are invested in their daily learning activities. They feel motivated and empowered. What a way to begin a school day!

- 5 When there are fewer students in the class, each one has more opportunity to be heard. Discussions can be held without the age-old practice of raising hands. Students learn to allow classmates to finish speaking, and they respond in a relevant way. The exchange of thoughts, philosophies, and opinions becomes a foundation for a classroom based on mutual respect and regard. Self-esteem rises, social interactions are more positive, and skills of compromise and consensus develop.
- 6 Students know what they are missing by being in a larger class. Listen to three 2nd grade students in a class of 23 when asked what might be different if they were in a smaller class of 15 or 16 students:
 - "If I were in a smaller class, we would get to talk more."
 - "I could ask more questions."
 - "I could make more friends and be Star of the Week longer."

More Kid Time

- 7 I have already alluded to the second benefit of teaching in a class of smaller size: more kid time. One of the most powerful teaching tools is the structuring of time for students to share knowledge. Students listen to one another, and they hear with ears that are tuned to their level of understanding. An interdependent classroom offers greater opportunity for in-depth peer collaboration. With more extensive knowledge of one another, a key ingredient for successful group work, students are able to accomplish more. There are fewer and smaller groups—and there are more minutes in the day for all students to share their predictions, findings, and conclusions.
- 8 Let's look at an example. Four groups of four students are working on the study of air. One group records the different ways that paper might move through the air and how that creates changes in speed. A second group studies how air temperature is affected by water and ice, and a third group explores different ways to make air move and create wind. A fourth group drains juice boxes, collapses them, and refills them with carbon dioxide to determine how air takes up space.
- 9 After they have worked through the procedures, discussed what has happened, and reached conclusions, the groups need time to report to the class and answer questions, and the teacher needs time to wrap up the groups' findings with a list of the physical characteristics of air. With a half hour allotted, each group would have six minutes to present their findings, and the teacher would have six minutes to summarize. But if there are six groups of four, each group would

have fewer than four and a half minutes to report—and the teacher would have the same amount of time to summarize. It may not sound like a great loss on paper, but over the course of a six-hour day, those minutes add up to 30 minutes of student-centered learning time. You can bet that the quality of learning in a larger class is more rushed, less exacting, and more disjointed; you can also bet that somewhere along the way, important student voices were not heard.

- 10 When I have more students in the classroom, I am faced with watering down a discovery approach to learning and doing more summarizing for students when

it would have been more meaningful for students to draw conclusions on their own. Or I am too often obliged to teach by telling and demonstrating. Yet we all know that students learn best by doing.

Fewer Discipline Problems

- 11 With a classroom of students who are actively engaged, we see something else: fewer discipline problems. It is another great benefit of smaller class size—and is a direct result of a more connected community where there are busy hands, active brains, and opportunities to share knowledge. The teacher can check in more often with students and

"Before I taught a small class, I used to say to anyone who would listen, "Just give me 15 children - no new materials, no new methodologies - and watch what can be done."

can troubleshoot impending discipline problems. As Anderson (2000) writes, small class size "enables teachers to worry less about managing learners and more about managing learning."

- 12 In a small class, the students themselves can help sort out disruptive behaviors. In my 15-student class, a set of reading partners was being disturbed by another reading team. I called a quick class meeting on the rug and asked the complaining

students to explain the problem. Then I asked them all, "Well, what should we do?" The students shared that it wasn't fair for the noisy readers to disturb others who

were trying to concentrate. There were a few punitive suggestions, like having the disruptive team members do their reading at recess time; in the end, though, we decided to set down some quick rules for partner reading time. The offenders apologized, and we went back to our reading block. It took a few minutes to sort out the problem,

but what it accomplished was well worth it. We worked out the problem as a group, emphasizing important skills needed to be part of a community.

If a student slipped up during the school year, a nod to the posted rules was all it took to get back on track. And it wasn't just me giving the reminder; the students helped monitor one another.

"When I have more students in the classroom, I am faced with watering down a discovery approach to learning."

Personalized Assessment

- 13** After many years of teaching, I have discovered that just a few minutes of one-on-one time with a student can lead to great gains in academic achievement. Individual conferencing is an effective way to spend one-on-one time. You can keep a running record in reading to look at key strategies that a student is misusing or not using at all; from your information, you can give that student and any others instruction in that specific skill. In a writing conference, you might look at a piece the student is working on and encourage the student to think about word choice or the addition of details. Again, you might find other students who need help with that skill and form a small study group. In looking at a student's portfolio, you might notice a need for the improvement of the overall quality of work. In each case, you and the student will look at the work, discuss how to make it better, and then allow time for revision or rewriting.
- 14** In a class of 23 students, I would need to have four or five conferences daily to meet with each student once a week. That is nearly impossible. In a class of 15 students, I would have only three conferences a day. It is easy to see which scenario will produce more valuable assessment and opportunity for personalized reteaching or revision, leading to academic gains.

Using Best Teaching Practices

- 15** This brings me to my last point. Good teaching practices don't change; they will facilitate learning in any classroom. In a small class setting, teachers have more

opportunities to maximize best teaching practices—and their students reap the rewards.

- 16** Before I had the chance to teach a small class, I used to say to anyone who would listen, "Just give me 15 children—no new materials, no new methodologies—and watch what can be done." I don't have statistical evidence to support the facts, but here's what happened the year my dream came true: Every student in that class made at least a year's growth in all academic areas, and the overwhelming majority made more than that. Our classroom was a welcoming environment managed by all of us. Students tidied up center areas and book collections because it was their room to care for. Their portfolios bulged with work that they had completed, reviewed, and revised. The students designed a Web page that told what they were learning and showcased some of their best work. Each day, someone brought in something to enhance what we were studying: turtles, monarch caterpillars, birds, math games, rock collections, poems, handmade posters to hang in the classroom, self-made books, grandmothers as historians—even baby brothers. In doing so, the students became planners and teachers, too. I could tell you of the personal triumphs and tragedies of each one of those students because we had time to talk about them. Although it was three years ago, I still hear from three of those students on a regular basis. We were a connected class.
- 17** A good teacher is the answer to every parent's prayer and every child's blessing. Let's give those good teachers a fighting

chance by making small class size a valued reality. As researchers Achilles and Finn (2000) write:

Class size should not just be a cornerstone, but the foundation of educational policy for the early education of America's citizenry. . . . The small-class effect has been clearly and amply demonstrated in years of research and practice, but knowing what to do is only part of the job. The leadership challenge is how to

get this important thing done. . . . It is the right thing to do for small children beginning what should be an enjoyable and productive journey into learning. (p. 316)

18 Let's not lose our way. We know that small class size makes a significant difference in the educational and social lives of children. Let's act on it.

*from Educational Leadership,
February, 2002.*

3. AFTER YOU READ

a. How much did you understand?

1. How long has the writer been a teacher? (paragraph 2)
2. How many students does she consider a big class? A small class?
3. Mark the sentences that mean the same as these:
 - When there aren't a lot of students in a class, each one has a chance to be heard. (paragraph 5)
 - In a smaller class, we would have more chances to speak. (paragraph 6)
 - If I have a big class, I have to tell and show things to students. I can't let them learn by doing things themselves. (paragraph 10)
4. Fill in the missing words: When students are involved and active, there are fewer _____.
5. In paragraph 13, the writer talks about "individual conferencing" as a good way to assess and help students. What does she mean?
6. In paragraph 16 the writer describes the good things that happened the year she had a small class. What are some of these?
7. Underline the sentences in paragraphs 17 & 18 that speak directly to the readers and ask them to do something.
8. Who wrote the paragraph that the writer quotes ("Class size...") ?
9. According to paragraph 18, what are the two areas of a child's life that are affected by class size?

b. Text Analysis Questions

1. What is the writer's main claim? (paragraph 1)
2. What does the writer describe in paragraph 3? What is the purpose of this description?
3. List and explain the benefits of a smaller class. (paragraphs 4, 5, 7, 11, 12, 15)
4. Explain what the writer means by "a successful classroom community". (paragraph 4)

5. What does the writer present in paragraph 6 and what function does it serve?
6. What does the example in paragraphs 8-9 demonstrate?
(Describe the example in brief. What does it show? Relate it to paragraph 7.)
7. How does the writer support her claim that there are "fewer discipline problems" in smaller classes? (paragraphs 11 & 12)
8. What does the writer present in paragraph 17 and what function does it serve?
9. What is the writer's purpose in this article? (Who is the article aimed at? What is the writer's message – what action does she call for?)

4. CLOSE READING

a. Understanding subtitles

What do these subtitles mean? Complete the sentence below each one.

- "Establishing a Successful Classroom Community"

This is about establishing a _____ community in the _____.

- "Using Best Teaching Practices"

This is about using _____ methods that are the _____.

Notice that the -ing forms here are not verbs.

(-ing verbs always come with BE, e.g., He was using. We are reading.)

Look at this Unreal Condition:

"If I were in a smaller class, we would get to talk more." (paragraph 6)

Is this student in a small class now? _____

What could the student do if the situation were different? _____

b. Tenses:

Mark the main verbs in the following. Label each one.

Choose between:

- a report about something in the past
- a generalization that is always true

Paragraph 2: "But once upon a time in a wonderful, magical year, I taught fifteen 2nd graders..."

Paragraph 3: "The year I met 15 students at the door, I kept looking for the rest of the class."

Paragraph 4: "A classroom is where life really happens for young children."

Paragraph 6: "Students know what they are missing by being in a larger class."

Paragraph 12: "In my 15-student class, a set of reading partners was being disturbed ..."

c. Substitute words: What do the underlined words refer to?

"It is another great benefit of smaller class size." (paragraph 11)

"In doing so, the students became planners and teachers, too." (paragraph 16)

"It is the right thing to do for small children..." (paragraph 17)

"Let's act on it." (paragraph 18)

d. Modal verbs: What do the modals mean?

Look at paragraph 13. Underline the modal verbs "can" and "might".

What meanings do they have in these examples?

can _____

might _____

TEXT 11: TEACHING FOR CHARACTER AND COMMUNITY

1. BEFORE YOU READ

a. Look at the title and the abstract.

1. Who is the article aimed at?
2. What does the author suggest that teachers include in their teaching?
3. What results will the teachers get, according to the author?
4. What is the writer's argument?

b. Skim the whole article. Pay attention to the quotations, to the subtitles, and to the chart (Figure 1).

1. Which of the three large quotations (pages 62, 63, 65) relates to community?
2. What reasons are mentioned for including education for character and community in schools?
3. What are some of the activities that the author suggests?
4. What are some of the effects these activities will have?

c. Think about the following questions:

1. Is violence in schools increasing or decreasing?
2. Why do you think this is happening ?
3. Can you think of ways of preventing violence in schools?

d. Vocabulary – These words and phrases will help you understand the text:

abuse, acquire, admire, adolescence, appreciation, approaches, belittle, benefits, breakdown, bullies, character, citizenship, concepts, contribution, community, crisis, curriculum, decline, desperate, discipline, embed, engagement, exclusion, expel, explicit, foster, grievance, harassment, identify, implicit (curriculum), impulse, incidents, include, (to) increase, injure, instil, instructional strategies, isolation, issue, judgement, kindness, morality, mutual, peers, perpetrator, persecuted, perseverance, prevention, (to) respect, revenge, segregate, surveillance, suspend, team, threaten, tolerance, treatment, virtues, weapons

2. WHILE YOU READ

Think about the following questions:

1. What problem does the writer present in the first half of the article?
2. How bad is the problem? How does the author prove this to us?
3. What solutions does he offer?

TEACHING FOR CHARACTER AND COMMUNITY

by Spencer Kagan

When teachers embed character education in their instruction, the classroom becomes a more caring, respectful, and inclusive community.

- 1 *Two women stand on the bank of a swift river. The current carries a man, desperately struggling to stay afloat, toward them. Both women jump into the water and pull the man to safety. While the brave rescuers tend to the victim, the current carries toward them a second man, also desperate and screaming for help. Again the women jump into the river to the rescue. As they pull out the second victim, they spot a third man flailing about. One woman quickly jumps into the water to save the latest victim. She turns to see the other woman striding upstream. "Why aren't you helping?" she cries. "I am," replies the other woman. "I am going to see who is pushing them in."*
- 2 Although violence in schools is statistically on the decline, the number and severity of incidents of extreme school violence—of students bringing weapons to school and killing and injuring classmates and teachers—have increased. Well-intentioned educators have responded to this crisis by jumping into the river: erecting more and better metal detectors, installing more sophisticated surveillance cameras, hiring more resource officers, adopting and enforcing stricter harassment policies, and suspending and expelling more students. The situation, however, demands that

educators walk upstream to identify the underlying causes of extreme school violence and develop prevention programs aimed at addressing these root problems.

School Violence, Student Isolation

- 3 Examining 37 incidents of extreme school violence involving 41 perpetrators, the Secret Service National Threat Assessment Center concluded that, in more than three-fourths of the incidents, the attack was planned two or more days before the shooting (Vossekuil, Reddy, Fein, Borum, & Modzeleski, 2000). No consistent demographic profile emerged of the attackers. Some had histories of neglect, but others came from intact families; some were socially isolated, but others were popular; some were failing in school, but others were excellent students. Few were diagnosed with mental illness or had histories of drug or alcohol abuse.
- 4 The most important finding to emerge from the study was that more than three-quarters of those who had resorted to extreme school violence had a grievance. Two-thirds of all attackers felt persecuted, harassed, or bullied. Many had discussed the harassment with friends, seeking solutions. Most often their motive in the violence was to get revenge or simply to end the harassment.

Attackers described experiences of being bullied in terms that approached torment. They told of behaviors that, if they occurred in the workplace, would meet the legal definitions of harassment. (Vossekuil et al., 2000, p. 7)

Fellow students described the treatment that freshman Andy Williams—who opened fire

on classmates in a Santee, California, high school—had received at the hands of peers: "They'd walk up to him and sock him in the face for no reason." Kids would burn their lighters and then press the hot metal against his neck (McCarthy, 2001).

- 5 Why are some students singled out for harassment and isolation? During adolescence, young people turn from parents to peers for social and psychological support. This transition is part of the universal biological process of forming an independent identity. Adolescents segregate themselves into a hierarchy of subgroups. At the top are the Jocks, Preppies, and Socialites; in the middle are the Geeks, Nerds, Dorks, Surfers, and Skaters; at the bottom are the Roamers, Gothics, Freaks, Losers, and Dirts. Students in the subgroups at the top of this hierarchy are respected and admired by their peers. Students in the bottom subgroups are often belittled, harassed, taunted, excluded, and bullied.
- 6 For those at the bottom of the social pecking order, exclusion comes at the very time when their need for inclusion in a peer group is greatest. As a result, these students feel isolated, ashamed, and tormented; some become desperate. When the young perpetrators of the Columbine (Colorado) High School shootings resorted to violence, they were hoping to "kick-start a revolution of the dispossessed," to "finally get the respect they deserved" (Aronson, 2000, pp. 85–86).
- 7 Walking upstream to prevent extreme school violence means that educators must attempt to alter the process by which students form

For many students, character and virtues will be acquired in school—or not at all.

themselves into subgroups—a hierarchy that promotes the isolation of some adolescents who may turn to violence out of desperation and a desire for revenge.

Statistics of a Breakdown

- 8 School shootings receive a lot of media attention, but they are just one symptom of a larger problem: the breakdown of community, mutual caring, and moral orientation. Other symptoms are alarming and widespread:
 - In a national survey of 15,000 middle and high school students, 75 percent of boys and 60 percent of girls reported hitting someone out of anger in the last 12 months (Josephson Institute of Ethics, 2001).
 - 1 in 15 students is threatened or injured with a weapon each school year (Snyder & Sickmund, 1999).
 - More than 1 in 3 students report that they do not feel safe at school (Josephson Institute of Ethics, 2001).
 - 160,000 students skip school each day because they fear bullies (Bowles, 2001).
 - 54 percent of middle school students and 70 percent of high school students cheated on a test in a given year (Josephson Institute of Ethics, 1998).
 - 47 percent of high school students reported that they had stolen from a store in a given year (Josephson Institute of Ethics, 1998).

A Curriculum of Character

- 9 In *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, Thomas Lickona (1991) documents the erosion of virtues such as honesty, respect,

and caring among today's youth. Although Lickona and others have been calling for schools to focus on fostering character for a decade, the recent spate of school shootings has made character education—the teaching of caring, respect, and common virtues—a high-priority curriculum. Educators can address the breakdown of community and morality among students by making character education a part of the school's core curriculum.

- 10** Indeed, no more important curriculum exists. Today's students will be tomorrow's parents, passing their values to the next generation. In that sense, the values and virtues we instill in today's youth determine our future. Nothing less than the basic social fabric of our society is at stake. We must not fail to address the lack of character and virtues in today's youth; educators must incorporate the teaching of character in the school curriculum. For many students, character and virtues will be acquired in school or not at all.
- 11** What are the common virtues that nearly everyone agrees should be the outcome of character education? My list includes three sets of virtues: personal, relationship, and community.
- 12** Personal virtues include self-discipline, impulse control, good judgment, integrity, courage, perseverance, and self-motivation. Relationship virtues include caring, kindness, courtesy, cooperativeness, helpfulness, honesty, respect, understanding, and tolerance. Community virtues include citizenship, fairness, leadership, responsibility, loyalty, and trustworthiness.

The need for character education is clear. The support for character education is almost universal.

- 13** Although educators can argue for different sets of virtues and different ways to categorize them, few would make the case that society would be better off if students were dishonest, uncaring, unfair, irresponsible, unmotivated, or lacking in good judgment. Educators have been reluctant to engage in character education for fear that parents would object.

When asked, however, parents overwhelmingly applaud any attempts by schools to foster common virtues.

- 14** The need for character education is clear. The support for character education is almost universal. The question then becomes, How can schools best foster the acquisition of character and virtues among students?

Approaches to Community and Character

- 15** Two distinct approaches to fostering inclusive school communities and positive character and virtues in students are curricular and instructional. Curricular approaches include separate lessons on the virtues, as well as using the existing curriculum to teach the virtues—as when the teacher focuses on the virtues exhibited or not exhibited by a historical or literary figure. Virtue-of-the-Month and Virtue-of-the-Week programs are popular examples of the curricular approach to character education: Classroom lessons focus on the importance of each month's target virtue—for example, honesty, responsibility, or kindness.
- 16** By contrast, the instructional approach to character education is based on the premise that the implicit curriculum—how teachers teach—is at least as influential on student learning as the explicit curriculum—what teachers teach. For example, before students analyze a poem, their teacher might introduce them to an instructional

strategy called Paraphrase Passport, in which each student in a pair or group must paraphrase the prior speaker before stating his or her own opinion. Because the teacher encourages students to use Paraphrase Passport, students acquire a better understanding of others' viewpoints, become more empathetic, and improve their listening skills. A curriculum is embedded in the instructional strategy itself, and some would argue that this implicit curriculum (understanding, empathy, listening) is even more important for students than the explicit curriculum (understanding the poem). If instead their teacher were to lecture about the poem, students would be far less likely to develop character and virtues (and, in fact, would probably be less engaged with the poem).

- 17** Curricular and instructional approaches to character education are not mutually exclusive. While teaching lessons on virtues, teachers can use instructional strategies like Paraphrase Passport that promote the acquisition of virtues. Nevertheless, of the two approaches, the instructional approach is more powerful. Why? Because students practice the virtues daily. If students have a lesson on understanding or honesty in the fall and then move on to discuss different virtues each month, how much more understanding or honest will those students be in June? By contrast, if students practice understanding and honesty throughout the school year because they are components of the curriculum and embedded in the way the teacher teaches, then students may acquire the habits of being understanding and honest.

Structures for Community and Character

- 18** Structures are simple, step-by-step instructional strategies that teachers can

use at any grade level, with any content. Embedded in many of the structures is a character development component. Teachers structure interaction among students and with the curriculum so that students acquire virtues as part of any lesson, regardless of the content.

- 19 RoundRobin.** For example, teachers might use one of the simplest of all structures, a RoundRobin, to engage groups of students in topical discussions. Seated in small groups, each student shares his or her ideas in turn. As the students interact, they learn to take turns, a form of respect. Instead of using this structure, the teacher could call on students one at a time to share their ideas—but students would not learn to take turns and honor the contributions of their peers.
- 20 Corners.** To explore the importance of the opening lines to a story, post the following four quotes, one in each corner of the room.

Crouched on a branch of a mukuyu tree, a girl tore open a speckled fruit. She grimaced as ants scurried over her fingers. So many! And the inside was full of worms, too.

*from A Girl Named Disaster
by Nancy Farmer*

"Tom!"

No answer.

"What's gone with that boy, I wonder? You, TOM!"

No answer.

*from The Adventures of Tom Sawyer
by Mark Twain*

The boy was about 15 years old. He tried to stand very straight and still when he heard the news, but inside of him everything had gone black.

*from The Light in the Forest
by Conrad Richter*

It was a dark and stormy night.

*from A Wrinkle in Time
by Madeleine L' Engle.*

- 21** Using the Corners structure, students first think about this question: If you read only the opening lines that are posted, which book would you most want to read? Students then write down the number of the corner corresponding to their choice, go to that corner, share with others in the corner why they made their choice, and finally listen to and paraphrase ideas from other corners.
- 22** In addition to deepening their appreciation of the importance of the lead lines of a story, students practice character virtues such as tolerance, understanding, and respect for opinions different from their own. They often find they have something in common with others with whom they might not otherwise have associated. Over time, Corners builds community.
- 23** Other possible content for Corners includes four possible solutions to a class problem, favorite type of math problem, or best explanation of a puzzling science phenomenon.

For those at the bottom of the social pecking order, exclusion comes at the very time when their need for inclusion in a peer group is greatest.

- 24 Folded and Split Agree-Disagree Line-Ups.** Use this structure to explore controversial subjects—for example, the moral and scientific issues underlying President Bush's decision to support limited research on human embryonic stem cells. After students read about and discuss the topic, they line up according to their agreement or disagreement with the following statement: Human embryonic stem-cell research should be allowed. Those who most strongly agree stand at one end of the line; those who disagree stand at the other end; those who have mixed feelings stand in the middle.

- 25** After sharing with those near them, students fold the line so those who most strongly agree face students who most strongly disagree. Each paraphrases the other's point of view. Next, the line is unfolded and split in the middle. One half of the line slides down to face the other half, so those who strongly agree and disagree interact with those in the middle, again paraphrasing the other's view. In addition to deepening their understanding of the risks, benefits, and moral issues associated with human stem-cell research, students increase their engagement with current events, learn respect and understanding for other points of view, and practice moral reasoning and the courage to stand up for their own convictions.

- 26 Team Statements.** To explore and deepen student understanding of abstract concepts such as democracy, use the Team Statement structure. First, working alone, each student writes a definition of democracy using the

sentence starter "Democracy is . . ." Next, in teams of four, the students read their personal definitions, receiving feedback from their teammates. Finally, students work together to create a team statement that incorporates the ideas of all four students. In addition to deepening their understanding of the essence of democracy, students learn to respect all points of view and to synthesize the contributions of everyone. They are not only learning about democracy but are also practicing it. (For more examples of structures, see fig. 1.)

Figure 1. Structures for Character

Structure	Virtues Fostered
<i>Circle the Sage</i> Students from each team gather around a different "sage," an expert on a topic. They return to their teams to compare notes and tutor one another.	<ul style="list-style-type: none"> • Leadership • Helpfulness
<i>Pass-N-Praise</i> While sitting around a table, each student validates the work of the peer passing the paper.	<ul style="list-style-type: none"> • Kindness
<i>Estimate and Prediction Line-Ups</i> Students line up by the size of their estimates and then fold the line, so those with high estimates hear the reasoning of those with low estimates and vice versa.	<ul style="list-style-type: none"> • Good Judgment
<i>Expert Group Jigsaw</i> Students leave their teams to work with like-topic students of other teams and become experts on a topic. They return to their teams so each can teach the topic to their classmates.	<ul style="list-style-type: none"> • Cooperation • Helpfulness • Leadership

Structure	Virtues Fostered
<i>Gambit Chips</i> Students have gambits chips (cards with phrases) that they use to practice the gambits. Different gambit chips foster different virtues, including Appreciation Gambits ("Thank you," "What I appreciate is..."); Request Gambits ("May I...," "If you are willing"); and Empathy Gambits ("I understand how you felt because . . .").	<ul style="list-style-type: none"> • Courtesy • Understanding
<i>Talking Chips</i> Students put their chip in the center of the table each time they speak. They cannot speak again until all students have put in their chip, and the chips are retrieved to begin another round.	<ul style="list-style-type: none"> • Impulse Control
<i>Team Pair Solo</i> Students work on a difficult problem, first as a team. When they are ready, they do a similar problem, working as a pair. Finally, when they are ready, they do that type of problem on their own.	<ul style="list-style-type: none"> • Cooperation • Helpfulness • Leadership • Self-Motivation
<i>Three-Step Interview</i> Students work first in pairs to interview each other and then do a RoundRobin, each sharing what he or she learned in the interview.	<ul style="list-style-type: none"> • Understanding • Responsibility

Outcomes of Structures

- 27 Embedding character education in instruction has several important advantages.
- 28 Structures help teachers avoid the testing trap. Teachers are under pressure to teach what will be tested. If they adopt a curricular approach to character education, they are likely to abandon that curriculum in favor of the academic curriculum covered on standards tests. If character education is embedded in the instructional strategies that teachers use regularly, then students will practice character and virtues even as they prepare for tests.
- 29 Structures increase engagement. Teachers and students find the structures fun and engaging; structures enliven student interaction with one another and with the curriculum. Because structures carry their own rewards, sustained implementation is likely.
- 30 Structures help students practice character and virtues. Students do not develop character in a single lesson; rather, they acquire it over time. If teachers use a variety of structures in the classroom, students can practice the virtues on an ongoing basis in a number of different situations—making it more likely that students will acquire the virtues as enduring aspects of their character. A student who has one or two lessons on kindness may or may not be kind; a student who practices kindness all year is very likely to acquire that virtue.
- 31 Structures build a classroom community. When teachers use student teams and

cooperative structures regularly, students no longer segregate themselves into in-groups and out-groups. Teachers form teams in ways that ensure that students work as teammates with those they might otherwise have excluded. Hence, students who might not have done so otherwise come to respect and understand one another. When teachers use cooperative structures in the classroom, students name more classmates as friends, care about more classmates, and feel more cared about (Kagan, Zahn, Widaman, Schwarzwald, & Tyrrell, 1985).

Walking Upstream

- 32 The best way to prevent school violence is to replace disparagement with respect, exclusion with inclusion, and lonely isolation with collaborative community. When teachers use cooperative structures in daily instruction, students experience being cared for by peers and caring for others. They practice responsibility, fairness, tolerance, teamwork, understanding, and respect for different points of view. They learn to help one another. As students work together in teams, the "us" and "them" of in-groups and out-groups become an inclusive "we". The classroom becomes a respectful, inclusive community. No curriculum is more important. When they include structures as part of their curriculum for community and character, educators go a long way toward walking upstream to prevent student isolation and school violence.

*from Educational Leadership,
October, 2001.*

3. AFTER YOU READ

a. How much did you understand?

1. What kind of violence is increasing in schools? (paragraph 2)
2. According to the writer, what do teachers do with regard to the increase in violence in the schools? What should they do? (paragraph 2)
3. Explain the sentence: "No consistent demographic profile emerged of the attackers." (paragraph 3).
4. What do many of those involved in school violence have in common? (paragraph 4)
5. What are some of the factors that cause these students to be violent? (paragraphs 5 & 6)
6. What does the writer mean by "walking upstream"? (paragraph 7)
7. Why is it important for educators to include the teaching of character in the school curriculum? (paragraphs 9-10)
8. What are the "common virtues" that the author includes in character education? (paragraphs 11-12)
9. What are the two approaches to fostering character and community in the schools? (paragraphs 15-16) What is the difference between them?
10. Explain the strategy called "Paraphrase Passport" in paragraphs 16 & 17. What are the advantages of using such a strategy in teaching literature?
11. Why is the instructional approach more powerful? (paragraph 17)
12. Choose one example of "Structures for Community and Character" (paragraphs 18-26) and explain it briefly.
13. What are some of the positive effects of making character education part of instruction? (paragraphs 27-31)

b. Text Analysis Questions

1. "Well-intentioned educators have responded to this crisis by jumping into the river..." Explain the metaphor, referring to paragraphs 1 & 2.
2. What explanation does the writer give for students being "singled out for harassment and isolation?" (paragraphs 5 & 6)
3. What is the purpose of the Columbine example in paragraph 6? What does it demonstrate?
4. What does the writer present in paragraph 8 and what function does it serve?
5. "Nothing less than the basic social fabric of our society is at stake." Explain this sentence in the context of paragraphs 9 & 10.
6. List the "common virtues" that the author thinks should be included in character education. (paragraphs 11 & 12)
7. List and explain the advantages of "embedding character education in instruction". (paragraphs 27-31)
8. What is the aim of the article?

4. CLOSE READING

a. Vocabulary:

1. Prefixes: Underline the prefixes in these words. What meaning do they signal?
implicit, exclude, underlying, transition, interact, cooperative, community
2. Substitute words: What do the underlined words refer to?
 1. "Some had histories of neglect, but others came from intact families." (paragraph 3)

 2. "When they include structures as part of their curriculum for community and character, educators go a long way..." (paragraph 32) _____

b. Verb form: What do the underlined verb forms denote? Circle your choice.

1. "Kids would burn their lighters and then press the hot metal against his neck." (paragraph 4)
condition / past habit
2. "If instead their teacher were to lecture about the poem, students would be far less likely to develop..." (paragraph 16) _____ condition / past habit

c. Sentence Structure:

Look at these sentences and follow the instructions.

1. "The most important finding to emerge from the study was that more than three-quarters of those who had resorted to extreme school violence had a grievance." (paragraph 4)
 - Underline all the verbs. Which one is the main verb of the sentence? _____
 - What was the most important finding of the study? _____
 - Who had a grievance? _____
2. "Educators have been reluctant to engage in character education for fear that parents would object." (paragraph 13)

Paraphrase this sentence twice, beginning with the words given:

Because educators _____

Educators are afraid that if _____

d. Modal verbs: What do the underlined modals mean? Circle your choice.

1. "We must not fail to address the lack of character and virtues in today's youth." (paragraph 10)
prohibition / lack of necessity
2. "A student who has one or two lessons on kindness may or may not be kind." (paragraph 30)
permission/ possibility

e. Passive: Underline the passive verb in this quotation.

Then paraphrase it, beginning with the words given.

"For many students, character and virtues will be acquired in school - or not at all".(page 62)

For many students school _____

TEXT 12: STICKS AND STONES

1. BEFORE YOU READ

a. Look at the title and the abstract.

1. From the title, what do you predict the article will be about?
2. What specific problems is the article about?
3. Who is the article aimed at?
4. What action does the author want these people to take?

b. Skim the whole article very superficially. Pay attention to the quotations from the article (pages 72, 74 and 76) and to the subheadings.

1. Which quotation is about the effects of violent language?
2. Which paragraphs are about the negative effects of violent language ?
3. Which paragraphs are about the author's suggestions for dealing with the problem?

c. Think about the following questions.

1. Is there more violence or less violence in schools nowadays?
2. What kinds of school violence do you know about?
3. Have you ever been hurt by language? Have you ever used degrading language to hurt others?
4. "Sticks and stones may break your bones, but words can never hurt you." (paragraph 19).
What does this mean? Do you agree with this saying?
5. How do you think schools deal with violence? Do they relate to verbal violence, too?
6. How do you think schools should deal with violence? Can you think of effective ways for dealing with school violence?

d. Vocabulary - These words and phrases will help you understand the text:

acceptable, argument, aware, bias, bigot, civil rights, civility, condemn, condone, consequences, courage, degrading language, denounce, desensitize, destructive, disability, discrimination, disorders, empower, endure, environment, escalate, ethnicity, faith, gender, harassment, (to) harm, impact, incident, intervene, law enforcement, low-key, mean, minority, occur, offend, pervasive, prejudice, prosecute, racist, rage, resource, role model, sexual orientation, slurs, soul, spirit, (to) target, (to) taunt, terrorize, threaten, toll, victim, weapon

STICKS AND STONES

by Stephen L. Wessler

Language can hurt. Educators, parents, and community members must help students become the solution to the problems of bias, prejudice, and harassment in schools.

- 1 During a recent student assembly at a suburban high school, I asked the students to raise their hands if they believed that dangerous weapons were brought to school on a daily basis. Not surprisingly, not one hand was raised. I looked around the auditorium, paused, and told the students that I believed that each one of them was wrong. One particular kind of weapon is brought into their school, and into every high school and middle school in the United States, every day: degrading words, slurs, and put-downs. Recent cases in Maine schools illustrate some of the critical and destructive characteristics of degrading language and slurs.
- 2 The first case began sometime in early January when four boys began targeting another boy – "John" – with antigay harassment. The harassment began with whispered slurs and comments as John walked by in the hallway. Then the four boys became more brazen. They began making graphic antigay slurs directly to John. By the end of January, the boys had taken their harassment to another level, tripping John when he walked by or pushing him into a locker while yelling slurs.
- 3 Sometime in early February, the four boys significantly increased the seriousness of

their conduct. On two occasions, several boys jumped John during the school day. While one of the boys put him in a head lock, the other boys—continuing to call him names—kneaded him in the stomach and groin.

- 4 Three additional incidents occurred between late February and early April. John was jumped in the boys' bathroom by several of the boys who, while yelling antigay slurs, pushed his head into a urinal. In another incident, one of the boys came up behind John at school and put a noose around his neck. This was not a string or a piece of yarn, but a rope tied as a noose. The boy pulled the rope so tightly around John's neck that it took John about 35 seconds to pry his fingers underneath to pull the noose over his head. Sometimes, when we look at the second hand of a wall clock and count to 35, the time goes by pretty quickly. For John, however, those seconds were probably the longest moments of his life. Up to this point, no adult in the school was aware of any of the harassment and violence directed at John.
- 5 The final event occurred when one of the boys told John that he knew where his father kept a handgun and that he was going to bring it to school the next day and shoot John, another boy who was John's supposed boyfriend, and then himself. A student overheard and told a teacher, who told the principal, who called the police. The police immediately reported the incident to me as director of the civil rights unit in the Maine Attorney General's office.

- 6 Two points from this sad series of incidents bear emphasis. First, the age of the boys. Each boy, including John, was 12 years old—7th graders in a K-8 school. Every year since 1992, the number of hate crimes and bias incidents involving teenagers and younger children reported by police to the Maine Attorney General has increased. Second, the escalation of degrading language and slurs to more focused harassment and threats and then to violence was the pattern in virtually every case of serious hate violence in middle schools, high schools, and colleges in the seven years I directed the antihate crime enforcement effort for Maine.
- 7 Another case started with a phone call from a high school principal. He called to tell me that a student had used a permanent marker to write "Kill the Jews" and to draw a swastika near some lockers. The principal asked for advice, and I suggested several concrete steps that he should take. My last words to him were that he should expect that some Jewish students would be terrified. When I hung up the phone, it rang immediately. I picked it up thinking that it was the principal calling back with another question. Instead, it was the mother of an 11th grade Jewish girl calling to tell me about the incident. When I told her that I already knew about it, she said that her daughter had taken off the Star of David necklace that she had worn since 2nd grade. The girl believed she might be harmed if other students knew she

Young people today hear hateful words, slurs, and words of violence every day as the background noise of their lives.

was Jewish. Even when incidents of bias, prejudice, harassment, and violence do not escalate, they can terrorize some students.

- 8 These two incidents are on the surface unconnected. But a common denominator exists: the destructive power of degrading and violent language. Each incident illustrates a distinct effect of hateful words and symbols. The incident of the boy taunted by four classmates shows the escalation from language to violence. The incident of the anti-Semitic graffiti shows the fear that hateful words and symbols can create for our students.

Pervasive Use

- 9 How pervasive is the use of degrading language? Derogatory language has been commonplace in schools for a long time.

Most of us heard degrading language and slurs when we were students. But the use of language that degrades specific groups—particularly

groups that appear different in some way—appears to have increased. Specifically, we are talking about words that degrade others because of their gender, race, ethnicity, sexual orientation, religion, economic status, and physical and mental disability. A second set of words appears to have increased in usage and intensity: words that threaten violence. It is striking how quickly—often in a matter of seconds—a mild argument in a hallway can escalate to involve violent and threatening language.

- 10 Not every student uses degrading and violent

words; many do not. But all young people today hear hateful words, slurs, and words of violence every day as the background noise of their lives. They hear them at the movies, on television, from radio shock jocks, and on their CDs. Sadly, some young people hear them from their families. But most important, they hear them from one another—on the bus, in the hallway, on the playground, and in the locker rooms. They hear them 24/7. The use of degrading and violent language is pervasive and endemic.

- 11** Unfortunately, the routine use of slurs and other degrading language has desensitized too many students. They cease to understand or hear the real meanings of the words they use, and often the only students who truly realize their impact and meaning are the boys and girls who are the targets of the slurs, jokes, and put-downs. The impact of debasing language on these students is powerful and destructive.

The Toll

- 12** The toll students suffer from their exposure to derogatory language is profound.
- 13 Escalation.** I learned from seven years of investigating and prosecuting hate crimes in colleges, high schools, and middle schools that the violence was never the beginning of anything. Rather, the violence was the end of something, and that something was an escalating pattern of harassment that started with degrading language and slurs. It should not be a surprise that if it appears acceptable to constantly denigrate and slur, some students will conclude that it is also acceptable to take words to the next level. Some students will then conclude

that it is acceptable to go to the next level, and the next.

- 14** Words do not exist in a vacuum. When left unchallenged, words create a culture and an environment that appear to condone bias, prejudice, and violence.
- 15 Fear.** This is the hardest point for many of us to understand. Many of us do not identify with a word or symbol that can elicit a strong fear. But many of our students do experience this kind of fear. The 11th grade Jewish girl I described earlier is not an exception. Antigay comments, racist slurs, and sexually degrading language all carry an implicit threat of violence. If you are a 16-year-old African American girl and someone scrawls "the KKK is back" on your notebook, what do you believe will happen next? If you are a gay high school student and a group comes up to you and yells "get out of our way, you [antigay slur]," what do you think will happen if you do not get out of the way? The answer to both questions is violence.
- 16** The fear of violence generated by degrading symbols and words based on race, ethnicity, gender, and sexual orientation can be terrifying and paralyzing. This fear can lead to other consequences. For some young people, the fear that slurs, degrading language, and harassment will get worse if they tell anyone about them leads them to deny that the incidents ever occurred. Unfortunately, this denial intensifies the fear.
- 17** Fear can also lead to declining grades. I have seen too many young people whose abilities to concentrate and study declined dramatically in the wake of harassment. You

cannot learn if you are focusing on whether you will be safe walking down the halls of your school. Finally, fear can lead to such physical and emotional problems as weight loss, sleep disorders, anxiety, and depression.

18 Rage. Some students who endure slur after slur, day after day, week after week, reach the breaking point and snap, hitting back at the attacker. There is no more difficult situation for school administrators to handle. The victim has now committed a serious act of violence. The student who has engaged in the harassment has participated in a far less serious act of misconduct as defined by school disciplinary policies and the criminal justice system. When harassment has proceeded to this point, it often is too late to do anything but try to pick up the pieces.

19 Loss of spirit. These are, for me, the saddest stories. Many of our parents told us that "sticks and stones may break your bones, but words can never hurt you." Students from traditionally targeted groups understand that sticks and stones may break your bones, but the words of hate may break your soul. Too many children lose hope. Too many gay and lesbian students drop out of school, too many students of color lose faith in a system that they expect to educate them, and too many girls lose faith and confidence in themselves. Tragically, some of these children become so hurt and lost that they

engage in self-destructive behavior. Some do not survive.

Interrupting the Language

20 No magic solution exists. We will not develop one project that will eliminate hate and prejudice or end violence, but we can begin to change the culture in which the use of degrading language and violence appears acceptable to our students. To do this we must, in consistent, firm, but low-key ways, confront the use of these words. Adults must intervene when degrading language is spoken.

21 Teachers, administrators, and guidance counselors have extraordinarily difficult and important jobs. The hardest situation occurs when you walk through a busy hallway and hear a student make a degrading remark. What do you do? I'll tell you what your students tell me they want you to do. They say, "Please, please say something." Children understand at a very early age that some other children will be mean to them. But, at the same time, they trust that teachers and other adults will protect them.

22 Two additional points make the need to intervene even more compelling. First, when a teacher does not respond to degrading language, students believe that the silence means that the teacher condones those words. This is not true, it is not fair, but it is what students believe.

The students who are most devastated by degrading language are those who believe a teacher heard but

When left unchallenged, derogatory words, slurs, and put-downs create a culture and environment that appear to condone bias, prejudice, and violence.

did not intervene. Second, you cannot tell which students feel personally targeted by derogatory words and slurs. If you are walking through a hallway and you hear two white boys using a racial slur but decide not to intervene because there was no target of the incident, you may be wrong. You do not know whether the white girl walking behind you has a favorite first cousin who is African American or an older brother or sister who has married a person of color. Our society is changing rapidly and the number of people who are deeply and personally influenced by degrading language and slurs has increased.

- 23 What kind of intervention am I talking about? First, I am not talking about calling in the SWAT Team. I am not talking about sending students to the principal's office. I am not talking about the 35-minute lecture on the damage created by homophobic, racist, sexist, or anti-Semitic comments.
- 24 I am talking about consistent, firm, and low-key interruptions of degrading language and slurs: "We don't talk like that here"; "That word offends me"; "Language, please!"
- 25 This kind of intervention breaks the pattern of escalation from language to more focused harassment to threats and, finally, to violence. It significantly reduces the chance that students will be the victims of serious violence. As a former prosecutor, I know that if we can interrupt the language before it escalates, we dramatically reduce the need for police and prosecutorial intervention.
- 26 Intervention also has an extraordinary impact on the students who feel targeted. They will remember you. I talk to former students in their 20s, 30s, and 40s who

remember the teacher who interrupted degrading language and slurs. Last year, I spoke with a 57-year-old Arab American man who moved to the United States when he was 12. He described an incident that occurred in an algebra class when he was 16 years old. Some students started taunting him with ethnic slurs because he was from the Middle East. His teacher immediately intervened and stopped the taunts. This man described the incident as if it had occurred earlier that morning instead of 41 years ago. You may not know which students are affected by your interventions and you may not even remember when you intervened, but I have met men and women whose teachers became their lifelong heroes simply because those teachers intervened to stop hurtful and degrading language.

- 27 Most important, when you interrupt degrading language and slurs, you become a role model for your students. You cannot turn around a culture of slurs and put-downs by yourself. You need your students' help. I have seen schools turn around on the issue of language and civility. I have seen students begin to speak up in low-key ways. Students feel empowered, and they empower other students.
- 28 Last winter I had a conversation with a 9th grade boy who does speak up when other students use degrading language and slurs. "Mr. Wessler," he said, "I'm getting really down about this. I keep on telling kids not to use bad words, but I keep on hearing them." I had nothing extraordinarily helpful to tell this young boy and our conversation soon ended. The next week he saw me again, ran up, and said, "I need to tell you what

happened at school last night." He recounted that he was walking down the hall with three girls after a school basketball game. They heard a boy use a racist slur toward another boy. The 9th grader told me that he started to turn around to say something, and as he was turning, he felt motion beside him. When he had turned around, he looked left and then right and realized that the three girls had turned at the same time and that the four of them had their fingers pointed at the boy. In slightly different words, they said, "Don't use that word in this school." The four of them pivoted and went on down the hall.

- 29 This is not rocket science. This is adults modeling for our students the courage and skills to intervene and, in turn, those students modeling that courage and those qualities for other students.

Our Students' Strength and Courage

- 30 Here's one last anecdote that illustrates the low points and the high points of dealing with these issues. A boy—"Scott"—was a sophomore who was "out" in his high school as a gay student. Walking home from school, he realized that five classmates were following him. The classmates started yelling antigay slurs. Scott started walking faster but realized that he was not going to be able to reach his home before his classmates caught up with him. He walked into a nearby three-story apartment house with the idea of knocking on doors and getting into someone's

apartment to be safe. Unfortunately, no one was home and he was trapped in the stairwell. The five boys climbed the stairs and surrounded Scott. They yelled slurs that turned to threats and then started hitting him. Scott fell to the ground and the boys kicked him. One of his classmates picked up Scott by his shirt collar, held him out over the three-story balcony, and, yelling an antigay slur, told Scott that the next time he would be dropped.

- 31 This incident was referred to the police and the Attorney General's office. The case went to court successfully and received a fair amount of publicity. The next fall, Scott was standing at the bus stop ready to go to school when four middle school boys started taunting him. Two of those boys picked up a garbage can filled with disgusting, wet, and smelly junk and dumped it over his head. This incident was resolved informally. The local newspaper, however, wrote an article (without disclosing Scott's name) connecting this incident with the one the past

spring. Shortly after the article appeared, I received a letter from a group of students who were members of a civil rights group at a nearby high school.

They sent the letter to me and asked whether I would send it to Scott because they did not know his name. The letter reads:

We, our school's Civil Rights Team, would like to convey to you our thoughts about the awful harassment that you have so bravely endured recently and in past months. First of all, we want to tell

Young people are our greatest resource for addressing incivility, prejudice, and violence in the United States.

you how very sorry we are that you have been so terribly harassed and threatened. Let it be known to you and the small minority of people who hate those who are different or who are perceived to be different, that they are not supported by the rest of society, and especially not by us as a team. The deplorable acts of cowardice perpetrated by these haters are just that, deplorable acts, and are condemned by us and the rest of humanity. We understand how deeply painful discrimination and harassment are, and ask you not to despair. Remember that the people who are responsible for the hateful acts committed against you are ignorant bigots whose opinions and beliefs you should not take to heart. Please remember that you are not alone and that we fully support you and denounce the haters of the world.

- 32** The letter was signed by the 16 members of the Civil Rights Team and their two faculty advisors.
- 33** I have had a strange and evolving relationship with this letter. When I first received it, I thought it was a nice letter. I sent it to Scott and put my copy away. But over the next weeks and months, I kept returning to the letter, and it gradually began to take on a great importance for me. I now keep a copy in my wallet.
- 34** We hear people say that more police officers and more metal detectors are the solutions to school violence. We do need appropriate law enforcement activity. But if teenagers hear that the solution to the problem of bias and violence is a metal detector at every door and a police officer in every hall, they also hear the subtle message that the

problem of teen violence is teenagers. I disagree. I do not believe that our students are the problem or the cause of incivility and violence. Instead, I believe that our students—like the students who sent the letter—are the solution.

- 35** Many of our students possess the seeds of the courage, the self-presence, and the empathy to speak up for civility. Young people are, in fact, our greatest resource for addressing incivility, prejudice, and violence in the United States.
- 36** When Scott went through those two awful incidents—one in which he thought he would lose his life and the other in which he lost his dignity—the adult world did a great job of addressing the issue from a systemwide perspective. The courts, the schools, the police officers, and the prosecutors worked to ensure Scott's safety. However, it took a group of students from a different high school, students who did not know and will never know Scott, to reach out to make sure that he did not despair. Those young men and women ensured that Scott would not lose hope. I believe that when Scott is 20, 30, 40, 50, and older, what he will remember from those ugly and terrifying high school incidents were the 16 students who reached out to tell him that he was not alone and that they joined him in denouncing the haters of the world.
- 37** Our task, as educators, as parents, and as neighbors, is to help our young people grow their seeds of courage and empathy to maturity—to the point where they will rely on their own courage, resiliency, and good will to say "No" to bias, disrespect, and violence.

*from 'Educational Leadership,'
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2. AFTER YOU READ

a. How much did you understand?

1. In paragraph 1, the author describes how he asked students "if they believed that dangerous weapons were brought to school...." What did the students think he meant by "dangerous weapons"? What did the author mean?
2. What is the problem that the author describes in this article?
3. How many cases of the effects of destructive language does the author describe in paragraphs 2-7?
4. Describe each case: what happened to John? (paragraphs 2-6)
5. What happened to the girl? (paragraph 7)
6. What two kinds of language have increased in use lately? (paragraph 9)
7. What does the writer mean when he says "degrading language has desensitized ... students? (paragraph 11)
8. What are some of the negative effects of derogatory language, according to the author? (paragraphs 12-19)
9. Does the author think that there is an easy solution to the problem? What does he recommend? (paragraphs 20-24)
10. Why is intervention useful? (paragraphs 25-27)
11. Who wrote the letter? Who was it for? Who did they send it to? (paragraphs 31-2)
12. Does the author agree that "more police officers ... are the solutions to school violence"? Who does the author believe are the solution? (paragraph 34)

b. Text Analysis Questions

1. What are "dangerous weapons", according to general belief? (paragraph 1)
2. What is the writer's opinion about weapons in schools? (paragraph 1)
3. What does the writer present in paragraphs 2-7?
4. What does the writer claim about degrading language in paragraphs 9-11?
5. List "the toll students suffer from their exposure to derogatory language." (paragraphs 12-19)
6. List the effects that fear can create. (paragraphs 16 & 17)
7. What kind of action does the writer recommend for dealing with the problem of violence? How does he explain his choice? (paragraphs 20-27)
8. What does the anecdote in paragraph 26 demonstrate?
9. What does the anecdote in paragraph 28 demonstrate?
10. What is the author's aim in this article?

3. CLOSE READING

a. Vocabulary:

1. Match the words that are similar in meaning:

rage	suffer
abuse	condemn
faculty	anger
endure	harassment
denounce	staff

b. Parts of speech: Fill in the missing parts of speech on the dotted lines.

verb	noun	adjective
intervene	
degrade	degrading
.....	destruction
offend	
empower	

c. Modals: What do the underlined modals mean? Circle your choice.

1. "The girl believed she might be harmed..." (paragraph 7) possibility / obligation
2. "Sticks and stones may break your bones..." (paragraph 19) permission / possibility
3. "... but names can never hurt you." (paragraph 19) ability / necessity
4. "...we can begin to change the culture..." (paragraph 20) permission / ability
5. "To do this we must ... confront the use of these words." (paragraph 20) assumption / necessity

d. Passive: Answer the questions.

1. "John was jumped in the boys' bathroom by several of the boys..." (paragraph 4)

Who jumped on John? _____

"This incident was referred to the police...."

Do we know who referred the incident? _____

Do we know who received the information? _____ **Who?** _____

2. Look at the letter in paragraph 31. Find four passive verbs forms and write them here:

3. Change this sentence into the active form.

The deplorable acts of cowardice... are condemned by us...(paragraph 31)

We _____

e. Sentence structure: Answer the questions.

1. "The toll students suffer from their exposure to derogatory language is profound."

(paragraph 12)

- Underline all the verbs. Which one is the main verb of the sentence? _____
- What is profound, the exposure or the toll? _____
- Who suffers the toll? _____
- Which word describes the toll? _____
- Which of these words can you put in front of "students" who / they / that

2. "To do this we must, in consistent, but low-key ways, confront the use of these words."

(paragraph 20)

Paraphrase this sentence twice, beginning with the words given:

- We should use _____

- The best way to _____

f. Substitute words:

What does the underlined word in this sentence refer to?

"To do this we must, in consistent, but low-key ways, confront the use of these words."

(paragraph 20)

TEXT 13: LITERACIES FOR LIFE

1. BEFORE YOU READ

a. Look at the title and the abstract.

1. What do you predict the article will be about?
2. Who do you think it is addressed to?
3. What are the three areas that students need help in?
4. What do you think "literacies" means here?

b. Skim the whole article very superficially. Pay attention to the quotations from the article (pages 83 and 84) and to the subheadings.

1. In what order does the article discuss the three areas of learning?
2. How does the author think schools should look?
3. What, according to the author, is a condition for "the best intellectual learning"?

c. Think about the following questions.

1. In your opinion what are the most important subjects to teach in elementary school and in high school?
2. Do you think that students are prepared for life when they finish high school?
3. If you could add more subjects to the school curriculum, what would you add? Why?
4. Would you recommend not teaching any particular subject? Which one? Why?

d. Vocabulary - These words and phrases will help you understand the text.

access, adapt, (to) address (e.g. an issue, a problem), advances, affect, application, aspirations, at odds, broaden, career path, challenge, citizenship, communities, competent, component, consensus, consumer, content, (to) contest, context, controversial, cultural barriers, curriculum, disciplines, divergence, economic, emotional, engage, expectations, experience, financial ruin, gender, ignorance, impact, impose, information technology, innovation, insight, inspiration, integrate, issue, lack, liberal arts, literacy, the means, moral, objectives, participate, perilous, personality, policy, principle, profits, prospering, racial, religion, reward, role, scope, (to) shape, skills, social weal, society, spirituality, stages, theory, the three Rs, trends, values, wealth, well-being

LITERACIES FOR LIFE

by Paul Shaker

To meet the demands of modern life, students need three kinds of literacy—economic, social and emotional, and aesthetic.

- 1 We travel around the solar system, under the seas, and inside the cell; we are wired and wireless; we can cure disease and treat disorders. With all these advances, the issue of deciding what to teach has never been more difficult. Curriculum designers face exciting but daunting challenges. The volume of data has grown exponentially, and information technology has made accessing that data possible by many means. Traditional categories and disciplines are breaking down and recombining, and new fields of study are emerging. Paralleling this growth in content is the public's heightened expectations for education.
- 2 Those who design curriculums also face the challenge of responding to a changing social context. New family structures and reconfigured gender, ethnic, and racial identities have reshaped the communities that schools serve. English language and European ethnicity no longer define the U.S. population. Diversity and globalization have blurred cultural barriers.
- 3 Moreover, opinions about the role and nature of U.S. public schools are increasingly at odds with one another. Privatization, charter, and home-school movements contest the primacy of public education. The reformers' motivations differ, too, often aimed at corporate profits instead of the social weal. Policymakers and pundits—usually noneducators—often impose policies on schools. Publishers, too, are a powerful voice in curriculum because of the materials that they market and the clout of their political lobbying efforts.
- 4 In addition, educators face changes in their profession. Unable to raise real incomes for teachers during the prosperous 1990s, U.S. schools now confront an ongoing loss of talented teachers to other fields. High-achieving minorities and women, for whom education was once one of few available professions, now take other career paths. Out-of-field teachers and those with emergency licenses are increasingly prevalent: 49,000 teachers occupy these two categories in California alone.
- 5 Education, the largest of all professions, is also sub-dividing in ways that may be perilous to its effectiveness. The curriculum field has seen the gradual separation of college faculty from public school educators, each group with its own conferences, organizations, journals, and perspectives. University-based theorists seem increasingly distant from the curriculum directors who make the choices about what students in public schools are taught. This gradual divergence within the curriculum field is more a function of numbers and scale rather than of conscious design, but it is another development that shapes curriculum work today.
- 6 But what are the skills and knowledge that students need today? How should curriculum designers shape students'

schooling? We should look at what students need and broaden both the scope and depth of curriculum to meet those needs.

Economic Literacy

7 In the United States, where pragmatism has a strong tradition, the least controversial purpose for schooling is to prepare students for economic productivity, both for their own well-being and in the interest of society. We have tried to fulfill this mission through vocational education and the practical application of knowledge in the academic curriculum. Neglected in this curricular tradition, however, is the development of personal economic skills, including an understanding of credit, real estate ownership, retirement planning, taxation, and investing. Understanding topics such as these, which can make or break families financially, is necessary for prospering in adult life.

8 The consequences of our general ignorance of these topics can be dramatic. Recently, for example, the U.S. Internal Revenue Service stopped a large tax preparation firm from touting "instant refunds" that were actually short-term loans with up to a 500 percent annual rate of interest. Many state governments are struggling to control "payday loan" operations that advance cash against forthcoming paychecks at similarly exorbitant rates of interest. Consumers have fallen victim to high-interest second mortgages that deplete home equity, add hidden charges, and cause default. Such

business practices aggravate disparities of wealth, and economic ignorance leads to victimization and financial ruin. These scams would not succeed if the general public had mastered the basic principles of economic literacy.

9 Why have we been so remiss in addressing this content in the curriculum? One reason is that many education critics try to steer schooling toward the three Rs and a liberal arts curriculum.

The insight they miss—and have missed for more than 100 years—is that the best intellectual learning occurs in a context that illustrates its practical value. Demonstrating the impact of compound interest, for example, makes math teaching more effective and develops students' life skills.

10 Often reluctant to associate themselves with practical affairs, educators are also at fault for this lapse. They have been slow to adapt schooling to the practical needs of all students, including students' needs as future working adults. But educators do not have to choose between theory and practice; they can combine practical applications with general principles.

Social and Emotional Literacy

11 Social and emotional skills should play a bigger part in the curriculum, though such an imperative flies in the face of the current mania for standards and high-stakes testing. Least controversial is the need to develop an appreciation of citizenship and civic values. According to the 2000 U.S. census,

Art should permeate the school environment through painting, sculpture, poetry, and other forms of expression.

the percentage of U.S. citizens who vote has decreased; about 60 percent of those eligible voted 50 years ago, but less than 50 percent vote now. Hispanics, the fastest-growing and largest minority in the United States, vote at a significantly lower rate. Such trends threaten the social contract and demand a strong response from educators.

12 Once again, we can convey worthy academic subject matter while addressing this practical aim. Print, film, and other media can bring to life the story of participation in a democratic society—including the place of unions, boycotts, protests, mass rallies, courts, and the ballot box—and in the social evolution of the United States. Social studies curriculum standards typically minimize goals of this type, focusing instead on laundry lists of lower-order knowledge objectives. But if we cannot arouse young people to participate in democracy, we can expect disaffection and a weakening of democratic institutions.

13 More controversial, but just as needed in the curriculum, are personal and family skills that affect daily life. We have made some headway in health education; teaching about the hazards of smoking, substance abuse, suicide, and HIV among young people has mobilized parents and confirmed the preventive power of education. Educators also need to address another set of less obvious aims. Teaching students how to manage stress, for example, would prevent the onset of many health

problems. Obesity is a great affliction of youth, affecting one in seven children in the United States; teaching nutrition and exercise could address this epidemic. Following the principle that students learn best when they can connect new knowledge with their experience, educators can integrate these topics in psychology, health education, or biology.

14 The greatest lost opportunity in the area of social and emotional literacy is an understanding of developmental psychology. Although each person's life and relationships are colored by psychology, few people understand the concept of developmental stages, the characteristics of those stages, and how they affect interactions among individuals. The potential to advance this curriculum is evident in the popular acceptance of such terms as puberty, adolescence, second childhood, and midlife crisis, but we need to move from a conversational familiarity with these words to an organized, comprehensive grasp of the evolution of personality.

A deeper understanding of developmental psychology could help head off the social and economic costs of conflict in the home and

the workplace.

15 Literature is the best traditional subject matter for helping students understand human psychology. The challenge in curriculum is to bring these psychological themes to the foreground and to give them the context that makes them comprehensible. Studying films provides

The best intellectual learning occurs in a context that illustrates its practical value.

another vivid opportunity for teaching social and emotional literacy while meeting conventional expectations of appropriate scholastic content.

Aesthetic Literacy

- 16** Education has an aesthetic component. The mastery of a subject invites rewards similar to those that come with the mastery of an art form. This creative dimension of education addresses central human needs—for example, feeling competent to intercede in one's environment and having the means to do so effectively. Knowledge, however, is not instrumental for action only; gaining knowledge is a rich experience in itself, akin to aesthetic appreciation, providing a major source of meaning and enjoyment. Academic study is potentially inspirational, curative, sustaining, and generative. The young people we teach deserve to hear us make this case. Daily life, the media, and the routines of school allow messages about truths and enduring principles to slip away when we should emblazon them on school doorways and on classroom walls.
- 17** Art should permeate the school environment through painting, sculpture, poetry, and other forms of expression. Our readings should be more timely and literary than textbooks. What does Harper's—or The New York Times—say about matters of taste and form and about politics, science, and the economy? The Internet also has current, unexpurgated information about these topics. Students and teachers should explore together the great myth-making machines of our time: film, television, and popular music.

- 18** Schools should stand out from the other institutions of society. What we do obviously has a practical impact, clearly affecting economic affairs, but education must also provide another type of meaning. We need the moral courage to push society in alternative directions and to resist the pressures that steer us away from unconventional, higher-order aspirations. This tension among institutional aims is, however, central to education's purpose. The contest of viewpoints and values generates insights that would not otherwise emerge. Our role is to be a source of innovation and inspiration, to sometimes be different, to speak other views, and to bear witness to a human realm not governed by material values, or, for that matter, by sectarian religious ideals.

- 19** In our public schools, we are uncomfortable with talk about spirit and soul. Such terms remain the province of religion in U.S. society, and their use in schools has been discouraged. There remains the language of aesthetics, however, and the approach to spirituality that it represents. Students and teachers cannot fully experience education without an awareness of the ultimate aims of our pursuit. The curriculum, at its best, offers one way to think deeply about meaning and experience.

Application and Inspiration

- 20** Today's schools are caught in curriculums that are neither practical nor steeped in higher-order learning. On the one hand, we do not help students deal with the powerful economic, family, and health issues that directly affect their lives. We

lose an opportunity to engage learners and to prepare them for the future. On the other hand, we tread lightly around the ultimate rewards of learning, fearful of grandiosity as well as of infringement on the province of organized religion. Our curriculum is, therefore, both less practical and less inspirational than it should be. Students lack motivation because we have limited our scope to an unsatisfying middle ground. We lapse into a blandness that leads many students to lose interest in school. By not inspiring motivation, we minimize our effectiveness.

21 Among extreme positions, the center is normally not a bad place to be. To sustain consensus for the existence of public education, U.S. schools have to operate among competing viewpoints. But schools should not find a middle ground by neglecting education's full range of purposes. Currently, we achieve our balance through constraint, neglect, and avoidance of innovation and insight. We must create consensus from a more thoughtful inclusion of the range of human experience. When we, through the curriculum, reach more broadly into realms of application and inspiration, we will create the type of life in schools that the times—and our students—demand.

*from Educational Leadership,
October, 2001.*

2. AFTER YOU READ

a. How much did you understand?

1. What are some of the problems in the field of education today? (paragraphs 1-5)
2. What are the issues that the writer believes are most important in education today?
3. Why is the preparation of students for economic productivity not controversial in the U.S.? (paragraph 7)
4. Which economic skills are missing in the curriculum? (paragraph 7)
5. Why, according to the writer, is it important to teach these economic skills? (para. 7-8)
6. What are some of the areas covered by the term "social and emotional literacy"? (paragraphs 11, 13, 14)
7. What human needs does aesthetics meet? (paragraphs 16 & 19)
8. What does the author think should be the role of schools? (paragraph 18)

b. Text Analysis Questions

1. What is the function of the first section (paragraphs 1-6)?
2. What does the writer claim we should do?
3. Explain this quote in the context of paragraph 2:
"Diversity and globalization have blurred cultural barriers."

4. How does the writer support his view that schooling should develop "personal economic skills"? (paragraphs 7 & 8) What does he give us to convince us of his view?
5. What does the example of "payday loans" demonstrate? (paragraph 8)
(Describe the example and explain what idea it supports.)
6. What reasons does the writer give for the lack of economic literacy training in the schools? (paragraphs 9 & 10)
7. "... we can convey worthy academic subject matter while addressing this practical aim." (paragraph 12) Explain this quotation in the context of paragraphs 11-12.
8. How does the writer support his claim that we need to develop citizenship and civic values? (paragraphs 11 & 12)
9. List the areas that the writer includes in teaching "personal and family skills" (paragraphs 13-15)
10. List the reasons given for including social and emotional literacy in the school curriculum. (paragraphs 11, 13-14)
11. What do the examples of Harper's, The New York Times and the Internet demonstrate? (paragraph 17)
12. "Our curriculum is, therefore, both less practical and less inspirational than it should be." (paragraph 20) Explain this in the context of the whole text.
13. What is the aim of the article?

3. CLOSE READING

a. Vocabulary: Find words or phrases with similar meanings to the following:

- fields of study (paragraph 1) _____
- force (paragraph 3) _____
- dangerous (paragraph 5) _____
- results (paragraph 8) _____
- to guide (paragraph 9) _____
- goes against (paragraph 11) _____
- have advanced (paragraph 13) _____
- prevent (paragraph 14) _____

b. Substitute words: What do the underlined words refer to?

1. "The consequences of our general ignorance of these topics can be dramatic." (paragraph 8)

2. "...we can convey worthy academic subject matter while addressing this practical aim." (paragraph 12) _____
3. "The challenge ... is to bring these psychological themes to the foreground and to give them the context that makes them comprehensible." (paragraph 15)

4. "...feeling competent to intercede in one's environment and having the means to do so effectively." (paragraph 16) _____
5. "Such terms remain the province of religion in U.S. society, and their use in schools has been discouraged." (paragraph 19) _____

c. Sentence structure: Fill in the blanks in these sentences

Choose from: **whose, that, not only... but also, although, so that, because, even though.**

1. The subjects _____ the author advocates teaching have long been neglected in the curriculum.
2. _____ we are all affected by psychology, few of us understand the basics of this subject.
3. _____ we have neglected personal economic skills in the curriculum, the average consumer can easily be cheated.
4. We must develop civic values in our students _____ our democratic institutions will not be weakened.
5. _____ we are uncomfortable with talk about spirit and soul in schools, we don't seem to mind it within the context of religion.
6. Those people _____ personal and family skills are well developed will be better able to manage their daily lives.
7. Knowledge is useful _____ because it can be applied in life _____ because it can offer enjoyment and inspiration in itself.

TEXT 14: WHAT OUR TEACHERS SHOULD KNOW AND BE ABLE TO DO

1. BEFORE YOU READ

a. Look at the title and the introductory paragraphs (in italics).

1. Who is the author of this article? Is she a teacher or a student?
2. Who is she writing to?

b. Skim the whole article superficially. Pay attention to the subheadings.

According to this article:

1. What are two things that a teacher should foster in students?
2. Does the writer make suggestions to help the situation?
3. According to the writer, should students be allowed to evaluate teachers?

c. Think about the following questions.

1. What do you think are important qualities for a teacher to have?
2. What kind of activities motivate you to want to learn? What kind of activities take away your motivation?
3. Do you think that students can like a teacher even if they get low grades in his/her course?
4. What do you think teachers should do about cheating?
5. Do you think it is a good idea for students to evaluate teachers?

d. Vocabulary - These words and phrases will help you understand the text:

accounts (to read accounts of...), acquire, affect, assignment, attendance, (to) banter, bearing (have a bearing on...), benefit, (to) cheat, care for, consequences, deserve, detect, deterrent, discipline, disrupt, (to) doubt, effect, effective, effort, encourage, enthusiasm, essay, ethic, evaluate, excel, excite, experience (to have ...), (to) foster, grade, hinder, maturity, mediocre, observe, offense, pace, peers, perform (in a classroom), preconceived notion, principal, process, quiz, rampant, reform, regardless of, required courses, sensitive, stress, subtle, supervise, theme, threaten, topic, tough, work ethic

WHAT OUR TEACHERS SHOULD KNOW AND BE ABLE TO DO: A STUDENT'S VIEW

by Lorien Belton

Who, but students, know how teachers really perform in the classroom?

Who else (besides other teachers) could really help teachers do better?

Jim Black is an English teacher. His American literature students read the books required of them by the English department standards. Each day, he allows half the class time for reading and every few days gives a quiz on plot and characters. Before each quiz, students beg to not have to take it. Even though most have completed the reading, they complain that there are too many details on which they could be tested.

When the class completes a book, Mr. Black assigns an essay on it. He hands out sheets of paper with seven possible themes outlined, but suggests that students feel free to formulate their own theme ideas. He leads a half-hour discussion on possible themes. Students have three class days to work on their essays. The following Monday, as Mr. Black scans the finished essays, he notices that not a single student wrote on an original theme. He shrugs and chalks it up to a lack of creativity in this class.

- 1 Why did no students invent their own themes? Laziness was perhaps a factor, but the biggest reason is Mr. Black's teaching style. He never encouraged independent

thought or in any way excited students about the work. To them, it was just another tedious assignment with no bearing on their lives, excluding the grades they must receive.

- 2 Let's look at two other classrooms.

2.a. In math, Dan hardly tries at all. He's not disinterested in the subject and in fact is very good at it, but he ends up talking in math class and gets only a mediocre grade. The teacher spends most of the time lecturing, with his back to the class, then returns to his desk and answers questions. The students stay in their seats and do a large portion of their work in class.

2.b. Dan's next class, chemistry, is different. He participates actively and has one of the highest grades. This teacher lectures a great deal of the time, but during the lectures, he banters happily with the students and allows for discussion and jokes. While students work on an assignment toward the end of class, the teacher wanders around the room inquiring of each student how he or she is doing. Dan is the type who is often unwilling to ask questions in front of the whole class, or even to seek individual help on a certain concept. When the teacher comes to him and shows that he cares, though, Dan willingly asks for any help he needs.

- 3 Both of these teachers exhibit intelligence, and the first teacher might even have more experience or know the material better than the second teacher. The important consideration, however, is which class lets Dan learn more? Which class does he care for? Which subject is he more apt to want to learn more about?

An Appetite for Learning

- 4 Essentially, the good teacher tells us what is out there to learn, shows an enthusiasm for acquiring knowledge for the purpose of understanding, and then turns us loose to learn at our own pace, all the while looking carefully over our shoulders. As a senior at Sheridan High School – a three-year, 1,000-student school in a rural Wyoming town of 15,000 – I believe that if teachers can motivate themselves to teach, then the students will want to learn. Teacher motivation can make or break a learning situation.
- 5 Unfortunately, many of today's teachers believe that they are there to teach only a set amount of material. If the student takes an interest in the material, he or she must personally follow it further. Saying "Now we will have two weeks of library time for you to study a topic of interest" just doesn't cut it. The majority of library time usually ends up as less supervised talk time, and the report is completed at the last possible moment.
- 6 Some teachers are stuck teaching required courses, which students traditionally dislike, to classes of all manner of interested and uninterested folk. The teacher is in a quandary about how to pace the work and how much depth to go into. The solution is to motivate

everyone to love the subject. Teachers who begin a course with a preconceived notion that half of the kids will show no interest at all are setting themselves up for a long year.

- 7 The teachers who love their material and teach with the goal of making the subject live for the students, whether the subject is English 101 or History of World Wars, will excel at their job. The recounting of a war in a textbook means nothing, but allowing kids to read firsthand accounts of what really happened and what people really felt may help students understand why their friends go to foreign countries to stop such a thing from happening again. This is teaching.

A Desire to do Well

- 8 Afraid of being overly tough on students, some teachers tend to ignore discipline problems. For example, in a classroom where cheating runs rampant during testing, the teacher has doubtless failed to indicate the consequences. If cheaters are dealt with solely after class on a personal basis, the offense may never go on their permanent record, they may suffer no grade consequences, and they probably will not stop cheating. The teacher also will have difficulty gaining the respect of students and peers.
- 9 A strong example must be set for those who would cheat. Simply threatening to take away a test and give a zero is not enough. A teacher must not only patrol the classroom, but must also have an excellent relationship with the students. A teacher who is well liked and respected will encounter less cheating. If students like a teacher – regardless of the grades they receive – they

will want to perform to please the teacher, and this encourages honesty.

- 10** Many teachers today also seem almost afraid of failing students. When many students fail a class, it tells an administrator that the teacher does not teach well. However, a teacher who does know how to teach but chooses to pass students who do less than passing work helps no one. Before giving an essay a C or a D, the teacher should consider the letter grade the real world would give the essay. Would this essay get the applicant a job or gain the person the respect of the employer? If the answer is no, then the essay should not pass as being average. Accepting only the best work a student is capable of encourages a healthy work ethic.

Traditional Evaluations

- 11** How can we determine which teachers need help and how they can get it? Evaluations clearly are one way, but, unfortunately, not always effective. For example, at one school, both division chairs and the principal observe teachers. The evaluation process involves a lot of paperwork, but the teachers rarely benefit from what they are told. At most schools, administrators are concerned about the quality of teaching, but have little time to spend with individual teachers discussing their work. Then who else should do this? Other teachers could conduct peer reviews. And there is often an overlooked group who knows more about what constitutes good teaching than anyone else: the students.

- 12** Students see their teachers every day and know what really goes on. They can gauge the true level of enthusiasm a teacher imparts. All too often, when an administrator comes in to evaluate a teacher, the teacher's style changes in subtle ways. The teacher may make a much more concerted effort to maintain discipline or make sure no time is wasted. Some teachers may even bargain with the students to allow them a free day or an easy test if they behave and make the teacher look good.

A Modest Proposal

- 13** Here is a suggestion for structuring a student evaluation system. Students could volunteer, and a representative group of teachers could meet to choose students they deem most appropriate as teacher evaluators. The students would use their free hours or scheduled class time to go to classrooms and observe teachers. This may not be a position that many students would want – but you might be surprised. Many intelligent, caring students, if made to feel as though they could be of help, would gladly help their teachers become more effective.
- 14** During observations, the students would not only record teaching techniques, but also would try to get a feel for the enthusiasm of the class, the subject matter, the control the teacher has over the class, and the students' respect for the teacher (see fig. 1). Students can pick up details that adult observers don't detect. If time allows and it doesn't disrupt the class, the student evaluator could speak

with class members and get their opinions.

- 15 Student evaluators would speak with the teacher as soon as possible after the end of the class to clarify any confusion. Perhaps a group of two to three master teachers (not tenured teachers, master teachers – there's a difference!) could read the report. Then they could make suggestions for improvement. The teachers in the discussion group might even learn from what the students have observed. (Even good teachers can improve.)
- 16 These observations and evaluations would not have any bearing on job standing or anything else besides improvement. (Teachers would be more open to suggestions and more themselves during observations if they knew that their teaching style, and not their jobs, might be affected.)
- 17 For those who doubt this method could work, consider this: If an administrator's children have gone through a particular teacher's program, enjoyed it, learned from it, and been inspired by it, that administrator knows that teacher is good. How? Certainly not from the results of a competency test that notes cheerlessly that a teacher does not know the state capitals!
- 18 Teachers are the crux of the entire educational system. There is no doubt that they experience a good deal of stress, and a change in evaluations may temporarily cause more. That cannot be a deterrent, however, to those who really believe that education is more than regular attendance

and multiple-choice questions. Without the help of teachers, reform will go nowhere. Reform must start at the classroom level so that everyone sees the effects of efforts to improve.

- 19 Also, everyone, from the base of the system up, must be involved in positive change. Change rarely comes easily. All who share in the struggle at the start will share in the glory in the end.

How students can Evaluate Teachers

Sample Evaluation Form

Please comment on the following topics:

- Does the teacher's approach to discipline help or hinder the learning atmosphere?
- Does the teacher use time effectively?
- Does the teacher treat students as adults? What maturity level is expected of the students?
- Do students feel comfortable asking questions and receiving help?
- Is the teacher sensitive to students' interests and needs? (for example, will the teacher spend extra time on a topic of special interest or need?)
- Does what the teacher says get through to the students?
- Are students actively interested or doing other work?
- When the teacher gives students time in class to work on an assignment, does talking center on the topic at hand?

*from 'Educational Leadership,'
September, 1996.*

2. AFTER YOU READ

a. How much did you understand?

1. How does Mr. Black evaluate his students?
2. What choice of themes does he give?
3. What, in the author's opinion, is wrong with Mr. Black's way of teaching? (paragraph 1)
4. Which class does Dan prefer – his math class or his chemistry class? Why?
(paragraphs 2a, 2b, 3)
5. Approximately how old is the writer of this article? (paragraph 4)
6. What are two things that many teachers today seem afraid of, in the writer's opinion?
(paragraphs 8-10)
7. What are some of the factors that create a successful learning situation? (paragraphs 4, 7, 9)
8. How can a teacher "encourage a healthy work ethic"? (paragraph 10)
9. What is wrong with the teacher evaluation process in most schools? (paragraphs 11 & 12)
10. What are the advantages of getting students to evaluate teachers? (paragraphs 11 & 12)
11. What kind of students should do the evaluating of teachers? (paragraph 13)
12. Why does the writer believe it is important for these evaluations not to affect teachers' jobs?
(paragraph. 16)

b. Text Analysis Questions

1. What does the example of Mr. Black demonstrate? (introductory paragraphs)
Why does the writer give us this example?
2. What is presented in paragraphs 2a and 2b and what function does it serve?
3. What is the writer's opinion about what makes a good teacher? (paragraph. 4)
4. List the results of not being tough with cheaters. (paragraph 8)
5. What is the function of paragraphs 13-17? (What does the writer offer here?)
6. What suggestions does the writer make for evaluating teachers?
7. Explain this quotation in the context of the whole article: "Who else.... could really help teachers do better?" (abstract)
8. What is the writer's aim in this article?

3. CLOSE READING

a. Match each of the following to a word or phrase from the bank.

- | | |
|------------------------------------|-------------------------------|
| assignment (paragraph 1) _____ | notion (paragraph 6) _____ |
| bearing on (paragraph 1) _____ | accounts (paragraph 7) _____ |
| mediocre (paragraph 2a) _____ | offense (paragraph 8) _____ |
| inquiring (paragraph 2b) _____ | pick up (paragraph 14) _____ |
| apt (paragraph 3) _____ | consider (paragraph 17) _____ |
| doesn't cut it (paragraph 5) _____ | |

notice, task, think about, relevancy to, asking, crime, likely, reports,
isn't enough, ordinary, idea

b. Passive verbs: Find these in the text and then answer the questions.

1. "...the report is completed at the last possible moment." (paragraph 5)
Who completes the report? _____
2. "A strong example must be set..." (paragraph 9) Who must set the example?

c. Modal verbs:

1. Replace the underlined modals with words from the box.
 - "A strong example must be set for those who would cheat." (paragraph 9)
 - "They can gauge the true level of enthusiasm a teacher imparts." (paragraph 12)
 - "Some teachers may even bargain with the students..." (paragraph 12)
 - "That cannot be a deterrent..." (paragraph 18)

mustn't, are able to, has to, will possibly

2. How many times does the modal "would" appear in paragraphs 13 to 16? What time is the writer referring to? Circle your choice: past / future / possible future / unreal present

d. Sentence structure:

1. Answer the questions following this sentence.

"Teachers who begin a course with a preconceived notion that half the kids will show no interest at all are setting themselves up for a long year." (paragraph 6)

 - What kind of teachers is this about? (Put brackets around the words that describe the teachers.)
 - What is the notion that such teachers believe. (Underline the words that tell us what they believe.)
 - Which of these is the main verb of the sentence?
begin / will show / are setting themselves up
2. Rewrite these sentences in different ways, using the words given.
 1. "Accepting only the best work a student is capable of encourages a healthy work ethic." (paragraph 10)
If you _____
You can _____
One way of _____
 2. "There is no doubt that they experience a good deal of stress..." (paragraph 18)
Nobody can _____
The fact that _____ denied.

II

Skills

Using the Skills Section

The Skills Section provides explanations and practice in the following areas:

1. **Sentence Structure:** learning about how sentence structure communicates meaning
2. **The Verb Phrase:** learning about how the verb phrase signals time, attitude and focus
3. **Discourse Markers:** learning to recognize these and to identify what ideas they signal
4. **Substitute words:** learning to identify what substitute words refer to

Each explanation is followed by exercises (called Practices). An attempt has been made to grade these according to level of difficulty. Note that most of the items are derived from texts that appear in this book. The first item of each Practice is done as a model for students.

It is important to link the Skills Section to the texts. You can refer students who are reading a text to a part of the Skills Section that deals with a difficult point in that text. Alternatively, you can refer students working on a particular language point to a text that displays that language point. It is especially important to show students the link between the Skills Section and the Close Reading activities at the end of each text in the Guided Reading Section. When students have difficulty with a Close Reading activity, it shows that they need further practice in that area. Referring them to the relevant explanation and exercise in the Skills Section will give them that practice.

You may find that students will better understand the structure of a sentence if it is read aloud to them and if they themselves say it aloud in turn.

1. Sentence structure as a key to meaning

A. THE BASIC SENTENCE

B. COMPOUNDING – PUTTING EQUAL PARTS TOGETHER

C. NOUN GROUPS

D. ADDITIONS TO THE VERB

E. SPECIAL SENTENCE STRUCTURES

A. THE BASIC SENTENCE

When we speak or write, we group the words in a sentence together so that they will have meaning.

If you understand how we construct sentences in English, you will be a better reader.

The English sentence has the following parts:

THE SUBJECT

This tells us who or what the sentence is about. It usually comes before the verb.

It can be one word or many words.

Examples: Crying is a mystery. Why crying is good for us is still not clear.
Food affects your health. The kind of food that you eat affects your health.
Most parents of young children aren't aware of this problem.
Exercising can help you stay healthy.

THE VERB

This tells us what the subject does. It gives us the action or the situation. It can be one word or a few words.

Examples: Crying is a mystery.
Food affects your health.
They have a theory.
What do they know about it?
(whole verb = *do...know*, core verb = *know*)
They have not proved it yet.
(whole verb = *have proved*, core verb = *proved*)
Our health is affected by the food we eat.
(whole verb = *is affected*, core verb = *affected*)
This will relax your body.
(whole verb = *will relax*, core verb = *relax*)
He always gets up early in the morning.
(verb = *gets up*)
You don't have to lie down when you do this.
(whole verb = *don't have to lie down*, *have to* = modal verb, core verb = *lie down*)


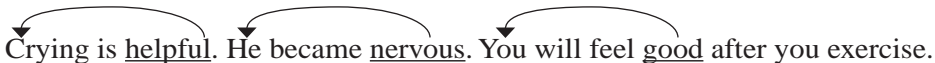
THE REST OF THE SENTENCE

The rest of the basic sentence, after the verb, can be:

- **Something that answers the question "what?" or "who?" after the verb.**

Example: This will relax you.
Food affects your physical and emotional health.
They eat only food that is grown organically.
Psychologists believe that crying is good for you.
He hates waking up in the morning.

- **Something that refers to or describes the subject.**

Example:  It is only a theory. Watching TV is the most popular activity.
 Crying is helpful. He became nervous. You will feel good after you exercise.

- **Something that answers questions such as "when?", "where?", "how?", "why?" about the verb.**

Examples: Exercise helps when you are on a diet. (answers "when?")
Small classes succeed because they give everyone more opportunities.
(answers "why?")
He died at an early age. She has been teaching since the beginning of the year.
(answers "when?")
Most people work in order to make money.
(answers "for what purpose?")
She manages by working very hard.
(answers "how?")

- **A combination of any of the above**

Examples: Body language is important when you cannot hear a person
(describes the subject) (answers "when?")
Body language can present problems because it differs from country to country.
(answers "what?") (answers "why?")
He remembers what he has to do by keeping careful notes.
(answers "what?") (answers "how?")

Practice #1: Can you recognize the basic parts of a sentence?

Divide each sentence into three parts: Subject, Verb and Rest of the sentence.

(The first one has been done for you.)

1. Friendships / are / important. This article / explains / the importance of friendship.
2. Children who don't have friends may develop emotional problems.
3. Six out of ten people said that they seldom pay attention to the TV.
4. The second type of morning person is the kind who always says "another minute".

5. They exercise because they believe it is good for them.
6. Stress builds up because there is no need to fight.
7. Stress can cause high blood pressure.
8. Rest can be achieved by a brief period of lying or even sitting down.
9. A number of curious experiences occur at the onset of sleep.
10. They found that there were no differences between the two groups.
11. More than 70 percent of those asked said that they watch TV every day.
12. The percentage of people who exercise has not increased since the 1980s.
13. Children mimic what they see.
14. Their ability to learn improves when they work together.
15. The most important finding to emerge from the study was that most attackers felt persecuted.
16. The final event occurred after someone told where his father kept a gun.
17. The least controversial purpose for schooling is to prepare students for economic productivity.

Practice #2: Can you recognize the VERB?

Underline the whole verb in each sentence.

(The first one has been done for you.)

1. He is late every morning. He hates the morning. He doesn't like getting up.
2. What kind of morning person are you?
3. The same thing happens every day.
4. Vegetarians do not eat animals.
5. Your breathing is affected by your mood.
6. Where do tears come from?
7. There are many reasons for doing this.
8. It can help prevent illnesses.
9. It should be done every day.
10. Many people worry about the effect of television on family life.
11. How much attention do people pay to the programs?
12. Americans have become fatter and fatter in the last few decades.
13. More than 60 percent of Americans don't get enough exercise on a daily basis.
14. Thirty minutes of daily activity can be divided into three 10-minute segments.
15. This inability to rest may cause health problems.
16. The emphasis on differences between the sexes usually begins at birth.

Practice #3: Can you recognize the SUBJECT?

Underline the whole subject in each sentence.

(The first one has been done for you.)

1. Diets can be dangerous. Most people on diets don't go to a doctor.
2. These three simple steps have helped me tremendously.
3. People in the United States spend a lot of time in front of the TV.
4. Your attitude and choice of food can affect your lifestyle.
5. The last kind of morning person is the worst.
6. Getting up early is hard for me.
7. Ninety-seven percent of all children live to become adults.
8. Why parents treat boys and girls differently is another question.
9. How you breathe makes all the difference.
10. Some people, such as vegetarians, never eat meat.
11. One of the best ways to fight stress is to breathe deeply.
12. The people that took part in the survey all lived in the United States.
13. Someone who loves to work and spends most of his life working is called a workaholic.
14. What the researchers want to find out is why people do this.
15. The value of having friendships is often underestimated.

Practice #4: What question does the underlined part answer?

Complete the question after each sentence. Fill in *What, Who, Where, When, Why or How*.

(The first one has been done for you.)

1. Mozart began to play the harpsichord at the age of three.
When did Mozart begin to play the harpsichord?
2. Six out of ten people said that they seldom pay attention to the TV.
_____ did six out of ten people say?
3. I go to sleep early every night so that I will get plenty of sleep.
_____ does this person go to sleep early?
4. Many of today's teachers believe that their job is to teach a set amount of material.
_____ believes that their job is to teach a set amount of material?
5. Bodybuilders go on diets to gain weight.
_____ do bodybuilders go on diets?
6. When we were babies we did it naturally.
_____ did we do it naturally?
7. By helping you let go of tension, deep breathing can relieve headaches.
_____ can deep breathing relieve headaches?

8. Since oxygen is carried throughout the system by the blood, the blood has to move fast.
_____ does the blood have to move fast?
9. Psychologists say crying helps reduce stress.
_____ do psychologists say?
10. Studies have shown that Americans spend a lot of time in front of their TV sets.
_____ do Americans spend a lot of time?
11. Political liberals believe that crime and poverty are largely by-products of destructive environments.
_____ do political liberals believe?
12. The good teacher shows an enthusiasm for acquiring knowledge.
_____ does the good teacher show?
13. Literature can often be taught more successfully through films.
_____ can literature be taught more successfully?
14. Violence seems to be more prevalent in schools where degrading language is allowed.
_____ is violence more prevalent?
15. They don't know how to deal with the problem of school violence.
_____ don't they know?
16. Since degrading language is used routinely, many students have become desensitized to it.
_____ have many students become desensitized to degrading language?

Practice #5: Can you answer questions about the basic elements of a sentence?

Answer the question that follows each sentence.

(The first one has been done for you.)

1. Many people are concerned about TV violence.
What are many people concerned about? TV violence
2. The fact that violence has increased cannot be denied.
What cannot be denied? _____
3. She goes to sleep early so that she can be rested the next day.
Why does she go to sleep early? _____
4. They wanted to investigate why that neighborhood had more crime than other parts of the city.
What did they want to investigate? _____
5. Doing this exercise will help you.
What will help you? _____
6. Languages should be taught at a young age.
When should languages be taught? _____
7. They all agreed that pollution was becoming a major issue.
What did they all agree? _____

8. Physical education is often neglected because educators are not aware of its importance.
Why is physical education often neglected? _____
9. The community leaders, together with the school staff, organized the party.
Who organized the party? _____
10. The elections took place in the newly-built cafeteria.
Where did the elections take place? _____
11. Most parents are afraid to teach their children how to read, since they don't have training in a specific method.
Why are parents afraid to teach their children how to read? _____

12. The school committee raised money by asking alumni to contribute.
How did the school committee raise money? _____

Be careful!! Some words look like verbs but are not.

- **Not all words ending in -ing are verbs.**

Examples: Crying is useful. (*Crying* is not a verb in this sentence. It is a noun and functions as the subject of the sentence. The verb in this sentence is "is".)

- They found the crying child under a tree. (*Crying* is not a verb in this sentence. It is an adjective and it describes *child*. The verb in this sentence is *found*.)

Here are examples of -ing words that are verbs. Note that a word that ends in -ing is a verb only if it comes together with a BE verb.

- The child is crying because he fell.
(BE)
- The children have been crying for an hour.
(BE)

- **Not all words ending in -ed are verbs.**

Example: The finished product is sent to the customer.
(*Finished* is not a verb in this sentence. It is an adjective and it describes *product*.
The verb in this sentence is *is sent*.)

Here are examples of -ed words functioning as verbs.

- He proved it. (The verb *prove* in the Simple Past tense.)
- He has proved it. (The core verb is *prove*; the helping verb is *have*.)
- It was proved. (The core verb is *proved*; the helping verb is *was*.)

B. COMPOUNDING – PUTTING EQUAL PARTS TOGETHER

PUTTING TWO SENTENCES TOGETHER

Sometimes we put two sentences together, one after the other.

Between the sentences we put connecting words such as **and, or, but, yet, while, whereas** or **so**.

- Examples:**
- The experiment was successful **and** he became famous.
 - We watch a great deal of television **but** we don't ask ourselves what effects all this viewing has on us.
 - Some people like to plan everything **while/whereas** others prefer not to plan ahead.

Practice #6: Can you find the two sentences?

Circle the connecting word and underline the two sentences in each of the following.

(The first one has been done for you.)

1. The experiment was successful (and) he became famous.
2. These two events don't seem to be connected but they have a lot in common.
3. Parents may worry about how the teacher is treating the child or they may worry about the child's social adjustment.
4. Stress is a much overused word and it is often used to describe situations which are more exciting than stress-inducing.
5. Children who need help may not get it while children who do not need it may unnecessarily be placed into special programs.
6. Equality of the sexes is required by law, yet outmoded ideas about gender are still rooted in our culture.
7. Some were failing in school while others were excellent students.
8. Social isolation and loneliness often begin at an early age, so it is vital to catch these problems early on.
9. Negative relationships limit us whereas healthy relationships give us freedom.
10. Children mimic what they see, so teachers and parents should be careful to model appropriate behavior.

PUTTING TOGETHER ANY PARELLEL ELEMENTS

We can put together any elements that are parallel in structure.

- Examples:** The experiment proved his theory **and** the theories of his colleagues.
He found out that the child was ill **but** that he didn't need to go to hospital.

When we put together parallel elements, we sometimes leave out parts that are repeated.

Sometimes we use a substitute word instead of the original word.

Examples: He found out that the child was ill **but** that he didn't need to go to hospital.

He found out that the child was ill **but** X X didn't need to go to hospital.

(*that he* is left out)

The experiment proved his theory **and** his colleague's theory.

The experiment proved his theory **and** his colleague's X

(*theory* is left out)

The experiment proved his theory **and** that of his colleague.

(*that* is a substitute for the *theory*)

When we string together more than two elements, we use connecting words only between the last two. The rest are separated by commas.

Examples: They discussed the causes, the effects **and** the implications of the new approach.

You can study alone, with your friends **or** with a teacher.

During a particular program, they may eat dinner, do housework, read a magazine **or** play with their children.

Practice #7 Can you find the list?

Underline and number the elements in the list. (The first one has been done for you.)

1. Multiple choice tests cannot measure personal qualities such as perseverance,
ability to work with others² and creativity.³
2. If we want teachers to do good work with students, they must be given the resources, support and freedom to do the job. (What are the 3 things we must give them?)
3. Young children will develop ties with others depending upon proximity, recognition, body language, availability, voice tone, odor and other factors. (What are the factors that guide young children in developing ties?)
4. Teachers, parents, other adults and older siblings should positively model appropriate behaviors of affection, sensitivity and cooperation. (What are the 4 groups that should model appropriate behavior? What are the 3 behaviors they should model?)
5. There are performances which are hard for a right-handed person to demonstrate to a left-handed child – throwing, drawing, pouring from a ladle with the lip on only one side, knitting, tying a tie or a bow, playing a stringed instrument, etc.
(What are the 6 performances that are hard to demonstrate?)
6. Research shows that people who create stress response, who choose to engage in what we might call exhilarating, adrenaline-pumping activities and who go after challenges, cope much better in life. (What are the 3 types of people who cope better in life?)
7. Society provides us with all sorts of methods of practicing this skill, from childhood dares to rites

of passage to fairground rides, and from spectator sports to the theater.
(What are the 5 examples of practicing this skill?)

C. NOUN GROUPS

- **A noun group is anything that functions as a noun. It can be:**
 - **Subject of a sentence** (saying "what/who" does the action of the verb)
Most of the new students in the class came from another city.
Watching too much TV can cause problems.
That TV is bad for you has been proven many times.
 - **Direct object of a verb** (answering the question "what/who" after the verb)
He decided to study a completely different aspect of the problem.
They want to investigate how polluted air spreads.
Many people believe that TV has a negative effect on children.
 - **Indirect object of a verb** (answering the question "to whom" after the verb)
The researchers gave the girls in the class the same questionnaire they gave the boys.
 - **Object of a preposition** (answering the question "what/who" after words like *to, of, with, for*)
They did the experiment with the equipment that was given to them.

THE CORE NOUN AND ADDITIONS

- **Additions to a core noun add information about it. They function as adjectives.**
(In the examples below the noun group is underlined and **the core noun is in bold**.)
Additions to the core noun can be:
 - Single Words that come before the core noun. (one or more)
Two **researchers** worked on that project. (*two* adds information about the core noun.)
Two famous **researchers** worked on that project.
(*famous* adds information about the core noun.)
The company **researchers** developed a new product.
(*company* adds information about the core noun; it is a noun acting as an adjective.)
 - A Phrase (a group of words beginning with a preposition) that comes after the core noun.
The researchers [in the project] worked together for many years.
(The phrase *in the project* adds information about the core noun.)
 - An Adjective Clause (a group of words with its own verb) that comes after the core noun.
The researchers [who worked on the project] were the best in their field.
(the clause *who worked on the project* adds information about the core noun.)

Practice #8 Can you find the noun group?

In each sentence underline the noun group and circle the core noun.

(The first one has been done for you.)

1. I have found a solution to my morning problem.
2. A diet is a plan for eating.
3. Every night I put out my clothes for the next morning.
4. Health experts from many countries claim that we do not eat the right foods.
5. The best way to counteract stress is to breathe deeply.
6. Only a small minority of Americans exercise regularly.
7. Bob had the excellent idea of setting targets for each week.
8. Do you give your daughter opportunities to work with tools?
9. Working offers some important advantages that we cannot ignore.
10. For people that like being busy, work can become an addiction.
11. Tears come from feelings that we allow to rise to the surface.
12. One of the experiments that they conducted led to an important discovery.
13. They asked them questions about the number of hours they spend watching TV.
14. The lack of progress in getting Americans to exercise caused the experts to change their advice.
15. Such traits as learning to delay gratification and being self-controlled helped these children when they reached adolescence.

ADJECTIVE CLAUSES

- When the addition to a noun is a clause (a group of words with a verb of its own), it comes after the noun and begins with a connective such as *who*, *whom*, *which*, *that* or *whose*.

These clauses function as adjectives. (They are sometimes called Relative Clauses.)

Examples: The **researchers** [who were chosen for the project] were the best in their field.
The **People** [whose diet includes too much fat] tend to gain weight.
Most **teachers** prefer classrooms [which contain moveable furniture].
The **way** [that you breathe] can make a big difference in your health.
Our class **project**, [which the students themselves chose,] was a great success.

Practice #9 Can you recognize the clause?

Put brackets around the adjective clause in each sentence. Draw an arrow to the noun it describes.

Then answer the question. (The first one has been done for you.)

1. The students [who took part in the study] answered forty questions.
Which students answered forty questions? the students who took part in the study

Practice #10 Can you find the main verb?

In each sentence underline all the verbs. Put brackets around the adjective clauses. Then circle the MAIN VERB. (The first ones have been done for you.)

1. The experiment [that they conducted last year] didn't produce clear results.
2. He described an incident that happened to him in third grade.
3. The social skills that are needed for developing friendships can be taught.
4. Words that threaten violence have become more common in schools.
5. Parents need to develop approaches that will build their daughters' confidence.
6. Female stereotypes discourage girls from developing skills that will give them independence.
7. Characteristics that develop early in life tend to persist.
8. Children who do not develop the characteristics necessary for social attachments are likely to have health problems and personality disturbances in adulthood.
9. The program that is about relationship skills was designed by Roger Weissberg.
10. Children who have good relationships with adults are more likely to make sound decisions about friendships.
11. The researchers provide examples of techniques that adults can use to create a better climate in the classroom.

REDUCED ADJECTIVE CLAUSES

Sometimes it is especially difficult to recognize an adjective clause because the connective (*that, who, which, whose*) has been left out.

Example: The book [they read] was a classic. = The book [that they read] was a classic.

Here are some tips to help you recognize an adjective clause when it has no connective:

- When you see a **noun** followed by **another noun** (or pronoun) and a verb, it could mean that the connective has been left out.

Examples:

- He read only **books** [the teacher gave him]. = He read only books [that the teacher gave him.]
- They chose **students** [we had taught]. = They chose students [that we had taught.]
- He eats **food** [I wouldn't eat]. = He eats food [that I wouldn't eat.]
- These are the **factors** [we isolated]. These are the factors [that we isolated.]

- When you see a **noun** followed by an **-ed** (Verb 3) or **-ing** word, or followed by an ordinary adjective, this means that the connective and the verb BE have been left out.

Examples:

- They chose **students** [affected by violence]. = They chose students [who had been affected by violence].

- He read only **books** [**written** in English].
= He read only books [that were written in English].
- He bought the **painting** [**hanging** in the hall].
= He bought the painting [that was hanging in the hall].
- They questioned **the residents** [**living** there].
= They questioned the residents [who were living there].
- Many **things** [**obvious** to others] seem difficult to them.
= Many things [that are obvious to others seem difficult to them].

Practice #11: Can you recognize the reduced clause?

In each sentence put brackets around the reduced adjective clause. Then draw an arrow to the noun it belongs to. (The first ones have been done for you.)

1. Experiments [conducted by this team] produced very good results.
2. He can always find the book [he wants].
3. They decided to question all students affected by the change.
4. These are examples of techniques adults can use to create a good climate at home or school.
5. The proportion of Americans studying at university has risen.
6. The social skills needed to develop friendships can be taught.
7. *The Origin of Species*, published by Charles Darwin in 1859, was a purely scientific book.
8. This book upset the view generally held by educated people about the nature of man.
9. Students unable to cope with these problems were given easier tasks.
10. An opposing view, held by some scientists, compares it to a household electric clock with no built-in timer.
11. Children desperate for attention are liable to adopt extreme behavior patterns.
12. Variables unknown and unpredictable may affect the behavior of members of the experimental group.

Practice #12: Can you find the main verb?

Put brackets around the reduced adjective clauses. Then circle the MAIN VERB.

(The first one has been done for you.)

1. The scientists [interested in this problem] (have agreed) to work together.
2. Children treated badly by their classmates are often affected for life.

3. The students, seated together in the next room, typically offered excuses rather than aid.
4. Much of Louis Pasteur's work, carried out for purely practical purposes, led to our present understanding of how germs cause diseases.
5. One of the teaching tools used by this teacher was the structuring of time.
6. Groups of students working together on projects can generate more learning.
7. The situation described here illustrates the need for reform.
8. The student attacked by his classmates later complained to the principal.
9. Their portfolios were full of work they had done over the year.

D. ADDITIONS TO THE VERB

- Additions to the verb add information about the verb. They tell us more about the action or the situation, answering questions such as:

when? where? how? why? for what purpose? despite what? under what condition?

- Additions to the verb can be:

(In the examples below the verb is in bold and the addition is in brackets.)

- A Single Word

The project director **worked** [quickly].

(*quickly* answers the question "how?" after the verb.)

- A Phrase

The data was **collected** [during the summer].

(*during the summer* answers the question "when?")

They **interviewed** the students [in order to find out their opinions].

(*in order to ... opinions* answers the question "for what purpose?")

- A Clause

- The researchers **arrived** [after the project had begun].

(answers the question "when?")

- They **studied** [as if this was their last chance].

(answers the question "how?")

- They **met** during lunch, [since no one had time for long meetings].

(answers the question "why?")

- The students **didn't take part** in the debate [even though they wanted to].

(answers the question "in spite of what?")

- It **will not work** [unless all the participants are there].

(answers the question "under what condition?")

CONNECTIVES

Additions to the verb often begin with connectives. These words or phrases act as signals, telling us what kind of information follows.

Here are some common connectives, grouped according to their function.

KIND OF INFORMATION	CONNECTIVE	EXAMPLES
REASON, CAUSE why?	owing to due to because of because since* as*	<ul style="list-style-type: none"> • [Owing to his low grades], he couldn't continue the course. • [Due to his low grades], he couldn't continue the course. • [Because of his low grades], he couldn't continue the course. • [Because his grades were low], he couldn't continue the course. • [Since his grades were too low], he couldn't continue the course. • He couldn't continue the course, [as his grades were too low].
PURPOSE for what purpose?	(in order) to (so as) to for so (that) in order that	<ul style="list-style-type: none"> • The children were divided into teams [(in order) to promote cooperation]. • They were put into teams [so as to promote cooperation]. • The children were divided into teams [so that they would cooperate].
CONTRAST despite what?	although / though even though in spite of the fact that despite the fact that despite / in spite of while* whereas no matter	<ul style="list-style-type: none"> • [Although / Though the children were tired], they didn't want to stop. • [Even though the children were tired], they didn't want to stop. • [In spite of the fact that they were tired], they didn't want to stop. • [Despite the fact that they were tired], they didn't want to stop. • [Despite / In spite of their tiredness], they didn't want to stop. • [Whereas/While the children were tired], the adults were still full of energy.

Note: These connectives also appear in the list of Discourse Markers, Pages 139-142.

* The starred connectives can signal more than one meaning.

KIND OF INFORMATION	CONNECTIVE	EXAMPLES
TIME REFERENCE when?	when once as soon as while* / as* since* before after until in, on, at, by during between	<ul style="list-style-type: none"> • [As soon as/ When/ Once they go into grade one], they learn to read. • [While/As she was walking around the class], the teacher checked their work. • I haven't had such a good time [since I was a child]. • [Before the lesson ended], he gave them their homework assignment. • He saw them [after the lesson ended]. • She didn't see them again [until they finished the test]. • They were finished [at/by ten o'clock]. • The course ends [in June/on the 1st]. • They were asked to finish the task [by the end of the lesson].
MANNER how?	-ly by ...ing like as if as ... as by means of through	<ul style="list-style-type: none"> • The pupils worked [cooperatively]. • They got good results [by working in small groups]. • They acted [like teenagers]. • Pupils often act [as if they don't care]. • They tried [as hard as they could].
CONDITION under what condition?	if unless as long as suppose (that)	<ul style="list-style-type: none"> • Pupils learn better [if the class is small]. • Pupils don't learn [unless they are motivated]. • [As long as they can express themselves], they are happy. • [Suppose you could change the system], what would you change?
LOCATION where?	in, on, at, near to, into, between, far from, in front of, behind, above, below where, as far as, up to, throughout	<ul style="list-style-type: none"> • The sports competition took place [on the field in front of the school]. • The fence ended [where the forest began]. • The fence went [as far as / up to the forest].

* The starred connectives can signal more than one meaning.

Practice #13: What kind of information does the addition give us?

What question does the bracketed part answer?

Choose from: *how, for what purpose, under what condition, when, where*

(The first one has been done for you.)

1. Some people go on diets [in order to lose weight]. for what purpose

2. [By becoming aware of the messages our children receive], we can help them.

3. [If you eat good food], your chances of being healthy are much better.

4. [To make people cry], he showed them sad movies.

5. [Unless the teacher shows real interest in them], most students will lose motivation.

6. He always carries a notebook, [so as to be able to write things down as he thinks of them].

7. Examples of such behavior can be found [in every classroom in the country].

8. [As long as students like a teacher], they will want to perform well to please him or her.

9. [In my dream], my husband acted like my father.

10. They moved [far away from their old neighborhood] and lost touch with their friends.

11. [In order to acquire motor skills and movement], children need frequent practice.

12. Dreams calm us [through a process of cross-connecting].

13. Challenges should not be too difficult, [so that children can experience early success].

14. [Throughout the world], educators are facing increasing violence in the system.

Practice #14: What kind of information does the addition give us?

What question does the bracketed part answer?

Choose from: *when, why, despite what*.

(The first one has been done for you.)

1. They do this [because they believe that meat is bad for your health]. *why*
2. [When you are nervous], you automatically tense your muscles. _____
3. [Since it was the students' own room], they cleaned it without complaint. _____
4. The students took part in the inquiry [despite the school's objections]. _____
6. [Although there is no system in Alan's workplace], he manages to find all the information he is looking for. _____
7. More than 60% of Americans get little or no exercise, [even though they know its importance for body and mind]. _____
8. [As the pupils continued with the task], the teacher went from group to group.
9. [While physical education goals are important], they should not be the only goals in a physical education program.
10. They have been exposed to a second language [since they entered nursery school]. _____
11. [As the children had already gained confidence in their physical skills], they were no longer afraid of the new challenges. _____
12. [Owing to financial difficulties], the program was discontinued. _____
13. [While children play], they develop vital social skills. _____
14. They stayed awake [for seven hours], then slept for seven hours. _____
15. [In spite of their significance], dreams have not gotten much attention over the past two decades. _____

FINDING THE MAIN CLAUSE

We often find sentences that contain a main independent clause, plus one or more clauses that give additional information about the verb. The additional clauses are attached to the main clause by connectives. (Note: In the following examples, the main clause is underlined, the additional information is in brackets and **the connective is in bold**). These connectives act like signals, helping you recognize the additional clauses. Once you recognize the additional clauses, you will be able to focus on the main clause – the most important part of the sentence.

- Examples:**
- The students watched TV [**after** they had finished their homework].
(main clause) (additional information clause)
 - [**Because** the weather was very cold], they couldn't conduct the experiment.
(additional information clause) (main clause)
 - [**Although** they refused to cooperate], the experiment was continued [**after** they died].
(additional information clause) (main clause) (additional information clause)

Practice #15: Can you identify the additional information?

Circle the connectives and put brackets around the additional information clauses.

(The first one has been done for you.)

1. [When we were babies], we did this naturally.
2. They don't do this because they have to. They do it because they want to.
3. In the last three decades Americans have become fatter and fatter, even though national health surveys indicate that we actually consume fewer calories than in years past.
4. As children develop more skills, they can progress from group to group.
5. If students practice understanding and honesty throughout the school year, they will acquire better habits.
6. You can do it sitting or standing, as long as you are wearing comfortable clothes.
7. After they have worked through the procedures, the group needs time to report to the class.
8. Parents need to look for ways of counteracting these stereotypes, so that their daughters will grow up with more confidence.
9. Could it be because it is more acceptable for women to cry?

Practice #16: Can you identify the main clause?

Underline the main clause in each of the following. (The first one has been done for you.)

1. When I hear the alarm clock, I imagine all kinds of possibilities.
2. It's a good idea to stay away from this kind of person, unless you like punishment.
3. Even though crying is so common, we don't know much about it.
4. The good effects of deep breathing are also emotional, since deep breathing allows emotions to come to the surface.
5. Although most people turn the TV on every day, they don't actually watch it very much.
6. Teachers play a particularly important role in female learning, because girls like to have tasks defined in more detail than boys do.
7. As soon as he was sent home, his symptoms returned.
8. Because true workaholics would rather work than do anything else, they probably don't know how to relax.
9. Even though nobody denies the pressures of everyday life, the new breed of specialists warn that the current methods of dealing with them are inadequate and often dangerous.
10. Gender stereotypes get through to our children, no matter how we try to filter them out.
11. When there are fewer students in the class, each one has the opportunity to be heard.
12. Before I had a chance to teach a small class, I wasn't aware of how wonderful it could be.
13. Although violence is statistically on the decline, the number and severity of violent incidents in schools has increased.

Practice #17: How much can you understand?

Answer the question below each sentence.

(The first one has been done for you.)

1. Since the earlier findings were not conclusive, they had to repeat the experiment.
Why did they have to repeat the experiment? because the earlier findings were not conclusive
2. Although she doesn't have a university degree, she managed to get a very good job.
Why is it surprising that she got a good job ? _____
3. The survey was carried out even though the teachers objected to it.
Who was against the survey? _____
4. Whereas the elementary program was changed, the high school one wasn't.
What is the contrast here? _____
5. Textbooks are given to all students, so that students will have equal opportunity to learn.
What is the purpose of giving them all textbooks?

6. Unless the economic situation improves, there is no chance of adding hours to the school day.
Under what condition will it be possible to add hours?

7. In spite of the fact that students are now getting more hours of math instruction, the ability level in math has gone down.
Why would you expect the ability level to be higher?

8. As long as students are given respect, they will return it. Otherwise they won't.
What will happen if students don't get respect?

E. SPECIAL SENTENCE STRUCTURES

PREPARATORY *IT*

Sometimes a sentence begins with the word "it" but the "it" does not refer to a noun in a previous sentence. Instead it refers to a phrase or a clause that appears **later on** in the same sentence. In this kind of sentence, "it" acts as a 'dummy subject', preparing us for the real subject that follows. In the following examples, "it" refers to the underlined words.

- Examples:**
- It is difficult to prove this theory.
 - It is a coincidence that so many have done the same research.

Practice #18: Can you recognize the real subject of the sentence?

Answer the question below each sentence. (The first one has been done for you.)

1. It is believed that no one can change animal behavior patterns.
What is believed? that no one can change animal behavior patterns
2. Scientists believe that one day it will be possible to travel in time.
What will be possible? _____
3. It is not true that 20 percent of the students have left the course.
What is not true ? _____
4. It could be said that working is a positive addiction.
What could be said? _____
5. It is not expected that their results will match ours.
What is not expected? _____
6. Most educators would like it to be possible to decrease class size.
What would most educators like to be possible? _____

THERE IS

Sometimes we find a sentence that begins with "there" and a form of the verb "be".

This is another way of preparing us for the real subject, which appears later in the sentence.

"There + Be" has verb value, and can be paraphrased in a variety of ways.

(In the following examples, the real subject is underlined.)

- Examples:**
- **There is** another way of looking at this problem.
= Another way of looking at this problem exists.
 - **There will be** great shock when this news is broadcast.
= Great shock will be felt when this news is broadcast.
 - **There has never been** such interest in a project.
= Such interest in a project has never been / existed.

- **There are** many people interested in the job.
= Many people are interested in this job.
- **There were** great changes **made** during the 1990s.
= Great changes were made during the 1990s.
- **There are** many interesting programs **being developed**.
= Many interesting programs are being developed.

Practice #19: Can you paraphrase the sentences beginning with "there + be"?

Rewrite these sentences, beginning with the words given. Keep the same meaning.

You may want to use the verbs in brackets. (The first one has been done for you.)

1. There is something dangerous in this approach.
This approach contains something dangerous. (contains)
2. There were many problems that the teachers were unable to deal with.
Many problems _____ (developed)
3. There were ten questions in the survey.
The survey _____ (contained)
4. There will be greater cooperation between parents and schools...
Greater cooperation _____ (will exist)
5. The problem is that there won't be enough time to do everything you want to do.
The problem is that _____ (you... won't have)
6. In the future there will be a great need for teachers trained in this field.
In the future we _____ (will have)
7. In the past there have always been some people prepared to do this.
In the past some people _____ (have... been)
8. There won't be time for dealing with all the implications.
We won't _____ (have)
9. There are wonderful developments happening in education right now.
Wonderful developments _____ (are... ing)
10. There won't be enough students in education unless we make some changes.
We won't _____ (have)

NOUN CLAUSES

These are clauses (groups of words with their own subject and verb) that function as nouns, answering the question "what" or "who". Just like a noun group, a noun clause can function as subject of a sentence, object of a verb, or object of a preposition. Noun clauses are **attached to the sentence by a connective**. The connective can be *that*, one of the wh-question words (such as *what, why, how, which, when, where, who, which*) or combinations with certain wh-words (such as *whoever, whatever, whichever*).

In the following examples, the noun clauses are underlined. The main verb in each sentence is in bold.

Examples: That so many students participated in the program **impressed** the principal.

(subject of the sentence)

How the information was collected **is** extremely important.

(subject of the sentence)

The scientists soon **found out** where the problem was.

(object of the verb)

The survey questions **were directed** at whoever had voted in the election.

(object of the preposition *at*)

Practice #20: Can you identify the noun clause?

Underline the noun clauses in these sentences and circle the main verbs.

(The first one has been done for you.)

1. That everyone disagreed didn't bother them.
2. Whoever gets there first will complete the job.
3. What this study does not tell us is why women cry more.
4. Whether we really pay attention to what we are watching on TV is doubtful.
5. The explanation for our increasing weight must be that we are using fewer calories than before.
6. Some studies show that many workaholics have great energy and interest in life.
7. We were allowed to choose whichever textbook we wanted.
8. Stereotypes tell girls that how they look is very important.
9. Children mimic what they see.
10. Now let us turn to what causes this phenomenon.
11. They concluded that a cherished child is less likely to bully others.
12. Where the groups sit seems to make a clear difference.
13. Why the parents were so afraid of teaching them to read is something we should be looking into.

Practice #21: Can you say these sentences in different ways?

Rewrite these sentences, using the words given. (The first one has been done for you.)

1. That changes will happen is obvious.
The fact *that changes will happen is obvious.*
It is obvious *that changes will happen.*
2. No one actually knows why the research project was stopped.
The reason _____ is not known.
3. According to certain beliefs, when you were born determines your fate.
According to certain beliefs, your fate _____
4. Where the student sat was a major factor in his success.
The place _____
5. Whichever group finished first presented their answers to the class.
Any group _____
6. How common degrading language is has been reported in this study.
The fact that _____ very _____
7. That students who are motivated learn better is now an accepted fact.
It is now accepted by all _____
8. The beauty of this program lies in how simple it is.
Because the program is _____
9. How much time you spend sleeping affects your abilities the next day.
Your abilities the next day _____

Practice #22: GENERAL REVIEW

Answer the questions below each sentence. (The first one has been done for you.)

1. The success of the program that the students are working on depends on how it is carried out.
Which program is this about? *the program that the students are working on*
What does its success depend on? *how it is carried out*
2. The incident of the boy attacked by his classmates shows how language can lead to violence.
Which incident is this about? _____
What does it show? _____
3. Please remember that you are not alone and that we fully support you.
How many things are we asked to remember? _____
4. The people who are responsible for the hateful acts committed against you are ignorant bigots whose opinions you should not take to heart.
Which people are called "ignorant bigots" here? _____
Whose opinions should you not take to heart? _____

5. I believe that when Scott is older he will remember those students who reached out to tell him that he was not alone.
When will Scott remember this? _____
Who will he remember? _____
What did those students tell him? _____
6. Those who design curriculums also face the challenge of responding to a changing social context.
Who faces this challenge? _____
Which challenge do they face? _____
7. Students taking the test were separated so that they wouldn't influence each other.
Which students were separated? _____
What was the purpose of separating them? _____
8. We have tried to fulfill this mission through vocational training and the practical application of knowledge.
How many methods have been tried to fulfill this mission? _____
What are the methods? _____ and _____
9. Since we do not help students deal with the powerful economic, family and health issues that directly affect their lives, we are missing an opportunity to prepare them for the future.
What three powerful issues are mentioned? _____, _____ and _____
What do all three issues have in common? _____
What kind of opportunity are we missing? _____
What could we do to better prepare students for the future? _____

2. The Verb Phrase as a Key to Meaning

- A. IDENTIFYING TIME AND SEQUENCE
- B. IDENTIFYING ATTITUDE
- C. IDENTIFYING FOCUS

A. IDENTIFYING TIME AND SEQUENCE

THE VERB HELPS YOU IDENTIFY THE TIME AND SEQUENCE (ORDER) OF ACTIONS.

- **English uses a variety of verb forms (tenses).**

Each one has its own use (= meaning, time reference).

- Examples:**
- To express a general truth or habitual action, we use the Present Simple tense.
Most workers **spend** eight to nine hours on the job.
 - To show that an action was in progress in the past, we use the Past Progressive tense.
The children **were sitting** around tables when we walked in.

- **To create the various tenses, English uses:**

- the core verb (in one of its three forms: Verb1, Verb2 or Verb3)
- helping verbs: **BE** (*am, are, is, will be, have/has/had been, etc.*)

have/has

do/does/did

- Examples:**
- Most workers **spend** eight to nine hours on the job.
(Verb1)
 - The children **had been sitting** around tables all day.
(helping verb: *had been*) (core=Verb1 *sit* + *ing*)

- **Here are some of the tenses that appear in English academic texts.**

Notice that a tense can have more than one use (= meaning, time reference).

Present Simple

- Uses:**
- for an action or state that is habitual (happens repeatedly)
 - for a general truth

Some typical time expressions: usually, always, often, sometimes, seldom, never, at times, generally, occasionally

- Form:** We use **Verb1** (*Notice that we add -s if the subject is he, she or it; we use do or does+Verb1 in the negative and question forms.*)
- Positive:** Most people **turn** the TV on every day. The average person **watches** TV daily.
- Negative:** People **do not pay** attention to the screen. TV **does not take** Americans away from other activities.
- Question:** What **do** people **watch**? How **does** TV viewing **affect** their lives? What **affects** them?

Present Progressive

- Uses:**
- for actions that are happening now
 - for actions that are happening at the same time as other present actions
 - for temporary actions or situations
 - for changing situations
 - for a planned future event
- Some typical time expressions:** now, at the moment, today, nowadays, next month, while, at the same time, this year, in the meantime.
- Form:** We use **helping verb BE** (*am, are, is*) + **Verb1 + ing**.
In most questions, the helping verb comes before the subject.
- Positive:** Changes in the world's climate **are becoming** more and more obvious.
- Negative:** I **am not suggesting** that we stop using plastic.
- Question:** **Are** we **taking care of** the environment? What **are** we **doing** to help the situation?
What **is happening** to the world?

Will Future

- Uses:** to talk about predictions, speculations or plans for the future
(Note: in informal language, we sometimes use *going to* instead of *will*)
- Some typical time expressions:** next..., in the year..., soon, ... years from now, in the future.
- Form:** We use **helping verb will + Verb1**.
In most questions the helping verb comes before the subject.
- Positive:** ... male stereotypes discourage boys from developing skills that **will help** them be loving partners and parents.
- Negative:** Those who took part in this project **will not take part** in the next one.
- Question:** **Will** education **be** different in the next century? How **will** education **change**?
Who **will change** it?

Past Simple

- Uses:** for actions or situations that began and ended in the past, at a known time
- Some typical time expressions:** last year, ...years ago, in ..., during
- Form:** Notice that we use **Verb2 in the positive**, but we use **did + Verb1** in the negative and question. Notice also that the Verb2 form of regular verbs ends in -ed, but the Verb2 form of irregular verbs is not predictable. For a full list of irregular verbs, see the Appendix, pages 201-204.)
- Positive:** In 1990, they **conducted** another experiment. (Verb 2 regular verb)
...he **brought** a gun to school (Verb 2 irregular verb)
- Negative:** Although they had a lot of data, the researchers **didn't manage** to prove their point.
- Question:** **Did** the experiment **prove** what they expected?
Why **did** they **do** the experiment? Who **did** it?
(*did* is the helping verb here and *do* is the core verb.) (*did* is the core Verb 2)

Past Progressive

- Uses:**
- to describe actions taking place at the same time in the past
 - to describe an action interrupted by another, shorter action
- Some typical time expressions:** while, at the same time
- Form:** We use helping verb **BE** (*was, were*) + **Verb1 + ing**.
In most questions the helping verb comes before the subject.
- Positive:** When the principal entered the room, the students **were yelling** and **running** around.
- Negative:** They **were not participating** as well as the teacher had hoped.
- Question:** **Was** the principal **speaking** when you entered? What **was** he **doing**? Who **was speaking**?

Present Perfect

- Uses:**
- to show a direct link with the present result
 - to refer to an action in the past, when we want to emphasize the present result (the time is either unknown or unimportant)
 - for something that began in the past but continues into the present
- Some typical time expressions:** just, already, never, ever, recently, lately, since, yet, for the last... years.
- Form:** We use helping verbs **have or has** + **Verb3**
In most questions, the helping verb comes before the subject.
- Positive:** The U.S. government **has spent** billions of dollars on new technology for elementary schools. As a result, American schools are the best equipped in the world.
- Negative:** The researcher **hasn't finished** his report yet.
- Question:** **Have** we **received** all the necessary data? How much **have** you **received**?
Who **has received** it?

Past Perfect

Uses: - to describe a past event that took place before another past event.

Some typical time expressions: already, by then, by the time..., before that

Note: If the order of events is clear (because of a time expression), this tense isn't necessary.

Form: We use helping verb *had* + Verb3.

In most questions the helping verb comes before the subject.

Positive: The native peoples were still in the Stone Age when Columbus reached the West Indies.
However, they **had learned** to supplement hunting and fishing with agriculture.

Negative: The Indians of North America **had not reached** the same level of culture.

Question: **Had** they **developed** weaving and pottery by the time Columbus arrived?
When **had** they **developed** it? Who **had developed** it?

Phrasal Verbs

Note: When the core verb is a phrasal verb, it is sometimes hard to identify the verb phrase and the tense it is in.

- Examples:**
- This is the third time they **have taken part** in an experiment.
(helping verb = *have*; core verb = Verb3 of *take part in*)
 - **Is** the government **carrying out** the programs as planned?
(helping verb = BE; core verb = Verb1+ing of *carry out*)

Practice #23: Can you identify the time reference of the underlined verbs?

Choose from the following:

- happens repeatedly
- true in general
- happening now/temporary
- in the future
- happened in the past, at a known time
- past action emphasizing present result
- action before another past action

Note: in some cases more than one answer is possible. (The first one has been done for you.)

1. More than 60 percent of Americans get little or no exercise. *true in general/ happens repeatedly*
2. Despite innumerable diets, in the last three decades Americans have become fatter and fatter.

3. A relaxed pace will be more comfortable for a girl like Sandy. _____
4. A first child needs support while adapting to the birth of a sibling.

5. In 1939 the Nazis invaded Poland. _____
6. Women are faster than men in certain precision manual tasks, such as placing pegs in designated holes on a board. _____

7. This year we are experimenting with a variety of methods for teaching arithmetic.

8. She has passed the exam. Now she can go into the next grade.

9. Before the year was over, everyone in the school had taken the new reading test.

10. Fifty-four percent of the students cheated on tests that year.

11. In this approach, students acquire a better understanding of the viewpoint of others.
12. Research has proven that children learn better when they are in smaller groups.

Practice #24: Can you identify the time sequence?

In each sentence, number the underlined verbs to show the order in which the events happened.

Note: In some cases, two actions can have the same number. (The first one has been done for you.)

1. A doctor in Tokyo found² a thirteen-year-old boy who had not been¹ to school for a year.
2. When the researchers published their findings they forgot to mention that they had conducted the experiment under artificial conditions. As a result they were forced to repeat the experiment from the beginning .
3. After my great uncle survived Auschwitz and came to America in the late 1940s, he got a job selling shoes in a large shoe store. He had been a lawyer in Germany, and when the owner of the shoe shop saw that his new salesman was able and educated, he offered him the position of store manager.
4. The boy later explained that he had completely given up hope and felt he was going to die, until he saw that special teacher.
5. For the last few years I have studied the effects of this medicine on human beings. I am still working on the research, but hope to be finished soon. It is hard to believe that I started this project ten years ago. By the time it's over, I will be over fifty years old.

Reminder!

Present Simple:	happens repeatedly, generally true
Present Progressive:	in progress, happening now, temporary
Will Future:	in the future
Past Simple:	happened in the past, at a known time
Past Progressive:	in progress in the past, when another action interrupted it
Present Perfect:	happened in the past but the present result is important; started in the past and continues into the present
Past Perfect:	happened before another past action

B. IDENTIFYING ATTITUDE

MODAL VERBS ADD TO THE MEANING OF THE CORE VERB.

Sometimes the core verb in a sentence has a modal verb before it that adds to its meaning.

English uses modals for a variety of meanings (necessity, ability, possibility, etc.) and purposes (suggesting, requesting). Modals often show the writer's attitude.

- Examples:**
- They **might** use this new test in all the schools.
(There is a possibility that they will use it.)
 - They **should** use this new test in all the schools.
(In my opinion, it is a good idea to use it,)

Here are some modals that you will find in the texts you read:

can, could, must, mustn't, may, might, should

have to, need to, ought to, be able to, be supposed to

- **How to recognize a modal verb:**

- Some are one-word ("real") modals: *can, could, must, mustn't, need, may, might, should*.

They are followed by the Verb1 form of the core verb.

- Examples:** Man cannot live on seawater because the human kidney cannot excrete enough salts.
- (modal *can* + Verb1 of *live*) (modal *can* + Verb1 of *excrete*)

- Some are more than one word (semi-modals): *be able to, have/has to, ought to*.

They too are followed by the Verb1 form of the core verb.

- Examples:** Man has to see himself as no more important than his fellow creatures.
(modal *has to* + Verb1 of *see*)

We have to take care of the Earth
(modal *have to* + Verb1 of *take care of*)

- **How to identify the meaning of a modal verb:**

On the next page you will find a list of important modal verbs and the meanings they express.

Notice that some forms can have more than one meaning.

MODAL VERBS AND THEIR MEANINGS

MODAL	MEANING / USE	EXAMPLES
can, could be able to	Physical or mental ability Manage to, succeed in Possibility Request Offer	<ul style="list-style-type: none"> Women discovered that they could build airplanes and manage a business. Body fat cannot appear out of thin air. Despite their disabilities, they were able to learn to read. The new program could create a problem. Can/Could we do this again? Can/Could I help you?
should ought to be supposed to	Advisability Obligation ("It's a good idea to, I suggest, it's advisable to") Expectation	<ul style="list-style-type: none"> Schools should give children more than knowledge and skills. We ought to teach them how to deal with conflict. Are we supposed to do this for homework?
must have to need to	Necessity ("It's necessary...")	<ul style="list-style-type: none"> Children need to be with other children of the same interest and abilities during part of every day. Every teacher has to have a basic love of children. We must find ways to deal with violence in the schools.
don't / doesn't have to	Lack of necessity ("It isn't necessary")	<ul style="list-style-type: none"> People in large countries don't have to learn many languages.
mustn't	Prohibition / forbidding	<ul style="list-style-type: none"> Harrassment mustn't be overlooked.
must	Assumption/likelihood ("obviously, probably, I'm sure that..., I assume that ...")	<ul style="list-style-type: none"> This fear of languages must come from their schooling. No other explanation is possible.
may might	Possibility Probability	<ul style="list-style-type: none"> A boy or girl in a middle-class American family may spend as long as ten years making the transition from childhood to adulthood. These same children might not be aware of their situation.

OTHER COMBINATIONS WITH MODALS WHICH YOU MIGHT NEED TO IDENTIFY

- Sometimes modals appear in past forms.

This is their form: modal + have + Verb3 of the core verb

- Examples:**
- They **must have seen** a photo of the location. There is no other explanation for their familiarity with it. (assumption about the past)
 - He **shouldn't have involved** the principal. That's what embarrassed the child. (It wasn't a good idea)

- Sometimes modals appear in progressive forms.

This is their form: modal + be + Verb1+ing of the core verb

- Example:**
- They **should be teaching** them life skills now, when they are still young.

- Sometimes modals appear in passive forms.

This is their form: modal + be + Verb3 of the core verb

- Example:**
- They **should be given** an entirely different program.

- Sometimes one modal appears in front of a series of core verbs.

- Examples:**
- We **cannot hide** from or **ignore** the situation.
 - They **had to study, apply** and then **change** the method.

Practice #25: Can you recognize the modal?

In each sentence underline the whole verb and then circle the modal.

(The first one two have been done for you.)

1. Learning (can) actually be both liberating and fun. It doesn't (have to) be oppressive.
2. You know you should be doing exercise, but something always seems to keep you from getting started.
3. Whatever diet you follow, you must be careful not to go to extremes. Extreme diets can develop into dangerous conditions.
4. She hardly has to lift a finger to get through the day.
5. Workaholics don't know how to relax – they might not even enjoy movies or sports.
6. The director of the study cautions that the numbers so far may not be strictly accurate.
7. As children develop these skills, they must be directed, redirected and gently guided.
8. Children can be trained to recognize and enhance characteristics that help them develop friendship.
9. Children who do not develop characteristics necessary for maintaining social attachments may suffer from health problems, emotional distress and personality disturbances in adulthood.
10. During a typical TV program, people may eat dinner, do housework, talk to one another or even read something.

11. It could be said that working is a positive addiction.
12. To counteract stereotypes, parents should be supporting their daughters, and encouraging their confidence.

Practice #26: Can you identify the meaning of the modal?

Match the modal verbs to their meanings/uses.

Choose from: ability, advisability, assumption, necessity, prohibition, possibility

Note: In some cases more than one meaning is possible. (The first one has been done for you.)

1. In that kind of situation, anything could happen. *possibility*
2. A depressed person would be greatly relieved if he could feel sad. _____
3. The average man may have a good deal of fun and pleasure. _____
4. Researchers have suggested new definitions of happiness and how we should go about getting there. _____
5. Happiness can be found in many ways. _____
6. The happiest people are able to be motivated to make good things happen in their lives.

7. We have to eliminate stereotypes that limit both girls and boys. _____
8. Parents themselves should model appropriate behaviors of affection, sensitivity and cooperation.

9. They must be doing something right. Look at the wonderful results they are getting.

10. We mustn't ignore violence in the school. _____ It is a phenomenon that we must take action against. _____
11. If he has worked in the system for so many years, he must have acquired some skills.

12. We must face this problem head on; otherwise it will overwhelm us.

13. Shouldn't they be doing something else? _____
14. Here are steps we can take to improve our overall satisfaction and well being. _____

Practice #27: Can you understand the sentences with modals?

For each sentence, find the one with the closest meaning. (The first one has been done for you.)

1. In that kind of situation, something dangerous might happen.
 - a. It's obvious that something dangerous will happen.
 - ☒ b. It's possible that something dangerous will happen.
 - c. There is no need for something dangerous to happen.

2. The government doesn't have to fund the project.
 - a. It's forbidden for the government to fund the project.
 - b. It's not a good idea for the government to fund the project.
 - c. It's not necessary for the government to fund the project.
3. We may be spending too much time on this topic.
 - a. We have permission to spend the time on this topic.
 - b. Maybe we are spending too much time on this topic.
 - c. We aren't obligated to spend so much time on this topic.
4. There ought to be more emphasis on the basic skills.
 - a. It is necessary to put more emphasis on the basic skills.
 - b. It is a good idea to put more emphasis on the basic skills.
 - c. It is possible to put more emphasis on the basic skills.
5. You mustn't reveal the child's secret.
 - a. It is forbidden to reveal the child's secret.
 - b. It is not advisable to reveal the child's secret.
 - c. No one can force you to reveal the child's secret.
6. The teachers shouldn't have involved the parents.
 - a. The teachers weren't expected to involve the parents.
 - b. The teachers were not obligated to involve the parents.
 - c. It wasn't a good idea to involve the parents.

C. IDENTIFYING FOCUS

ACTIVE AND PASSIVE VOICE – THE VERB AS A MARKER OF FOCUS

- **The Verb helps you identify the focus of the sentence. It helps you identify the 'doer' of the action.** Notice the difference between the Passive and Active verbs in these examples:

Active: American educators **are conducting** research in the field of education.
(Active verb)

Passive: Research in the field of education **is being conducted** (by American educators).
(Passive verb)

In the Active sentence, the subject ("American educators") is the 'doer' of the action.

In the Passive sentence, the subject ("Research") is NOT the 'doer' of the action.

The 'doer' ("American educators") can be added (in a "by" phrase) or it can be left out altogether.

- **Remember! When the verb is Passive, the subject is NOT the 'doer' of the action.**
English uses the Passive to stress the action rather than the 'doer' of the action.
We also use it when the 'doer' is unknown.

- **How can you recognize a passive verb?**

The form (structure) of a passive verb is:

BE + Verb3

Note that BE (the base form of the verb) appears in a variety of forms, depending on the tense:

am, are, is, was, were, will be, have/has/had been, etc.

Note: You can easily recognize the Verb3 of most verbs in English because it ends in -ed. However, some verbs are irregular and have different Verb3 forms.

For a full list of Irregular Verbs and their forms, see the Appendix, pages 201-204.)

- **Here are some of the forms of the Passive Voice that appear in Academic English.**

Present Simple

is
am
are } + Verb 3

- Positive:** The beginning of adolescence **is marked** by biological changes in girls and boys.
- Negative:** Such behavior **is not allowed** within the schools themselves.
- Question:** How **is** this effect **achieved**?

Present Progressive

is
am
are } + being + Verb 3

- Positive:** The results **are now being checked** and **analyzed** by researchers.
- Negative:** Young children **are not being asked** mathematical questions in this study.
- Questions:** **Are** teenagers **being asked** the same kind of questions?

Will Future

will be + Verb 3

- Positive:** Many researchers **will be inspired** to continue this study.
- Negative:** Your girl **will not be asked** to help with the yard work, but your boy will.
- Question:** **Will** future generations **be faced** with the same moral issues?

Past Simple

was
were } + Verb 3

- Positive:** Students who **were expected** to do better actually did better.
- Negative:** It was found that boys **were not given** pink dolls to play with.
- Question:** **Were** boys **expected** to do as well in math as girls?

Past Progressive

was } + being + Verb 3
were }

- Positive:** The students **were being tested** when we entered the room.
- Negative:** We **were not just being threatened**; we were being attacked.
- Questions:** **Were you being followed** when you called us?

Present Perfect

has } + been + Verb 3
have }

- Positive:** The effect of environmental factors on menstruation **has already been noted**.
- Negative:** Weapons **have not been allowed** in the school since that incident.
- Question:** **Has** the influence of the media on these children ever **been checked**?

Practice #28: Can you understand sentences with passive verbs?

In each sentence, underline the verb and identify it as active or passive.
Then match the sentences in A and B. (The first one has been done for you.)

A	B
1. The baby's temperament <u>influences</u> his mother's style of loving. <u>active, c</u>	a. Before students took the second part of the test, we asked them to report their anxiety symptoms.
2. Elaborate and frequent excuses that may cause problems are sometimes offered.____	b. Chronic excuse-makers' ways of viewing and judging themselves must be changed. _____
3. An evident physical disability may protect a person from potential failure. _____	c. The mother's style of loving is influenced by the baby's temperament. _____
4. Before the second part of the test, students were asked to report their anxiety symptoms. _____	d. A person may be protected from a potential failure by an evident disability. _____
5. Chronic excuse-makers must change their ways of viewing and judging themselves. _____	e. People sometimes offer elaborate and frequent excuses that may cause problems. _____

Practice #29: Can you find the 'doer' of the action?

Circle the 'doer' of the underlined verb. Note: in some sentences the 'doer' is not mentioned.

(The first one has been done for you.)

1. The effects of yesterday's heavy air pollution were felt by all the inhabitants of the town.
2. Negative results have been reported in all cases.
3. Scientists in many countries are studying this problem. No solution has been found yet.
4. In one experiment, my colleagues and I recruited students who had earlier shown high levels of test anxiety.
5. By taking part in the program, we accept the validity of their standards.
6. In order to complete a story entertainingly, conflicts on TV are usually solved by action.
7. To learn what Americans have been watching, we have been studying the facts of life in the world of network TV.
8. The effects of TV should be measured in terms of immediate change in behavior.

Practice #30:

Answer the questions after each sentence. (The first one has been done for you.)

1. One particular kind of weapon is brought into schools in the U.S.A. every day: degrading words, slurs and put-downs. This kind of weapon is more destructive than we imagine.
 - a. What is brought into the schools every day? degrading words, slurs and put-downs
 - b. Does this sentence tell us who brings this into the schools? no
2. Educators have not adapted schools to the practical needs of the students.
 - a. What is the grammatical subject of the sentence? Underline it.
 - b. What have educators not done? _____
 - c. State the problem beginning with the word given.
Schools _____
3. It has been found that, if a baby lamb is taken from its mother in the first few hours after birth, the mother often refuses to care for it later.
 - a. What is the new information? Underline it.
 - b. Does this sentence tell us who discovered this information? _____
 - c. What sometimes happens to a baby lamb right after birth?
Complete the sentence: Somebody _____
 - d. What is the mother's reaction?
Complete the sentence: She _____

4. The third group stayed awake the full 14 hours, after which everyone in the group was tested to see how much they remembered. It was found that their recall was just as good as the other groups'.

a. Who stayed awake the full 14 hours? _____

b. Who was tested? _____

c. Does this sentence tell us who tested them? _____

d. What was the result of the test?

Complete the sentence: The researchers discovered _____

5. Mr. Black's students were never encouraged to think independently.

a. Who was never encouraged to think independently? _____

b. What did they never learn to do? _____

c. State the problem beginning with the words given _____

Mr. Black never _____

3. Discourse Markers as Keys to Meaning

A. HOW THEY HELP US READ

- In every text you will find discourse markers. These are words or phrases that signal the place of important information in a text. They are like road signs, signaling the location of information and identifying what kind of information it is.
- You will find similar discourse markers in every text, no matter what the topic or vocabulary. They are not like regular vocabulary words, which are related to a specific topic.
- Discourse markers help you understand the organization of a text. They help you find main ideas and opinions, and help you distinguish between these ideas and supporting material.
- Discourse markers also help you understand how ideas are related. For example, they can signal that the writer is comparing two things or wants to show a cause-effect relationship. They can signal time sequence and can help you identify lists, opinions, examples, definitions, purpose and conclusions.

B. SOME COMMON DISCOURSE MARKERS*

Markers of OPINION

in my opinion I believe/consider it appears that in my view actually, in fact certainly surely luckily	may/might/should/ought to I am sure no doubt it seems to me there is no question undoubtedly obviously fortunately/unfortunately	I am convinced There is no doubt that
---	---	--

Markers of PURPOSE

in order to so as to to	so that so	in order that for
-------------------------------	---------------	----------------------

* Some of these function within sentences, connecting the verb to additional information. They therefore appear in the list of Connectives, pages 114-115.

Markers of SUMMARY / CONCLUSION

to sum up in summary thus in short in conclusion to conclude	for these reasons therefore then consequently finally	as we have seen so,...
---	---	---------------------------

Markers of DEFINITION

...can be understood as ...is defined as we can define ... as in this context/paper, ... is	we may say that ... is we can assume that ... means/refers to we consider... to be ..., that is ...,
--	---

Markers of EXAMPLES

for example e.g. to illustrate for instance	specifically such as / as examples are let's look at	
--	---	--

Markers of ADDITION / LOGICAL SEQUENCE

and together with too also moreover furthermore further	in addition (to) aside from along with as well as another not only... but also both ... and ...	besides aside from first/firstly second/secondly ... finally next then
---	---	---

Markers of TIME SEQUENCE

first ...then/next finally initially in the beginning earlier formerly once/the moment that	since ... (e.g. last year) for ... (e.g. 2 years) while/as meanwhile/in the meantime previously/beforehand before ... after ... afterwards then at that point/at which point	at last in the end/eventually later thereafter subsequently on another occasion until/till immediately right away during
---	---	---

Markers of CAUSE & EFFECT

CAUSE	EFFECT	VERBS OF CAUSE & EFFECT
because since as for because of as a result of due to owing to on account of on this basis thanks to for this reason	so then as a result that's why therefore consequently in consequence thus hence it follows accordingly so ...that ... such ... that ...	<div> <div> cause create lead to account for bring about result in produce </div> <div> + the effect </div> </div> <div> <div> result from arise from /out of is caused by is attributed to </div> <div> + the cause </div> </div>

Markers of COMPARISON

like as as if similar to similarly likewise in comparison	just as ... so as ... as as well in the same way in like manner in a similar fashion also/too	equally more ... than ...er than
---	---	--

Markers of CONTRAST

but	although	on the one/other hand
however	even though	despite/in spite of
unlike	though	whereas/while
nevertheless/nonetheless	even if	rather
in contrast	even so	rather than
on the contrary	still	except that
conversely	yet	otherwise
contrary to	instead	unlike
actually/as a matter of fact	at the same time	

Note that some markers have more than one meaning.

- **since.**

Since they failed the test, they were not allowed to take the next course. (CAUSE)

The new curriculum has been in use **since** the year 2002. (TIME)

- **as**

As they failed the test, they were not allowed to go into the next course. (CAUSE)

As the children gathered around her, she began to tell them a story. (TIME)

When someone else is organizing our time for us, **such as** during lessons, we are part of a routine. (EXAMPLE)

- **while**

Teachers collect a great deal of information **while** they walk around the classroom. (TIME)

While boys are encouraged to play with blocks, girls are given dolls. (CONTRAST)

- **for**

They have no study skills, **for** no one has ever bothered to train them. (CAUSE)

For the last few years, we have been trying out a new way of teaching this subject. (TIME)

C. EXAMPLES OF DISCOURSE MARKERS IN TEXTS

- **Addition**

- They suggest that everyone do 30 minutes or more of moderately intense physical activity on most days of the week. They **further** say that the 30 minutes of daily activity can be divided into as many as three 10-minute segments.
- We communicate a great deal of meaning with our bodies. It is **also** very interesting to consider how much meaning we convey simply with our eyes.

- **Cause and Effect**
 - **Because** body fat cannot appear out of thin air, the explanation for our increasing weight must be that we are using significantly fewer of the calories we consume.
 - The whole study failed **as a result of** the misinformation given to the researchers.
 - The student was traumatized. **As a result**, he was afraid to go to school.
- **Purpose**
 - The normal pattern of eye contact when two people are engaged in conversation is that the speaker only looks at the listener from time to time, **in order to** assure himself that the latter is listening and grasping what is being said.
- **Comparison**
 - The implicit curriculum (how teachers teach) is **as** influential on student learning **as** the explicit curriculum (what they teach).
- **Contrast**
 - The speaker will look at the listener from time to time. The listener, **on the other hand**, will look continuously at the speaker.
 - **Rather than** eating less, experts claim, we should be exercising more.
 - **Despite** innumerable diets, in the last three decades Americans have become fatter and fatter, **even though** national health surveys indicate that we actually consume fewer calories than in years past.

Practice #31: Can you identify the meaning of these markers?

What do the words in bold signal in each of the following sentences?

Circle the correct answer. (The first one has been done for you.)

1. **Since** air has weight, it also has pressure.
(i) purpose (ii) comparison (iii) cause
2. **Thus** one musical genius paid tribute to the man who has been called the greatest musical genius of all times.
(i) summary (ii) purpose (iii) contrast
3. **Unlike** adult-child relationships, child-child relations are more egalitarian.
(i) contrast (ii) opinion (iii) purpose
4. The **second** type of morning person is the "just ten minutes more" person.
(i) cause and effect (ii) addition (iii) comparison
5. **Although** each person's life and relationships are colored by psychology, few people understand the concept of developmental stages and how these stages affect relationships.
(i) addition (ii) contrast (iii) example
6. Neglect at home **leads to** behavior problems at school.
(i) example (ii) cause and effect (iii) contrast

7. I get things done the night before. **However**, I always leave my shower for the morning.
(i) contrast (ii) addition (iii) effect
8. Researchers now believe that we dream **in order to** make connections that we don't recognize in our waking state.
(i) comparison (ii) contrast (iii) purpose
9. We are **so** consumed with our daily lives **that** we forget to look at the larger picture.
(i) comparison (ii) cause and effect (iii) purpose
10. **Because** gestures can say different things in different countries, body language can be a problem for travelers.
(i) cause (ii) purpose (iii) contrast
11. The rich didn't become interested in public sanitation **until** a cholera epidemic started to kill them too.
(i) cause (ii) addition (iii) contrast
12. Discoveries in public health changed the lives of the rich **as well as** the poor.
(i) comparison (ii) addition (iii) example
13. **But still** some doctors refused to accept the truth.
(i) comparison (ii) contrast (iii) summary
14. **Consequently**, it is impossible for a North and South American both to be comfortable when they talk to one another unless one can adopt the zones that are normal for the other.
(i) effect (ii) addition (iii) contrast
15. We **also** know that at least three isolated groups of mountain people, whose air is pure, commonly live at least 100 years.
(i) example (ii) addition (iii) comparison
16. The solutions are known, **yet** no one has bothered to apply them.
(i) contrast (ii) effect (iii) comparison
17. **Once** researchers were able to identify the neglected children, they could begin to determine how to help them.
(i) purpose (ii) addition (iii) time
18. **Even though** everyone wants to attain a certain status, individuals differ in how motivated they are to attain it.
(i) cause (ii) contrast (iii) purpose
19. **While** Jackie Kennedy Onassis placed high value on status and the respect of her social peers, Howard Hughes had both but neither made him happy.
(i) time (ii) contrast (iii) cause

Practice #32: Can you identify the meaning of these markers?

What do the words in bold signal in each of the following sentences?

Choose from the table on pages 139-142.

(The first one has been done for you.)

1. When early humans were in danger, their bodies underwent changes that made it possible for them to run. **Thus** the stress response was once very useful. *conclusion*
2. The good effects of deep breathing are **not only** physical **but also** emotional.

3. If there isn't enough oxygen, the blood has to move through the system faster. This **results in** higher blood pressure. _____
4. Modern science doesn't have all the answers to these questions. We do, **however**, know a few facts about tears. _____
5. Emotional tears come from feelings, **while** reflex tears result from getting something in the eye.

6. **Since** crying reduces stress, it can help prevent these illnesses.

7. **So**, to keep well, it may be a good idea to let ourselves cry.

8. Those who watch TV very often talk to their families just **as much as** those who don't.

9. **Despite** innumerable diets, Americans have become fatter and fatter in the last 30 years.

10. In some schools, violence is **so common that** it is not unusual for police to be called in daily.

11. Some people want money not **in order to** have an easier life, but **so that** others will admire them.

12. When someone else is organizing our time for us, **as for instance** during lessons or working hours, we are part of a routine. _____
13. He arrives at his office at 9 a.m. and is creative until 12:30. **Then** at 2 p.m., he returns to his desk and is creative till 5 p.m., **at which point** he goes home.

14. Bob and Alan are able to organize their lives in **such** a way **that** they can produce work of high quality. _____
15. **Obviously** each works in the way that suits his character.

4. Substitute Words as Keys to Meaning

A. HOW THEY HELP US READ

- You are familiar with substitute words, since they are part of everyday English.
Examples of substitute words are: *they, it, them, this, that, these, those, some, others, such*.
- You will find substitute words in every text. On their own, these are 'empty' words, with no specific meaning. A substitute word is a substitute for something that appeared earlier in the text. It refers to something or someone that the writer has already mentioned. You can usually find what the substitute word refers to (the referent) in the lines just above it. Substitute words can refer to things, people, events, concepts or even whole ideas and thoughts.
- If you pay attention to these simple words and what they refer to, you will have a better picture of the connections between ideas in the text. This will make the whole text easier to understand.

B. SOME COMMON SUBSTITUTE WORDS

Note: in the examples below, the substitute words are in bold. The words they refer to are underlined.

- **he, him; she, her; it; they, them**

These words refer to nouns or noun groups.

- Examples:**
- Experts took a more practical approach. **They** now suggest daily exercise.
 - He has a new system for remembering something. **He** writes it down.
 - Such stereotypes affect children, no matter how hard we try to filter **them** out.

- **one, ones; another, some, others; more, most; some, any**

These words refer to nouns or noun groups.

- Examples:**
- Such children typically lack confidence. The fact that they don't have **any** severely limits their development.
 - Many reading programs have been tried. **Most** have not produced good results, but the latest **one** shows promise.
 - Everyone is looking for a solution. We need **one** that all the parties involved will accept.
 - Teachers are always looking for new ideas. **Some** borrow them from their colleagues. **Others** create their own.

- **this, that, these, those**

These words refer to nouns or noun groups. **This** and **that** can also refer to whole ideas.

Examples: - There are many techniques that adults can use to foster friendships in the classroom.

These include:

- Their jobs provide them with a challenge; **this** keeps them busy and creative.
- They work 60 to 70 hours a week. They don't do **this** because they have to; they do **this** because they want to.
- Stereotypes tell girls that how they look is important. To counteract **that**, parents should support their daughters in ways that have nothing to do with physical appearance.

- **his, her/hers, its, our/ours, their/theirs**

These words refer to nouns or noun groups.

Examples: - They phoned more than a thousand people all over the USA and asked them how they spend **their** free time.

- Our house is big. **His** is small.

- **there, then**

These words refer to place or time.

Examples: - He returns to his desk and works **there** until late afternoon.

- At 5 p.m. he goes home. By **then** he feels tired from the day's work.

- **such + noun**

This word refers to the description of a noun. It can also refer to an idea.

Examples: - Teachers should model behaviors of affection and cooperation. **Such** modeling will help children develop healthy traits.

- **the former, the latter**

These words refer to nouns or noun groups.

Examples: - Two approaches that may help children achieve greater competence are problem-solving and guided discovery. **The former** allows for a variety of correct solutions. **The latter** provides opportunities for individual decisions.

- **which, who, whose**

These words refer to nouns or noun groups. **Which** can also refer to a whole idea.

Examples: - At the other extreme is Alan, **who** denies that you can regulate your creativity.

- They decided to send their child to a special school, **which** was probably a good decision.

- **do, does, did, have, has, was, were, be, will, would, should**

These helping verbs and modal verbs refer to the verb or the whole verb phrase (the verb + the rest of the sentence).

- Examples:**
- When scientists compared people who frequently watch TV and those who seldom **do**, they found that there were no great differences between the two groups.
 - Although we don't have to use this approach, other schools **must**.

- **Note:** In some cases substitute words refer to something that appears later in the same sentence or the next sentence.

- Example:**
- Instead of writing **her** essay, the student goes out with her friends.
 - **It** is difficult to predict the behavior of children under those conditions.
 - **It** is true that this method did not produce excellent results.

Practice #33: Can you identify what the substitute words refer to?

Note the substitute words (in bold). Underline the words they refer to. (The first one has been done for you.)

1. Workaholics are addicted to work. **They** probably wouldn't know what to do without it.
2. Many people follow diets as a way of life. **Their** goal is not to gain or lose weight, but simply to stay healthy.
3. Crying removes poisons and thus **it** helps people stay healthy.
4. According to this stereotype, boys should be strong, unemotional and aggressive, while girls shouldn't **be**.
5. The attackers felt persecuted. For **most** the motive for attacking was revenge.
6. Americans use an average of 300 gallons of water a day for their individual needs; this is in addition to **that** used for agriculture and industry.
7. Young people turn from parents to peers for support. **This** transition is part of the universal process of forming independent identity.
8. We neglect the development of personal economic skills, including an understanding of credit, real estate ownership, retirement planning, taxation and investing. The consequences of our ignorance of **these** can be dramatic.
9. Teachers experience a great deal of stress, and any changes in the system may temporarily cause more. **That** cannot, however, be an argument against all change.
10. If it is necessary for the teacher to write down scores, **this** should be done in a manner that promotes dignity and privacy.
11. A small percentage of children leave school because of family emergencies or crises. Others **do so** because of frustrations related to poor social adjustment.

Practice #34: Can you understand the connections in the texts?

Answer the questions following each paragraph.

1. Civilization has long centered around sources of water. Water is necessary to Man – he cannot live without it. Not only is it more important to him than food, but without it he cannot grow crops, run factories, wash himself and his clothes or keep his home clean.
 - a. Who cannot live without water? _____
 - b. What is more important to Man than food? _____
 - c. What can't Man do without water? _____
 - d. Complete the sentence: Man needs _____ more than food. There are many things that _____ cannot do unless he has _____.

2. Before Shelly and Sam got married, both placed value on romance, fitness and socializing, but they differed on whether or not they should have children. When they eventually did have a child, Sam loved his boy, but he didn't enjoy raising him. Shelly, on the other hand, greatly enjoyed being a parent.
 - a. Which activities did this couple value before marriage? _____
 - b. What did they not agree about? _____
 - c. Did Sam enjoy being a parent? _____
 - d. How did Sam feel about his child? _____
 - e. Complete the sentence: Shelly and Sam got _____, even though they didn't agree about having _____. Later they had a _____. While Shelly enjoyed raising their _____, Sam _____.

3. The most well-known program for dealing with bullying in schools is the one used in Norway. Its main goal is to reduce the amount of violence in schools. It educates teachers, school officials and parents about the subject, using a booklet that is given out to all schools there.

Complete the sentence: In _____ there is a program for dealing with bullying in schools. The goal of this _____ is to reduce _____ in schools. To do this, the program uses a _____ that all the schools in _____ get. The booklet trains not only _____ and _____ but also _____.

III

Additional Texts

Using the Additional Texts

The aim of this section is to provide additional reading practice, but without step-by-step guidance. Students should be referred to these only after they have been exposed to the strategies practiced in the Guided Reading section.

Most of these texts are authentic academic journal texts. An attempt has been made to present them in order of difficulty, based not only on language criteria, but also on content.

These texts can be used as practice tests before exams. They can also be used for enrichment activities, such as summary writing, summary exchange and oral presentations.

TEXT 1: LEARNING A LANGUAGE

1 Most of us think that learning a new language is a very difficult task. We take language learning very seriously – we enroll in courses, buy grammar books and dictionaries, listen to cassettes and do endless language exercises. Have you ever wondered, though, how a new baby learns language? How does a baby do it? How is it that babies learn their first language without the help of all these accessories? How do they manage without a dictionary, without being able to read, without grammar rules, and without a teacher?

2 Psycholinguists have tried to analyze how children learn a language. Although they have not found answers to all their questions, they do now know that languages have systems that make it easier for us to learn them and that language learning is a process with many stages.

3 All languages are systematic. In every language there are a limited number of sounds, a limited number of ways of combining these sounds to form words and a limited number of ways of combining

these words to form sentences. Every language has systems like these to make speech comprehensible to those who speak that language. The speakers of a language learn the systems and conform to them in order to understand and be understood. Without these systems we would not be able to communicate.

4 One of the marvels of language is how we use a limited number of sounds to create an unlimited number of words and sentences. In English, there are only about 45 sounds and 30 patterns for combining these sounds. Yet we can communicate whatever we want simply by combining this limited number of sounds and patterns. For example, we can recombine the sounds in the word "string" to form "ring, sing, sin, grin". We can rearrange the words in a sentence to mean entirely different things, as in "John saw Sally" and "Sally saw John". This is what makes languages so marvelous.

5 When we learn our first language we go through a series of stages. When we are only a few months old we begin to babble,

making all kinds of sounds. Some of these vaguely express things such as hunger or contentment, but most sounds at this stage do not have specific meaning. Babies simply enjoy making sounds and experimenting with them. Gradually, as they hear more of their own language, they learn to produce the sounds of that language and drop sounds that they don't need. In the next stage babies learn to combine the sounds into the words of their language. Later they learn to combine the words into sentences, first one-word sentences such as "Milk" and later two-word sentences such as "Want milk." Even at this early stage children are aware of word order patterns, and can understand which patterns belong to their language and which don't. For instance, a child learning English will understand and say "Want milk" but will be confused if someone says

"Milk want". This shows that the child is discovering the system of the language.

6 How do children do this? How do they discover the system of their language? One theory claims that they do so by imitation. They imitate what they hear, their parents correct them and then they imitate the corrected sentences. But there are problems with this theory. It doesn't explain how children can produce sentences that they have never heard before – something which they often do.

7 Psycholinguists are still studying how we learn language. They have found out many interesting facts about language and about the stages we go through in learning language. However, we still have a lot to learn about what makes communication possible.

TEXT ANALYSIS QUESTIONS



1. What is the usual view about learning a new language? (paragraph 1)
 2. What does the writer contrast this usual view to? (paragraph 1)
 3. What does the writer present in paragraphs 3 and 4?
 4. What is the relationship between paragraphs 3 and 4?
 5. What do the examples of "John saw Sally." and "Sally saw John." demonstrate? (par. 4)
 6. List the stages we go through in learning a language.
 7. Explain why "Milk want" would confuse a child learning English.
 8. "It doesn't explain how children can produce sentences that they have never heard before" (par. 6) What does "It" refer to?
-
-

TEXT 2: GOT THE MESSAGE?

- 1 How can you understand what someone is saying? Obviously by listening to the words and sentences that person is using. If that is the case, however, how do you explain the fact that you can often guess what someone is saying just by looking at the expression on his or her face? How do you explain the fact that the same sentence can mean two different things when said in different ways? Or how do you explain the fact that you can often guess a person's intentions just from the way he or she is standing?
- 2 Language may be essential for human communication, but it is not the whole story of communication. We do a lot of our "talking" without words. In fact some experts claim that actual words contribute only seven to ten percent to our understanding of a message. The rest of our understanding comes from a long list of non-verbal signals. Among these are sound signals, such as grunts, laughter, tone, intonation and speed. Another group of signals is body language, such as facial expression, eye movement, gestures and distance.
- 3 Non-word sounds contribute approximately 20 percent to our comprehension. Our tone of voice can express a wide range of emotions, from anger to amusement to enthusiasm to sadness. We use intonation patterns to question, to express sarcasm and to contrast ("That's a dog"? "That's YOUR problem".) In addition, there are sounds such as laughter and grunts and fillers ("well..., Umm") that tell people what we are thinking.
- 4 Body language is a vital form of communication. In fact, it is believed that the various forms of body language contribute about 70% to our comprehension. It is important to note, however, that body language differs in different cultures. Take for example, eye movement. In the U.S.A. a child is expected to look directly at a parent or teacher who is reprimanding him/her. ("Look at me when I am talking to you!") In other cultures the opposite is true – a child is expected to look down when being reprimanded. Looking directly at a teacher or parent in such a situation is considered a sign of disrespect.
- 5 Another form of body language that is used differently, depending on the culture, is distance. Did you know that in North America people don't generally stand as close to each other as in South America? Two North Americans who don't know each other well will keep a distance of 4 feet between them, whereas South Americans in the same situation will stand 2 to 3 feet apart. North Americans will stand closer than two feet apart only if they are having a confidential conversation or if there is intimacy between them.
- 6 Gestures are often used to communicate. We point a finger, raise an eyebrow, wave an arm – or move any other part of the body – to show what we want to say. However, this does not mean that people all over the world use the same gestures to express the the same meanings. Very often we find that the same gestures can communicate different meanings, depending on the country. Take,

for example, the gesture where you hold up a hand, palm away from the face, and move your fingers up and down. To most Europeans this means "Goodbye", but to many speakers of Arabic it means "Come here". Another example of a gesture that could be misinterpreted is sticking out the tongue. In many cultures it is a sign of making a mistake, but in some places it communicates ridicule.

- 7 Another way in which we communicate is the way we use clothing and body ornamentation. Every culture has its accepted ways of dressing, arranging one's hair, painting one's face and wearing jewelry. By adopting the conventions for

dressing within a certain society, a person communicates that he or she is willing to accept the standards of that society. By rejecting those conventions a person communicates rejection of the culture and values of that society. Imagine a rock star wearing a suit and tie or a stockbroker in tights, with a tattoo and body piercing jewelry. Dress and ornamentation, like all languages, differ in different cultures and also change with time.

- 8 The dangers of misunderstanding one another are great. Obviously it is not enough to learn the language of another culture. You must also learn its non-verbal signals if you want to communicate successfully.



TEXT ANALYSIS QUESTIONS

1. What is the usual view about how we communicate? (paragraph 1)
2. What is the writer's view about how we communicate? (paragraphs 1- 2)
3. What are the two types of non-verbal signals that the writer describes? List at least three examples of each type.
4. "... body language differs in different cultures" (paragraph 4)
How does the writer support this statement in paragraphs 4, 5 and 6?
5. What does the example in paragraph 4 demonstrate?
6. What does the writer present in paragraph 6 and what function does it serve?
7. What does the example of the hand gesture demonstrate? (paragraph 6)
8. What is the writer's aim in this text?

TEXT 3: DOES SLEEP HELP YOU STUDY?

by Eric Hoddes

Yes – if you take the nap after you cram, not before. Otherwise, you might be better off staying up all night.

- 1 Sleep helps us remember, assuming that it follows study. If sleep precedes study, it can turn out to be worse than no sleep at all.
- 2 The beneficial effects of sleep on memory were first studied by J.G. Jenkins and Karl M. Dallenbach in 1924. They found that individuals who slept after memorizing material recalled more than those who stayed awake. Recent experiments have confirmed this sleep effect.
- 3 It doesn't seem to make much difference whether a person sleeps immediately after learning or waits a few hours. What is important is the sleep. In a study by psychologist Bruce Ekstrand and others at the University of Colorado, three groups of people learned a word task. One group immediately went to bed for seven hours. Another stayed awake for seven hours, then slept for seven hours. The third group stayed awake the full 14 hours, after which all individuals were tested for their recall. Recall was about the same for the two sleep groups, but both had better recall than the group that stayed awake.

Dreams and Sleepwalking

- 4 The procrastinator's approach – sleep before you learn – won't help your memory at all. In fact, a short period of sleep just before new learning can seriously increase forgetting, what Ekstrand calls the "prior-sleep effect".

Everyday examples of this are common: a person is awakened by the telephone in the middle of the night, talks for a while, goes back to sleep, and remembers nothing of the call the next morning. The prior-sleep effect may also explain why a person forgets dreams he had early in the night, or when he sleepwalks.

- 5 It doesn't take much prior sleep to disrupt memory. In another Ekstrand experiment, subjects slept for a specified period of time, were awakened, and given a list of material to memorize. The researchers made sure the subjects were wide awake before they put them through their memorizing paces. Subjects were tested four hours later for recall.
- 6 Ekstrand found that prior sleep of 30 minutes, one hour, two hours, and four hours significantly impaired memory. If the students were awakened two to four hours before learning, however, their memory was no longer affected by the sleep. Also, sleeping for six hours produced less forgetting than four hours or less of prior sleep.

The Stages of Sleep

- 7 Researchers have attempted to find out if the various stages of sleep affect memory. The Rapid Eye Movement [REM] phase is characterized by an active central nervous system, with increased heart rate and brain temperature. In the four stages of non-REM sleep the body is relaxed, with slow and regular respiratory and circulatory functions. The stages of sleep didn't seem to

matter. Usually when researchers woke up subjects in various sleep phases, they didn't find any memory difference.

- 8 Hormones may be one cause of the prior-sleep effect. Researchers Elliot Weitzman, Jon Sassin, and Izmet Karacan, among others, found that sleep increases release of a hormone called samatrophin. Hormone levels rise quickly within 30 minutes after a person falls asleep and remain high during the first half of the night. The levels subside in the latter part of the night.
- 9 For the last year and a half I have studied how samatrophin affects laboratory mice that learned to discriminate between black and white alleyways in a maze. They were injected with the hormone at various times before and after training. I then measured memory loss four weeks later. When samatrophin was injected five minutes before training, memory was severely

disrupted, but if the hormone was injected 90 minutes before training, there was no significant difference in recall.

- 10 If samatrophin operates the same way in humans, people who were awakened early in sleep may have had poor recall because of the high hormone in their system. These levels gradually return to normal after awakening, which may account for the disappearance of the prior-sleep effect after the subject is awake for a while.
- 11 If you don't plan to go over and relearn material you study, it is best to sleep a while (four hours or longer, if possible) between the time you study and the time you have to recall the information. Don't sleep before you study unless you allow yourself a period of time of being awake before you start studying seriously. And allow for an undisturbed period of sleep.

from Psychology Today, June 1997.

TEXT ANALYSIS QUESTIONS



1. What is the main idea presented in this article?
2. What does the writer present in paragraph 3 and what function does it serve?
3. What is the "prior-sleep effect"? (paragraph 4)
4. List the findings of Ekstrand's experiment. (paragraph 6)
5. What explanation does the writer give for the prior-sleep effect? (paragraphs 8-10)
6. What is the aim of the article?

TEXT 4: THE NATURE AND USES OF DREAMING

by Ernest Hartmann

"The connections made in dreaming are not random. They are guided by the dominant emotions of the dreamer."

- 1 A 20-year-old college student had a narrow escape from a fire that killed several members of his family. A few nights after the fire, he had a vivid dream: "I was on a beach when a huge tidal wave came along and engulfed me. I was flipped over and over; there was nothing I could do. I was just about to drown when I woke up." On another night he dreamt: "I was swept away in a whirlwind. I was helpless, just blown away." These dreams clearly do not picture the details of what actually happened to him – the fire. Rather, they reflect his emotional state.
- 2 I am convinced that such dreams are by no means nonsense. They reflect our emotional state – our feelings of fear, terror and helplessness. I have collected and studied many series of dreams after major trauma and have repeatedly come across dreams about tidal waves, whirlwinds, or being chased by gangs of bullies. These dreams picture the emotional state of the dreamers' minds.
- 3 In the past few decades, dreams have not gotten much respect. There have been two dominant schools of thoughts. One view, held by some biologists, is that dreams are basically random nonsense, the products of a poorly functioning brain during sleep. If there is any meaning to dreams, it is

"added on later" as our brains try to "make the best of a bad job." A related view is that dreaming may function as an "unlearning" procedure: a dream is garbage being thrown out by a computer to keep itself from being clogged up. In this view, we dream specifically about what we do not need to remember.

- 4 The other view of dreams, commonly held by psychoanalysts and therapists, derives largely from the pioneering work of psychoanalyst Sigmund Freud. Freud took dreams seriously in one sense, calling them the "royal road" to the workings of the unconscious. He felt that his main contribution was his finding that, when analyzed properly, every dream turns out to be a fulfillment of a wish. But although Freud appears to take dreams much more seriously than the biologists do, he does not place much value on the dream itself. He continually refers to dreams as an irrational mental product, whose value emerges only when we analyze it by a process of free association, leading eventually to an underlying wish.
- 5 After years of research on the biology of dreaming, I disagree with both these broad views. I have spent many years analyzing my own and my patients' dreams in my clinical practice, using techniques by Freud, Carl Jung and others. Based on this analysis, I have no doubt that dreams are meaningful and can lead us to useful knowledge about ourselves. However, I

disagree with Freud's thesis that every dream, when properly understood, is the fulfillment of a wish. For example, the hundreds of dreams I have collected of the tidal wave cannot in any way (with or without free association) be interpreted as fulfillment of wishes. Rather, they provide a context for an emotional concern.

- 6 When dreaming, we make connections more broadly than when awake. Although the connections may sometimes seem far-fetched or strange, they actually often make sense. Four different women have reported dreaming of their boyfriends. In their dreams the boyfriends looked like their fathers. Each woman, when she woke up, realized that her boyfriend was actually like her own father in many ways – something she had never realized before. The dreams simply put together things in these women's minds that they had never put together in waking. While awake, "father" and "boyfriend" occupied different channels of thought. Only in the broadly connected state of dreaming were the two brought together. This connection is both meaningful and useful.
- 7 Our conclusion is that dreams make connections broadly, but by no means randomly, in the minds of the dreamers. The connections are guided by the emotional state of the dreamer. Furthermore, dreams have their own language for doing this. Dreams obviously do not deal in words or mathematical symbols, but rather in pictures or picture metaphor. There is a whole continuum in our mental functioning,

running from rational waking thought at one end (solving a problem, for example), through looser thought, daydreaming and eventually dreaming at the other end. As we move on this continuum from one end to the other, we think more in pictures and specifically in picture metaphor.

- 8 I claim that dreams contextualize emotional states by using the language of picture metaphor. For example, in our culture, a trip in a car is often a metaphor for the course of lives or relationships. Dreams such as "I am in a car going downhill and the brakes don't seem to be working," may mean that certain relationships are in difficulty or seem to be out of control.
- 9 Another important question to consider is whether dreaming has a function or use. Is all this making of connections simply something that happens every night and has no other significance, or does it have a function in our lives, and can we make use of it? My collaborators and I speculate that dreaming probably does have a function.
- 10 Roughly, the most basic function can be called re-weaving or interconnecting. Returning to the dreams after trauma, we have found that the person first dreams about tidal waves and gangs, then more and more about other related material from his or her life. The dream makes connections and ties things together. It starts with a new piece of distressing information and ties it in, connects it with other images of trauma, other memories related to the same feelings. This process interconnects and cross-connects the materials, so that next

time something similar happens, it will not be quite so frightening, since it will be part of a woven pattern in the mind. Thus, the dream has the function of calming the mind and preparing it for the future.

- 11 What dreams seem to do after a traumatic event is similar to what a good therapist does. First, a safe place is established. In therapy, the therapist must be someone the patient gradually learns to trust; safety comes from a sense of alliance between patient and therapist. The patient is allowed to tell his or her story about the trauma or new event over and over again, making connections to other material, gradually seeing it in a new light. I believe this happens in dreaming as well. The safe place is provided by a bed and the muscular inhibition of REM-sleep, which assures that the sleeper will lie quietly in bed, rather than running around acting out the dream. Once safety is established, the broad connections are gradually made.
- 12 In addition to the basic interconnecting function of dreaming, there are many ways in which dreams can be useful to us when we do remember them. For example, the women who dreamed about their boyfriends turning into their fathers generally found that this dream offered them a useful insight, a new way of looking at their relationships with their boyfriends.
- 13 Sometimes, the new and broader connections made by dreaming can be helpful in our work and in artistic and scientific discovery as well. A number of creative people have made use of dreams

in their discoveries. Some of the best-known examples are the French chemist Auguste Kekule, who saw snakes biting their tails in a dream, which led him to the correct ring structure for the benzene molecule. Inventor Elias Howe attributed the discovery of the sewing machine to a dream in which he was captured by cannibals. He noticed as they danced around him that there were holes at the tips of spears. This made him realize that that was the design feature he needed in order to solve his problem. Vladimir Horowitz and several other well-known pianists have described playing piano pieces in their dreams and discovering a new fingering they had not tried previously and which turned out to work perfectly. Robert Louis Stevenson said that his book, *The Strange Case of Dr. Jekyll and Mr. Hyde*, came to him in a dream.

- 14 I do not claim that all the hard work of discovery happened in the dream. Generally, the artist and scientist made one new connection in a dream and then developed the work in the waking state. Stevenson probably dreamed of a respectable doctor turning into a monster. Then his waking writing skills took over from there.
- 15 Dreams can be extremely useful in our personal lives, in scientific or artistic work, or even in something as basic as career choice. I am certainly not suggesting that we should substitute the dream for waking thought, but why should we leave it out entirely? Dreaming is one end of the

continuum, a way of making connections more broadly than our focused waking thought, but guided by what is important to us. In my opinion, we should use everything

we have and allow ourselves to notice and employ this additional connecting power in our lives.

adapted from USA Today, March 1999.

TEXT ANALYSIS QUESTIONS



1. What does the writer claim about dreams? (paragraphs 2, 5)
 2. What are the old views about dreams? (paragraphs 3 & 4)
 3. How does the writer support his claim in paragraph 5?
 4. What does the example of the four women in paragraph 6 demonstrate?
 5. Explain the following sentence in the context of paragraphs 7 and 8.
"...dreams have their own language..." (paragraph 7)
 6. "What dreams seem to do... is similar to what a good therapist does." (paragraph 11)
Explain the analogy. In what way are dreams similar to a therapist?
 7. List and briefly explain the functions of dreaming. (paragraphs 9-13)
 8. What do the examples in paragraph 13 demonstrate?
 9. What is the aim of the text?
-

TEXT 5: CHILDREN WITHOUT FRIENDS

by Janis R. Bullock

This article highlights an area that should be of great concern to educators – children without friends. The author notes the serious implications of growing up friendless: "The uniqueness of peer relationships contributes to a child's normal development." Now, proven techniques of identification allow teachers and other professionals to help such children.

- 1 Children who have difficulty forming friendships and gaining acceptance among peers have received a tremendous amount of interest over the past decade. Research indicates that approximately 6 to 11 percent of elementary school-age children have no friends or receive no friendship nominations from peers (Hymel & Asher, 1977). This figure varies depending upon the assessment procedure used and it may be even higher in some subgroups. For example, children who have learning disabilities (Gresham, 1988), or are mildly retarded (Taylor, Asher & Williams, 1987) may experience more difficulties forming social relationships. Nonetheless, many average and above-average children are without friends. Consequently, research and intervention focusing on children with peer relationship problems are becoming more extensive.
- 2 Research continues to seek information that may contribute to the understanding and awareness of these children. Many children

who experience poor peer relations are at risk and need support. Research on the consequences of peer rejection can provide teachers with the foundation and rationale for effective intervention. Teachers working closely with children who lack friends understand the frustration such students experience during attempts to interact with peers.

- 3 The uniqueness of peer relationships contributes to a child's normal development. Unlike adult-child relationships, child-child relations are more egalitarian and involve more reciprocal interactions. These interactions help children achieve competency in many areas. Therefore, children who lack friends do not enjoy many important benefits of interaction. Peer relations should be viewed as necessary for a child's healthy development.

Identifying Children Without Friends

- 4 In order to determine a child's status within the peer group, researchers often use two variations of sociometric measurement techniques. These measurements rely on children's perceptions of others and can identify those children who are rejected or neglected by their peer group. A widely used sociometric technique is the peer nomination method (Hymel & Rubin, 1985). In this technique, children are asked to pick from a list the names of three children with whom they like to play and three children with whom they do not like to play. In general, this procedure provides

a useful means of assessing children's impact on their peers. Rejected children receive few positive nominations and many negative nominations, while neglected children receive few positive or negative nominations.

- 5 The rating scale measure (Singleton & Asher, 1977), a slightly different approach, is used to assess social acceptance or preference within the peer group. Children are asked to rate each classmate on a 1-5 Likert-type scale, in response to questions about how much they like to play or work with that classmate. Rejected children receive very low overall ratings, whereas ratings of neglected children do not differ from those of average children. Although neglected children are generally liked, they very often lack friends.

Sociometric Status and Behaviors in Children

- 6 Once researchers were able to identify rejected and neglected children, they became interested in determining the behaviors associated with each status. Information is typically gathered on child behavior in three ways: peer reports, teacher reports and direct observation. The behaviors of the children are then correlated with sociometric status.
- 7 Peers can provide an important perspective on the behavior norms within a peer group, providing insight on areas often unavailable or unknown to adults. A common technique requires children to characterize the behavior of peers (e.g., aggressive, helpful, cooperative, shy). A variety of behaviors attributed to children by their peers are

related to their sociometric status (Carlson, Lahey & Neeper, 1984; Coie, Dodge & Coppotelli, 1982; Wasik, 1987). Across age groups, peers accept children who are considered helpful, friendly, cooperative, cheerful and prosocial. Peer rejection is generally associated with aggression, disruption and fighting. Shy, quiet children lacking social involvement are often neglected.

- 8 Because of their considerable contact with children, teachers can provide a valuable perspective on children's behavior. French and Waas (1988) obtained teacher ratings on popular, rejected and neglected 2nd- and 5th-grade children. Rejected children were characterized as aggressive, hostile and task avoidant, while neglected children were described as having more school behavior problems than popular children. Coie and Dodge (1988) asked teachers to rank 1st- and 2nd- grade boys of different sociometric statuses on a variety of peer aggression items. Well-accepted and neglected children were described as the least aggressive, whereas rejected children were described as the most aggressive. Rejected children also scored low in conformity to rules and interpersonal sensitivity. In general, teacher assessments coincided with children's perceptions.
- 9 Direct observational methods also contribute to research on the assessment of peer group behavior. Trained observers unacquainted with children can provide unbiased information on discrete behaviors of children. Various studies on school-age children (Dodge, Coie & Brakke, 1982; Gottman, Gonso & Rasmussen, 1975; Ladd,

1983) show a high degree of consistency in outcomes. Both popular and average-status children engage in more cooperative play and social conversation than do rejected children. Rejected children show many more inappropriate behaviors than any of the other status groups. Often alone, they wander around the room and are off-task during the work period. They are also more aggressive, argumentative and likely to engage in disruptive peer interactions.

- 10** Less observational information is available on neglected children.

In general, they spend more time alone and make fewer social contacts. When they do attempt to make a social contact, they are often ignored.

They are characterized as being neither aggressive nor disruptive and have difficulty integrating with peers. They engage in more solitary activities than other children (Dodge, Coie & Brakke, 1982). In general, research suggests that children who are rejected and neglected display certain behaviors that may contribute to their failure to interact with peers.

Children's Status and Dropping Out of School

- 11** Children who continually experience rejection are considered to be at risk for dropping out of school. Approximately 20 percent of children who enter school do not graduate for various reasons (Weiner, 1980). A small percentage leave reluctantly, generally due to family emergency or

crises. Others do so because of frustrations related to poor social adjustment. Yet, the majority of these students are considered at least average in intelligence with the ability to graduate.

- 12** Several studies provide support for the hypothesis that peer assessment of low acceptance can predict future dropouts. Gronlund and Holmlund (1958) reported that 54 percent of low-accepted boys dropped out of school, compared to 19 percent of high-accepted boys. Among

girls, the dropout figure was 35 percent for low acceptance, compared to 4 percent for high acceptance. Barclay (1966) reported that low-accepted boys and

girls were two to three times more likely to drop out of school.

- 13** These early studies did not distinguish between rejected and neglected children, a more recent concern. Kupersmidt's (1983) study does address the subclassification issue. In a 6-year longitudinal study of 5th-graders, she reports the dropout rate included 30 percent of the rejected, 21 percent of the average and 4 percent of the popular sample. Although differences were only marginally significant, the rejected group did show a greater dropout rate. Kupersmidt suggests that perhaps only the rejected children are at risk.

- 14** In sum, evidence suggests that many adolescents who drop out of school experience poor peer adjustments in their earlier years of school. They are more

Evidence suggests that peer rejection may be such an adverse experience that adolescents decide to leave school.

likely to drop out of school than their more accepted peers. The effects seem to be stronger for boys than girls, yet patterns are consistent regardless of gender. Evidence suggests that peer rejection may be such an adverse experience that adolescents decide to leave school (Kupersmidt, Coie & Dodge, 1990). The relationship between neglected children and dropout rates is not so clear and needs further examination.

Considerations for Teachers

15 Children who are rejected by their peers often report feelings of loneliness and lower levels of self-esteem. A sensitive and supportive teacher will be aware of these feelings and will attempt to assess each child's situation. Teachers can begin by careful observation of the child. While observing the child who appears to be having difficulty interacting with peers, the teacher can ask:

- Do the children in the class seem to avoid, ignore and reject the child?
- Does the child lack certain social skills necessary for successful interaction with others?
- Does the child have difficulty interpreting other people's cues or requests?
- Does the child have difficulty communicating with others about his/her needs and desires?
- Does the child act aggressively while interacting with others?
- Is the child disruptive in the class?

16 Although there are no plans that work with every child, teachers can choose from several approaches found to be successful.

Teachers will need to choose strategies that best fit the child's needs, are adaptable to the classroom and support their philosophy.

17 Some children are disliked by peers because they lack the skills necessary to get along with others. Researchers (Oden & Asher, 1977) have developed techniques for coaching children in social skills. Coaching involves identifying the child's problem and providing some form of direct instruction regarding strategies for use when interacting with peers.

18 Children can be coached on specific concepts that will contribute to more positive interactions. Concepts that were used by Oden and Asher (1977) included participation (e.g., how to get started and the importance of paying attention), cooperation (e.g., the importance of taking turns and sharing materials), communication (e.g., the importance of talking with others and listening) and being friendly and nice (e.g., the importance of smiling, helping and encouraging others). Coaches can assist children by:

- telling them why each concept is important to peer interaction
- asking for examples to assess children's understanding of the concept
- reinforcing the examples by providing suggestions when children have trouble finding their own examples
- discussing both positive and negative behavioral examples that are important to interactions
- trying out some of the ideas in a play situation
- assessing the situation afterwards

19 Some children may benefit from practice with younger age-mates. Coaching children has contributed to long-term changes in their behavior and sociometric status.

20 Children who have difficulty reading other children's cues may benefit by watching others who interact successfully. Low-status children can watch a variety of successful interactions on videotape or acted out by adults, other children or puppets. Studies (Gresham & Nagle, 1980; Jakibchuk & Smeraglio, 1976) indicate that low-status children exhibit an increase in positive interaction after viewing models, and the effects are maintained over time. Factors contributing to these positive outcomes seem to be:

- similarity of the model to the target child
- explicitly identifying the model's behavior to the target child
- using simple step-by-step narration to describe the purposes of the behavior (Asher, Renshaw & Hymel, 1982)

21 Children who act aggressively toward others are often the least liked in the classroom. Self-control training, also referred to as cognitive behavior modification, focuses on the maintenance of positive behaviors through internal cognitive control (Meichenbaum, 1985). In some cases, teaching aggressive children to self-regulate their behavior has proven more effective in reducing inappropriate behaviors than external reinforcement from teachers

(Bolstad & Johnson, 1972).

22 Researchers (Camp, Blom, Herbert & Van Doornick, 1977) have taught children to reinforce themselves directly by following a thinking-out-loud strategy that was found to reduce disruptive behaviors and increase prosocial behaviors. When using the thinking-out-loud strategy, children are trained to say to themselves, first out loud and then silently, "What is my problem? What is my plan? Am I using my plan? How did I do?" The process helps children interrupt their impulsive behavior, keeps them on task and reminds them of the necessary steps to take when carrying out

their task. This training often includes social problem-solving skills, whereby children are encouraged to suggest and evaluate solutions to problems (Spivak, Platt

& Shure, 1976).

23 Disruptiveness is another behavior often related to peer rejection. Disruptive children are often off-task and engage in inappropriate classroom behavior. The percentage of rejected children described as disruptive by peers ranges from 36 percent to 38 percent (Coie & Koeppl, 1990). Two techniques for reducing disruptive behavior in the classroom are use of reinforcement and token incentives.

24 Positive reinforcement, often used in connection with modeling, has produced some immediate positive outcomes (Asher, Renshaw & Hymel, 1982). The behavior

Not having friends contributes to loneliness, low self-esteem and inability to develop social skills.

of a child or group of children can be subjected to direct reinforcement. Teachers can make a point of praising socially cooperative interactions, while ignoring any undesirable interactions deemed tolerable. Specific praise of a child immediately after a desirable behavior provides the strongest results. Other studies (e.g., Gresham, 1979) used reinforcement procedures to reduce the frequency of negative social behaviors, and these effects were found to maintain over time.

25 The use of tokens as a reward for desirable behavior, in conjunction with positive reinforcement, tends to reduce disruptiveness and increase on-task behavior (Kazdin, 1977). In a token economy, teachers identify those behaviors deemed desirable and undesirable. When students act in a desirable manner, they are rewarded with a token of the teacher's choice. Tokens can range from a point system, plastic disks or plastic cards that can be exchanged for toys, food or other privileges. Several variations of token economies exist in schools and institutions. Descriptions of procedures, rules and additional considerations of this system can be found in Kazdin (1977).

26 Although token economies have shown success, they are not without their critics. This procedure focuses on the symptoms rather than the causes, and the effects of the program do not always generalize to other settings – such as home or play settings (Kazdin, 1977). In some cases, the system may not work at all. For example, Coie and Koeppl (1990) point out that children who

lack basic skills or are unable to perform classroom tasks may need specific coaching in academic skills.

27 Communicating with parents will be especially important for teachers working with children who have difficulty interacting with peers. The increasing number of single-parent families or families with both parents working outside the home means that teachers will need to utilize a variety of approaches to maintain contact.

28 Options may include telephone calls, notes, letters and parent conferences. In order for children to benefit, parents need to have an understanding of their child's development and progress. Teachers can discuss their observations of the child and share what they are doing in the classroom that might also be reinforced at home. In addition, teachers can ask for parental input and suggestions. Teachers can also share information with parents on child guidance or parent discussion groups that might be available in the community.

29 In some cases, teachers may find that some children will need more assistance than is possible within the classroom. Not all children will respond to the techniques suggested. At some point, teachers must acknowledge the need for additional help. Teachers will need to work with the family and suggest other resources. A professional teacher will understand the importance of compiling resources and referrals that can be useful for families. This information might include services such as the school psychologist; community mental health

clinics; child, family and marriage counselors; and developmental screening clinics.

Summary

30 A significant percentage of children are rejected or neglected during childhood. A lack of friends can put children at risk for later problems. More immediately, not

having friends contributes to loneliness, low self-esteem and inability to develop social skills. Rejection or neglect by peers is a traumatic experience for some children. Research indicates that identification and intervention may help modify the negative experiences that some children encounter.

from Childhood Education, Winter 1992.

TEXT ANALYSIS QUESTIONS



1. What is the main problem presented in this article? (paragraphs 1-2)
2. Why, according to the writer, is it important for children to have friends? (paragraph 3)
3. List two techniques for identifying children without friends. (paragraphs 4-5)
4. Describe the characteristics of the following: (paragraphs 8-10)
 - a. rejected children
 - b. neglected children
5. According to the findings described here, what is a major consequence of experiencing peer rejection?
6. List and briefly explain the major suggestions presented to teachers who work with rejected children. (paragraphs 15-29)
7. What is the aim of this article?

TEXT 6: A PROGRAM FOR KIDS: SUCCESS-ORIENTED PHYSICAL EDUCATION

by Karen H. Weiller and Peggy A. Richardson

- 1 Creating a successful learning environment is a challenging task for all educators. Children should have opportunities to experience success not only in the classroom setting, but also in the physical education setting. The Council on Physical Education for Children (COPEC) recently acknowledged that regular and appropriate physical activity is more crucial for children than ever before. COPEC (1992) describes a quality physical education program as both developmentally and instructionally suitable for the particular children being served.
- 2 Children do not automatically develop skills, positive attitudes and behaviors that lead to enjoyment and success in physical activity. Therefore, it is the responsibility of educators to create an environment that allows for a successful physical education program and to attempt to match the learner's needs and desires with those of the teacher.
- 3 Physical education programs have traditionally been designed to meet objectives established by experts in the field of elementary physical education curriculum. While these are important goals, instructors often do not account for children's needs when developing curriculum objectives. For example, Coakley (1990) indicated that children in informal play settings want personal involvement, action and an opportunity to

reaffirm friendships. Researchers in the area of organized sport for children (Martens, 1978; Orlick & Botterill, 1975) suggest that the main reasons children participate in organized physical activity are to have fun and learn skills. Without an aura of fun, children will most likely not participate. Thus, it appears that elementary physical educators and classroom educators need to take cues from experts in organized sports for children when implementing elementary physical education programs.

- 4 COPEC identified many interrelated components as critical to a total physical education program. The authors specifically address motor skill development and movement concepts, affective or social-emotional development and physical fitness development. Creating a successful physical education environment, as perceived by both student and teacher, is vital for the success of a quality physical education program.

Instructionally Appropriate Physical Education

- 5 Physical education is integral to a child's elementary instructional program. It is the only area of the curriculum in which motor skills and human movement are emphasized, along with an opportunity to facilitate their development (Nichols, 1990). A developmentally sound physical education program can enhance physical fitness, promote a healthy lifestyle, give children a positive self-image and help children acquire the motor skills needed to

achieve satisfaction as contributing members of society (Nichols, 1990; Pangrazi & Dauer, 1992).

Motor Skill/Movement Concept Development

6 Dear Diary:

Today all of the 4th-grade class ran relay races. I was so afraid that I would drop the baton when it was passed to me! I started sweating a lot and my stomach felt real funny. I know that my team was wanting to win real bad and I was afraid that I would let them down. If only we could have practiced more....

7 Acquiring motor skills and movement concepts is a key objective in an elementary physical education program. Too often, however, children participate in games well before they are prepared. Many physical education classes consist of merely playing games or entering children into competitive situations without prior opportunity to develop the necessary basic concepts and motor skills. Even when children have practiced motor skills, the actual game situations restrict application of those skills by all but the most highly skilled. This practice is inappropriate for a quality physical education program.

8 In order to effectively acquire motor skills and movement concepts, children need:

- ample and frequent practice time
- age-appropriate opportunities to develop a functional understanding of basic movement concepts
- appropriate clarification of the particular motor skill/movement concept
- direction about the correct way to

perform the skills (after each lesson and from lesson to lesson)

- opportunities to practice skills in an open setting and to build competence and confidence in their ability to perform a variety of motor skills without fear of failure (COPEC, 1992; Graham, 1987; Wall & Murray, 1989)

9 Recognizing each child's different level of skill acquisition and accommodating these differences will enhance the teacher's ability to create an environment that meets students' needs and teachers' goals.

Social-Emotional Development

10 Dear Diary:

Today in P.E. class we practiced tumbling skills. Some of the girls are really good, but I don't think I'm going to like this activity. Every time I try to do a cartwheel I feel like I'm losing control of my body. I feel so dumb. I can't do anything right. I'm sure all the other girls are laughing at me. I just want to feel good about gym.

11 Participation in a quality, developmentally appropriate physical education program can have an important effect on children's perceptions of themselves as socially interacting individuals and as skillful movers. The social-emotional component of physical education involves one's self-concept. Self-concept not only includes children's view of self, but also children's perceptions of how others feel about them (Gallahue, 1987). Self-concept depends upon one's competence, feelings of belonging and self-worth (Gallahue, 1987; Nichols, 1990; Pangrazi, 1982; Siedentop, Herkowitz & Rink, 1984).

12 • **Competence.** Children's feelings of

competence depend upon how efficiently they accomplish their movement goals. Hebron (1966) suggests that by age 8, children make up to 70 percent of their decisions to participate in activities based upon self-perceived competence. If children believe they are unable to perform a movement, they will be much less likely to want to participate. Feelings of inadequacy will lead to poor performances, thus reinforcing an already low self-concept. Skill challenges for children should allow for early success, be progressive in nature and be built upon previously acquired skills.

13 Two approaches that may help children achieve greater competence are problem-solving and guided discovery. A problem-solving approach allows for a variety of correct solutions to movement challenges. A guided discovery approach provides opportunities for students to make individual decisions about how they respond to a particular movement challenge. Increased success will help children gain self-confidence and competence, leading to an increase in overall self-concept (Gallahue, 1987; Logsdon et al., 1984; Pangrazi & Dauer, 1992; Purkey, 1970; Siedentop, Herkowitz & Rink, 1984).

14 •Belonging.Elementary school-age children want to be valuable members of a group. Teachers must "...intentionally design and teach activities throughout the year which provide the opportunity for children to work together for the purpose of improving their emerging social and cooperative skills" (COPEC, 1992). For example, physical educators can incorporate games such as *Cooperative Musical Hugs*, *Cooperative*

Musical Hoops and *Numbers, Letters and Shapes Together*. These activities introduce the idea of working together. Older children can benefit from collective score activities. In such activities points are awarded when teams or groups work together toward a common end (Orlick, 1978; Pangrazi, 1982; Stoner, 1982).

15 • Self-worth. Children's self-worth is based on perceptions of being worthy or unworthy in the estimation of others (Gallahue, 1987; Pangrazi, 1982). Educators can ensure that courtesy and respect are daily goals of the activity environment (teachers should be consistent in their positive interactions with children) and encourage children to praise and support each other in their skill endeavors. As physical educators and classroom educators display courtesy and respect toward students and encourage students to do the same, they aid in affirming the importance and contribution of each child.

16 Nowhere is the child more unique than in the physical education setting. Teachers must help all children experience the satisfaction and excitement that come from participation in physical activity. Acknowledging children's unique and special movement accomplishments can reinforce children's desires to engage in physical activity and to achieve their full movement potential.

Physical Fitness Development

17 Dear Diary:

Tomorrow in P.E. class we're going to do that dumb fitness testing. We have to run a mile and do sit-ups and stuff. Coach yells out our scores so everyone can hear. I don't even know why we

do this stuff. It's so boring and we hardly ever practice ahead of time....

- 18 All children have the right to a well-structured and appropriately presented physical fitness and wellness program. The Council on Physical Education for Children (1992) recommends children participate in a program that allows them to "understand and value the important concepts of physical fitness and the contribution they make to a healthy lifestyle". Regular, vigorous and prolonged physical activity is accepted as a core component of any cardiorespiratory fitness program (Ross, Dotson & Gilbert, 1985).
- 19 Physical fitness improvement activities can be included in a physical education program in such a way as to meet teachers' expectations of improved physical fitness and satisfy students' needs of fun and enjoyment. Physical fitness activities should be based upon success and improvement (Pangrazi & Dauer, 1992). Although many physical education classes do not meet on a daily basis, children should be exposed to activities that promote independent, daily exercise and provide them with the tools and knowledge to continue a regular pattern of exercise. An appropriate frequency minimum for children is three aerobic exercise sessions per week (Pangrazi & Dauer, 1992).
- 20 Components of a broad fitness program can be effectively presented and reinforced by physical education teachers. School-wide support for a healthy, active lifestyle will serve to reinforce children's enthusiasm. Specific components of an appropriate program, as well as means for promoting a

successful physical fitness program, are as follows:

- Students should be taught to set personal fitness goals that can be applied at home as well as at school. These goals should incorporate a regular fitness routine that extends beyond recess and daily or weekly physical education instruction.
 - Children should be taught the purpose of fitness activities, the correct way to perform activities and the value of maintaining fitness.
 - Physical education lessons in the classroom can include basic anatomy and kinesiology (names and locations of major muscle groups and bones). Information should be related to fitness activities included in physical education class.
 - A system that encourages challenging yet reachable goals, as well as continued participation and regular exercise, will be motivating for students.
 - Children should be able to assess their personal fitness levels. If it is necessary for the teacher to write down scores, this should be done in a manner that promotes dignity and privacy.
 - Total school and home involvement can effectively enhance a physical fitness program. Teachers can send home activities to be performed on weekends and vacations. A fitness calendar can list activities to be performed on certain days, allowing both students and parents to become involved (Pangrazi & Dauer, 1992).
- 21 Regular, appropriate physical activity is the responsibility of all educators. It is crucial that children acquire appropriate

skills, develop a sound fitness level and feel positive about their movement abilities. A developmentally appropriate physical education program is one that meets teachers' goals of furthering skill and fitness development, yet also accommodates children's interests, desires and feelings. Recognizing individual characteristics and making allowances for children's individual needs will allow all educators to provide an instructionally sound physical education program that maximizes children's opportunities for learning and success.

22 Dear Diary:

Today is P.E. day. I am so excited. We only have P.E. three days a week. I wish we had it every day! Today we will play some fitness games, jump rope and maybe play hockey. We've been working on hockey skills. I love going to P.E. My teacher makes everyone feel great. I'm not the best athlete but it's O.K.--'cause we have 50 much fun and learn lots too.

from Childhood Education, Spring 1993

TEXT ANALYSIS QUESTIONS



1. The writers believe that a good physical education program needs to include three components for developing children. What are these? (par. 4)
2. Why, according to the writers, is a good physical education program important for children? (par. 5)
3. List the writers' suggestions for helping children acquire motor skills and movement concepts.
4. "Children's self-worth is based on perceptions of being worthy or unworthy in the estimation of others." (paragraph 15)
What do the writers suggest for improving children's self-worth?
5. Each of these diary quotations presents a problem.
 - a. Identify the problem illustrated by each.
 - b. What solutions do the writers give for each of them?
 - "I was so afraid that I would drop the baton when it was passed to me!" (paragraph 6)
 - "I'm sure all the girls are laughing at me." (paragraph 10)
 - "I don't even know why we do this stuff." (paragraph 17)
6. What is the writers' aim in this article?

TEXT 7: THE POWER OF PLAY

by Hara Estroff Marano

Most of us think of adult play as respite or indulgence, but having fun is no trivial pursuit. In fact, it's crucial to mental creativity, health and happiness.

- 1 **The Beach** Say the words and they conjure the gentle tickle of waves against the shore, the harder kick of surf dashing against rocks, the slap of spray against heated skin. For most of us, the place where earth meets ocean is the very essence of play—antic, full of novelty and joyful abandon. At the beach, we are all children. As we gambol in the shallow surf and toss in the deeper waves, we feel the freedom of helplessness and the satisfaction of improvising defenses. Unburdened by consciousness or self-consciousness, we are caught in the moment. Suffused with pleasure, we exult in the sheer lightness of being.
- 2 Yet, as welcome and wonderful as those feelings are, play's value among adults is too often vastly underrated. We would all agree that play lifts stress from us. It refreshes us and recharges us. It restores our optimism. It changes our perspective, stimulating creativity. It renews our ability to accomplish the work of the world. By anyone's reckoning, those are remarkably worthy achievements.
- 3 But there is also evidence that play does much more. It may in fact be the highest expression of our humanity, both imitating and advancing the evolutionary process. Play appears to allow our brains to exercise their very flexibility, to maintain and even

perhaps renew the neural connections that embody our human potential to adapt, to meet any possible set of environmental conditions.

- 4 And it may be that playfulness is a force woven through our search for mates. Certainly, playful people are the most fun to be around. But the ability to play may be a strong and appealing signal of something more. Especially among males, playfulness can protect us. It may be a way to indicate to potential partners that a man is not a threat to himself, to his offspring—or to society at large. It can truly be said that we are made for play; after all, humans are among the very few animals that play as adults. What the evidence adds up to is this: we are most human when we play—and just because we play.
- 5 Like art, play is that quintessential experience that is almost impossible to define—because it encompasses infinite variability—but which we all recognize when we see, or experience. So let us go back to the beach in an attempt to understand all that contributes to such a necessary, and exalted, psychological state.
- 6 The beach is, above all else, 'Somewhere Else', far enough away from home, office, and everyday routines in character and distance. That dislocation sets the stage for us to be attuned to the moment, to relax our focus on long-term goals. Being at the beach invariably forces a measure of spontaneity. We bring few of our usual possessions and tools. We are forced to recline, stretch out, relax. If the sand and the water offer their own endless cache of novelty, the sun draws

our attention to them. And it cossets us, taking tension out of our bodies with its warmth. Then, too, there is the novelty of (relative) nudity. It renders us all childlike and opens us to the enjoyment of sensations. It renders us ready to play.

- 7 Despite our readiness to play, at the beach and other places, we Americans have a particularly deep ambivalence toward play. According to Cindy S. Aron, Ph.D., associate professor of history at the University of Virginia, Americans want to get out and play, and we do. But we have also created many ways that keep us connected to work. Partial evidence: the ubiquity of cell phones and laptop computers at the beach. The concept of vacation—time specifically set aside from work for play—grew from the custom of a small elite in the early 19th century, observes Aron in *Working at Play* (Oxford, 1999). Fostered by the growth of the middle class, the creation of a highway system and the changeover from an agricultural to urban society, it expanded to a mass phenomenon by World War II. But at the same time, notes Aron, "Americans have struggled with the notion of taking time off." In fact, she says, we have "a love/hate battle" with our vacations, both wanting to take them and fearing the consequences. Our distrust of leisure is a legacy of our Puritan forebears, who knew that work, not play, was the key to their success and saw labor as a way of glorifying God. Play, according to this view, threatens to undermine both our success and salvation.
- 8 Freud, too, disregarded play as a powerful force. In his 1930 classic *Civilization and Its Discontents*, he declared that "the communal

life of human beings had, therefore, a twofold foundation: the compulsion to work... and the power of love." As a result, today we often use our leisure time not necessarily to play, but in performance of various sorts of work, whether it's time at the health spa or artists' retreats. It isn't even clear whether we are playing more or less than we used to. If we're playing more, it doesn't feel like it. Just in the past 30 years, there has been a cultural shift reemphasizing work and getting ahead. "We still play, but much of it seems to lack a playful quality," observes anthropologist Garry Chick, Ph.D., of Penn State University. "Playfulness has been replaced by aggressiveness and the feeling that more needs to be crammed into less time."

- 9 Scholars themselves debate the state of our leisure time. Many believe that the amount of free time we have to use for play has decreased since about 1970, after having increased steadily since the Industrial Revolution. The increase accompanied a transition from an industrial economy marked by hourly wages to a service economy characterized by salaries. But the globalization of business competition and a general cultural rejection of the ideals of the 1960s in favor of a new materialism have actually eroded our free time since then. Other experts believe we have as much free time today as in 1970—but feel so harried by globalization and intimidated by the speed of things that it seems as if we have less.
- 10 But the big question is why we bother to play at all. It is a tenet of evolutionary psychology that useless behaviors—and worse, deleterious ones, which play can seem to be since it erodes energy, wastes time

that could be spent searching for food, and opens players to both injury and predation—pretty quickly get selected out of behavioral repertoires. Yet in the animal kingdom, play increases, rather than decreases, with increasing complexity of the brain. If Garry Chick is right, we play because it protects us. Chick, who has studied games and sports in a number of cultures, contends that the standard explanations for why we play just don't wash. For example, the belief that play affords practice for skills needed later in life is true—for some animals, and then just for juveniles. "Some animals appear to play at things they will be doing their adult lives," he observes. "Predatory animals play at predation, those that are preyed upon play at escape. Social animals beat each other up to establish rank and hierarchy." Of course, all animals play at sex. "It's essential, something you have to do," Chick notes. "Animals play at mounting. Humans play doctor." But the difficulty is explaining why adults engage in play, activity distinguished by having no goals at all. "Adults really don't have more to learn," says Chick. Which is why in most mammalian species, the adults leave playing to the young.

- 11 Chick proposes that just as humans have selectively bred the wolf into the dog specifically for playfulness, so we have bred playfulness into our own selves by sexual selection. Males, he argues, can be dangerous. They rape and they kill, especially when one deposes another in a social group. Chick points to evidence that stepfathers are much more likely to kill their stepchildren than fathers are to kill their natural offspring. But one sign that males

may not be dangerous either to females or to their children is their willingness to play with them. "So it is possible that females seek out mates who are playful, both for their own protection and for that of their offspring." Men, for their part, are not immune to the pleasures of playfulness in selecting a mate either. Playfulness is an indicator of youthfulness in women.

- 12 If playfulness is an innate biological quality of higher animals, it is also in part a learned behavior. Chick's studies of preschoolers and their parents demonstrate that younger parents have more playful children than older parents, presumably because they are played with more. And second-borns are more playful than first-borns, because they go through childhood with a near-peer to play with.
- 13 Through play, contends psychiatrist Lenore Terr, M.D., clinical professor of psychiatry at the University of California at San Francisco, "we get control over the world. We get to manipulate symbols, control the outcome of events." Terr's own now-classic work with children traumatized by physical and sexual abuse demonstrates how clearly play is necessary to mental health. In the aftermath of trauma children lose their flexibility. They play, but their play is obsessive; they stay stuck, repeating the traumatic episode endlessly. "Post-traumatic play demonstrates that if we don't find a way out of difficult situations, we will play much of our lives over and over again."
- 14 Play is an opening to our very being, Terr observes in *Beyond Love and Work: Why Adults Need to Play* (Scribner, 1999). It permits us emotional discharge, but in a way

that carries little risk. In fact, she says, play is not just an activity—it's a state of mind, and "all the mental activity of play comes at you sideways." Therein lies its value: the mental activity is never the direct goal. Terr uses play therapy as a way to allow children—and adults, who often remain frozen in patterns of play originating in fearful experiences in childhood—to create new endings for their experience. Perhaps for that reason, adults who play appear to live longer than those who don't. Terr cites as evidence the most recent findings of the long-standing Terman study. Begun by Stanford University psychologist Lewis Terman in the 1920s to examine the lives of gifted children, the study has allowed other researchers to track the consequences of high intelligence and other psychological factors to health and longevity. In the Terman group, those still surviving are those who have played the most throughout their lives, Terr told *Psychology Today*.

- 15 Play, argues Brian Sutton-Smith, Ph.D., is more than an attitude. And more than an action. While it encompasses development, it's not about that—it's about pure unalloyed enjoyment. Professor emeritus of psychology at the University of Pennsylvania, Sutton-Smith is still the ranking dean of play studies. He considers play an alternative cultural form, like art and music. "They don't have much to do with immediate working life," says Sutton-Smith, "but that doesn't mean they're a waste of time." He calls play—are you ready?—an autonomous intrinsically motivated activity. We do it spontaneously, just because it's fun.
- 16 Like art and music, play has a verbal and

body language all its own. Even studies of children at play show that language use is different during play than during normal conversation. For one thing, it takes place mainly in the past tense. A typical exchange between playmates might go: "And then let's say that we went to your place and your mother wouldn't let us in so we had to go home and my mother was out and so we had to make this meal that we are making now. OK? Is that OK?... OK. And what else did we do?" "We did a poop. Ha-ha!"

- 17 Play is also stylized, with regulated ways of behaving. Games have rules. Still, people are very active within its frame. In other words, when you're chased, you run. "Play is always a fantasy, but once you get into the frame it is quite real, and everything you do is real. You put acres and acres of real movement and real action and real belief in it," says Sutton-Smith. So you scream with fear when you're being chased.
- 18 Sutton-Smith is betting that neuroimaging studies of the brain will eventually reveal a ludic center in the brain. And he locates it somewhere in the frontal lobes. What play does, he says, is simulate and make more flexible fear responses that are reflexes in the more primitive organism or in more primitive parts of the brain. "What we have in play is a simulation of an anxiety attack," he says. With one all-important difference. It's anxiety—complete with uncertainty—but without the adrenaline and endocrine response. Studies in dogs show that "they're rushing around as if they're in extremity, but adrenaline is not being pumped into the system. Play looks like an emergency but isn't. It's a simulated emergency. The frontal

lobes win out over the reflexive phenomena in the back of the brain." In the simulated explosions and aggressions of play, we get to explore and experiment with feelings. It is one of the few times we are in charge of circumstances. We have much more autonomy than usual, and exchange habit and boredom for novelty and the exercise of our own competencies. And that creates excitement.

19 Somewhere down the line, some creature was untethered from strict necessity and afforded then luxury of an excess action, and then repeated making the move that wasn't strictly necessary. "That animal was in some way turned into a more surviving animal as a result," says Sutton-Smith. We play because it reflects the brains we have and the cultures we live in. By and large, he points out, "the connections in the brain fade away unless used. We know that early stimulation of children leads to higher cognitive scores. Playful stimulation probably hits all kinds of synaptic possibilities. It is all make-believe and all over the map. The potentiality of the synapses and the potentiality of playfulness are a beautiful marriage."

20 When adults play, notes Sutton-Smith, citing a series of Dutch studies of video-game playing, their memory is better. They are cognitively more capable. And they are happier. The same is true for kids. In one study, Austrian children were offered a cache of toys—once they got their work done. As a result, the children were more eager to go to school. The teachers liked being in the classrooms teaching and being with the kids more, and the parents liked the school more. And pointing to a homegrown study

at Temple University, children arriving in grade one with a reading background were compared with kids having a more old-fashioned play background. The children who got the reading instruction performed better during the first grade but not by the end of the year. And, Sutton-Smith reports, "they were much more depressed. The opposite of play is not work. It's depression."

21 Although we all need to play, we don't all play the same way. We differ significantly in play style, Penn State's Garry Chick has found. In studies of tic-tac-toe players, Chick observed differences along several dimensions. First there were those he calls high-velocity players; for them, the fewer strokes the better. Low-velocity players, on the other hand, were engaged in the play of play; they simply enjoyed making the moves. Players also differ by strategy. Some people play to win. Others play not to lose; for them, a draw is as pleasurable as a win. Some of us like to play in ways that test physical skill. Some prefer games of pure strategy, like chess. Others of us opt for word games and puzzles at any chance we get. Some of us—the very lucky ones?—get to play in our work. Scientists and writers, for example, regularly play with ideas.

22 How we play is related, in myriad ways, to our core sense of self. Play is an exercise in self-definition; it reveals what we choose to do, not what we have to do. We not only play because we are. We play the way we are. And the ways we could be. Play is our free connection to pure possibility.

It is a day at the beach.

From Psychology Today, July/August 1999.

TEXT ANALYSIS QUESTIONS



1. What is the traditional view of the value of play? (paragraph 2)
 2. What is the new view of the value of play? (paragraph 3- 4)
 3. List the benefits of being at the beach.(paragraph 5-6)
 4. "...we Americans have a particularly deep ambivalence toward play." (paragraph 7)
What is the writer's explanation for this?
 6. What reasons does the writer give for the increase in free time till 1970 and the decrease after 1970? (paragraph 9)
 7. "...we play because it protects us." (paragraph 10)
In what ways does play protect us, according to Garry Chick? (paragraph 10-11)
 8. What, according to Lenore Terr, is the main value of play? (paragraph14)
 9. List and briefly explain two characteristics of play that Sutton-Smith presents in paragraphs 16-17.
 10. What are the similarities and the differences between play and anxiety attacks, according to Sutton-Smith? (paragraph 18)
 11. What do the studies in paragraph 20 prove?
 12. What is the writer's aim in this article?
-

TEXT 8: BULLYING IN SCHOOL

By Frank J. Barone

Being bullied in school is not "part of growing up" or just a "rite of passage." Some children who endure bullying never get over the fear and the humiliation, according to Mr. Barone. By working together, schools and parents can make going to school an experience that students will enjoy, not dread.

- 1 Almost everybody can tell a story or two about having once been victimized in school by a bully. Many people can discuss in detail the incidents surrounding the experience and can even remember the name of the bully and the grade level at which the trauma occurred. Few of us go through all the years of schooling unscathed. And while most of us get over the fear and the humiliation, some do not.
- 2 Nathan Feris, a seventh-grader at DeKalb High School in DeKalb, Missouri, decided that enduring four years of taunting by other children, who called him "chubby" and "walking dictionary," was more than enough. On 2 March 1987 Feris brought a gun to school and fatally shot another student before turning the gun on himself in class. Classmates said that nobody really had anything against Nathan. "He was just someone to pick on," they said.
- 3 A set of parents in Japan have filed a 22-million-yen damage suit against the Tokyo metropolitan government and the parents of two alleged bullies, claiming that their 13-year-old son's suicide was caused by ijimi (bullying). The parents also claim that the school principal and several teachers not only failed to intervene to stop the harassment, but actually assisted the bullies in their activities. The boy hanged himself in a railway rest-

room and left a note naming two classmates as the cause of his anguish.

- 4 It seems that bullying has been a problem in schools for as long as there have been schools. Why is this so? Although not encouraged, bullying continues to be a problem for many children because it is widely tolerated. Teachers, school officials, parents, and other students too often seem to stand by as children are degraded, humiliated, beaten, and ridiculed.
- 5 Left unchecked, bullying in school can lead to tragic consequences akin to the two cases mentioned above. Even when suicide or murder is not the outcome, bullying can leave lasting emotional and psychological scars on children. Furthermore, research has shown that bullying can extend across the generations: the children of bullies often become bullies themselves.
- 6 Why, then, do school officials, teachers, and parents often appear to take so little notice? One reason may be because many adults consider bullying to be a normal part of growing up. Confronting a bully is considered one of the "rites of passage" for a boy. Unfortunately for the victim, the age-old advice to "stand up to" the bully and fight back usually leads to more violent bullying. Rarely does the bully back down. A second reason why bullying continues unabated might be that educators have become desensitized to bullying and do not even see it. Thus they seldom report it. A third reason could be that the schools are overwhelmed by other issues and problems outside of education with which they must deal. And finally, schools may not want to identify bullying as a problem because they do not have the resources to address it.

Scope of the Problem

- 7 Students who are the victims of bullies and school officials who hold the power to stop them have very different perceptions of the problem. This difference has hindered effective prevention efforts.
- 8 I developed a survey that was administered in spring and summer of 1993 to two groups in upstate New York. The first group consisted of 847 eighth-graders; the second group consisted of 110 counselors, teachers, and administrators in the same schools as the students. The survey contained the following definition of bullying: "Bullying is a situation when a student or group of students is mean to you over a long period of time (weeks or even months). Bullying can either be physical (hitting, kicking, and so on) or it can be verbal (threats, name calling, gossiping, or ignoring)." Using this definition, the school staff members were asked to estimate the percentage of the "students in their schools" who had been victimized by bullying. On average, the staff members believed that 16% of the students had been victims of bullies. The students in the same schools were asked whether they had "ever been bothered by a bully or bullies while you were in middle school." And 58.8% of the students surveyed said that they had.
- 9 The size of the difference in perceptions between students and school staff members suggests that the staff members do not recognize the extent of the bullying that students face. Bullying just does not seem to be "that big a problem" to the staff.

Nature of the Problem

- 10 The same survey uncovered some interesting facts. Contrary to what many of us believe, bullying in school does not primarily involve boys. Popular portrayals, such as *The Lord of*

the Flies and *The Lords of Discipline*, which depict only boys as both the bullies and the victims, do not reflect reality. As shown in this study, only 47% of the victims of bullying in middle school are boys. Thus, according to the students' own perceptions, the majority (53%) of the victims of bullies are girls.

- 11 Not surprisingly, the bullying that takes place among boys tends to be more physical (punching, kicking, pushing, and so on) than that which takes place among girls (which is usually more verbal in nature). Among the students who said that the bullying they had experienced was mostly physical, 89.3% were boys. Among those students who said that the bullying they experienced was mostly verbal, 67.1% were girls.
- 12 Among all students surveyed, 10% indicated that they had been physically injured by a bully in school. Furthermore, the nature of the injuries ranged from minor bumps and bruises to some injuries that required hospitalization. Of those students who said they had been injured by a bully, 76.5% were boys.

Effective Remedies

- 13 When asked to name the three most effective ways of solving the bullying problem in school, most staff members named "tougher discipline" (41.4%), followed by "better supervision" (33.7%). Only 17.4% of staff members listed "more counseling." Students, on the other hand, mentioned "more counseling" most often (43.2%); 25.8% mentioned "tougher discipline," while 22% mentioned "better supervision."
- 14 Tougher discipline is clearly important. Bullies must be held accountable for their behavior, or the behavior will continue. Victims will come forward if they can see that bullies are dealt with sternly, and bullies will be deterred.

- 15** Schools also need to improve their supervision efforts. This does not necessarily mean having more supervision, but rather making certain that the correct areas are supervised. Most adult survey respondents said that they believed bullying tends to occur in out-of-the-way and hard-to-supervise places, such as on playgrounds and in locker rooms. But 62.9% of the students surveyed indicated that most bullying in their school occurs in the hallways. (Only 10.6% of the staff surveyed felt that most of the bullying in their school takes place in the hallways.) Staff members need to improve the ways they supervise school hallways. Teachers can do this effectively by situating themselves in the doorways of their classrooms during passing time. Teachers also need to be taught what to look for when monitoring for bullying. What teachers may interpret as accidental pushing and shoving in a crowded hallway may in fact be deliberate and premeditated bullying.
- 16** Finally, schools need to invest in inservice training for staff members and in counseling programs that counsel victims and bullies alike. Several programs exist that do so. Some involve large-group sensitivity training, while others interweave the issue of bullying into the curriculum.

Intervention Programs

- 17** The most widely known intervention for bullying has been used in Norway by Daniel Olweus. The main goal of the program is to reduce the incidence of bullying in schools. It educates teachers, other school officials, and parents about bullying through a 32-page booklet that was distributed to all schools in Norway. Olweus describes the keys to the program's success: 1) creating a school environment characterized by warmth, positive interest, and involvement with adults; 2) setting firm limits on unacceptable behavior; 3) consistently applying sanctions against bullying; and 4) having adults act as authority figures.
- 18** In Olweus' program adults closely supervise recess and enforce "strict and straightforward" rules of behavior. School officials mete out consistent, nonphysical punishment to children who misbehave in aggressive ways. Rewards and praise are also part of the program. Parents are encouraged to teach their children to develop and maintain friendships. Though Olweus believes that the peer group can play an important role in discouraging bullying, he places the main responsibility for dealing with bullies on the adults in the school.
- 19** E. Roland, also of Norway, has offered his own suggestions for dealing with bullies. The first involves having a class read and discuss a story about bullying. The second asks students to hand in written work that deals with a child's feelings and thoughts about being bullied. The third approach involves role-playing, often reversing the role of the bully and the victim. A fourth approach involves the use of peer sponsors, who are students who assume responsibility for looking after younger children. And finally, Roland discusses the use of class meetings in which the group assumes responsibility for the well-being of all its members.
- 20** An evaluation of Olweus' model was conducted in Bergen, Norway. After 20 months of implementation, the number of students who reported being bullied declined by 50%, and there was a general reduction in other antisocial behaviors, such as vandalism, theft, and truancy.
- 21** C. St. John-Brooks describes a school in North London where the head teacher has made a point of attempting to reduce bullying

by encouraging all students to tell someone when they have been bullied. Students new to the school are told: "You have a right to come to school without being afraid. This is a 'telling school.' The rule that you must not tell was invented by bullies, and you will only get into trouble if you don't tell."

22 D. Stead reports that some British schools have established "bully courts" to deal with bullying behaviors. Once a week the court, made up of a faculty advisor and four students, convenes to read descriptions of bullying behavior and mete out such punishments as after-school detention and eating lunch in isolation.

23 Andrew Mellor's study of bullying in Scotland outlines some proven strategies for combating bullies. First, the school must acknowledge that the problem exists and that it hurts students. Second, victims will not come forward unless bullying is unequivocally condemned throughout the school. Finally, parents, teachers, and pupils need to be involved in formulating an anti-bullying policy so that they will have a vested interest in making it succeed.

24 Stuart Greenbaum lists and discusses 10 prevention and intervention strategies that schools can employ to deal with bullying.

- Use a questionnaire to determine the scope of the problem.
- Communicate clear standards of behavior, and consistently enforce them.
- Monitor playgrounds closely.
- Establish a recording system for incidents of bullying.
- Provide children with opportunities to discuss bullying.
- Never overlook intentionally abusive acts.
- Contact the parents of both the victims and the bullies when a problem occurs.
- Establish intervention programs.
- Encourage parent participation.
- Provide support and protection for victims.

25 It is important to recognize that bullying does not have to be part of a child's school experience. It is not "part of growing up," nor is it a "rite of passage." By working together, schools and parents can make going to school an experience that students will enjoy, not dread.

From Phi Delta Kappan, September 1997.

TEXT ANALYSIS QUESTIONS



1. (Paragraphs 1-6)
 - a. What problem does the text deal with?
 - b. List the consequences of ignoring the problem.
 - c. List the reasons why adults often ignore the problem.
2. "This difference has hindered effective prevention efforts." (paragraph 7)
Explain this sentence in the context of paragraphs 7-9 and 13.
3. List the writer's suggestions for solving the problem. (paragraphs 14-16)
4. What is presented in paragraphs 17-24 and what function does it serve?
5. What is the writer's aim in this article?

TEXT 9: USING MULTIPLE INTELLIGENCE THEORY TO IDENTIFY GIFTED CHILDREN

by Carol Reid and Brenda Romanoff

In the sprawling Charlotte-Mecklenburg school district, thousands of children identified as gifted are tackling challenging, real-world problems. They're doing so in a curriculum designed for multiple intelligences.

- 1 Emmanuel showed promise when he entered kindergarten in Charlotte, North Carolina. He was a bright-eyed, attractive child of average size. But from the beginning, he didn't seem to enjoy school. He was absent a great deal. He got low scores on school readiness tests (for example, he could not identify colors and had difficulty with the alphabet). Yet, at times, he seemed eager to learn. He had a particular passion for math and worked hard in this subject.
- 2 When he entered 2nd grade, Emmanuel was recommended for the school's Program for the Gifted. The change was dramatic. He was the first child bounding in every morning. Given choices of what to work on, he often gravitated to his strongest intellectual areas – *mathematical* and *spatial* – while being exposed to activities that called for other intelligences, such as *linguistic* and *musical*.
- 3 Emmanuel loved the hands-on materials that he used in the interdisciplinary, problem-centered curriculum. His favorite part of the week was his time in the "flow room", where he worked with children from other classes and with materials that appealed to many different interests on many different levels.

He became a leader in both his classroom and in the gifted program. He continues to thrive.

"Extraordinary Problem Solver"

- 4 Emmanuel is one of some 12,000 to 14,000 students identified for our district's Program for the Gifted – about 10 percent of our total population of 2nd through 12th graders. The program is not new; it was launched in the mid-1960s. In 1991, however, the program for the younger children was transformed when we began basing assessment, curriculum development, and teaching strategies for grades 2-5 on Howard Gardner's theory of multiple intelligences.
- 5 The program for these children – who make up about half of all our gifted students – reflects the definition of intelligence that Gardner offered in *Frames of Mind* (1983): "the ability to solve a problem or make something that is valued by a culture." Gardner thereby proposed not only a broader identification of intelligences but also the demonstration of intelligence through finding and solving problems.
- 6 Ann Udall, former director of the Program for the Gifted, focused on this aspect of intelligence, shaping the services we offer and our own definition of gifted intelligence:
Gifted students demonstrate extraordinary problem solving in the intelligences. When presented with an open-ended or challenging problem, extraordinary problem solvers demonstrate creativity, critical thinking and task commitment in order to reach a productive solution.

(Charlotte-Mecklenburg Schools
Program for the Gifted 1994, p. 5).

- 7 When gifted children attempt to solve a Chinese tangram puzzle, for example, they'll always be among the first kids in their group to complete six complex constructions. Further, they'll typically approach the most difficult and open-ended problems with enthusiasm and persistence.
- 8 The formats for the gifted program vary widely at our 83 elementary schools. At some, these students attend special classes for 90 minutes a week; at others, they attend a "problem-solving academy" that meets each month. At still other schools, students work in cluster groups of 8-12 children in heterogeneous classrooms supported by a program teacher.
- 9 The programs for grades 2-5 have certain characteristics in common. The teachers and administrators are designing situations in which students must use their creative, practical, and analytical thinking to solve actual or simulated real-world problems that correlate with curricular expectations. These problems may be structured or open-ended, enabling teachers to document students' thinking processes and production over time.
- 10 In applying Gardner's principles, we developed assessment, curriculum, and instruction simultaneously. As each evolved, one element affected the other – and continues to do so.

Fusing Three Philosophies

- 11 Our approach to gifted education for our younger students could easily apply to the learning of all students – and does to varying degrees in our schools. We believe that to be truly effective, curriculum, instruction, and assessment should fuse the three characteristics that are vital to

all student understanding: in addition to using multiple intelligences, they should be problem-centered and thought-demanding. To elaborate:

- **A multiple intelligences-infused classroom** personalizes and deepens students' understanding by offering them many opportunities to explore significant concepts and topics on their own, to think about a topic in many ways, and to have different ways to make sense of what they find.
 - **A problem-centered classroom** offers a range of topics that appeal to wide interests, engages students in personally meaningful problem finding and problem solving, and enables students to demonstrate understanding through authentic performance assessment.
 - **A thoughtful classroom** offers students opportunities to develop a tendency to think critically and creatively. It also strengthens the ability to apply knowledge and concepts appropriately in new situations, and cultivates a reflective disposition.
- 12 Our participation last year in Harvard University's Project Zero Institute helped us to synthesize our problem-centered approach and our practices in teaching for understanding (that is, making sure students grasp concepts, skills, or principles sufficiently to apply them to new situations). David Perkins (Tishman et al. 1995), codirector of Project Zero, and Sandra Kaplan (Kaplan and Gould 1996) have been influential in our development of thought-provoking classrooms. Ongoing professional training, demonstration teaching, and

collegial collaboration form the cornerstone of our efforts to identify potentially gifted children and develop appropriate curriculum and teaching strategies for them. And we have found that scholarly thinking enlightens our teaching and makes it more creative.

Who is Gifted?

- 13** To identify our younger gifted students, we use a problem-solving assessment. The assessment measures linguistic, logical-mathematical, and spatial intelligences through activities that call for creative, analytical and practical problem-solving abilities. The process thus synthesizes the problem-solving approaches of Gardner (1983) as well as those of Robert Sternberg (1985), whose triarchic model for identifying, assessing, and teaching gifted children served as the basis for the Yale Summer Psychology pilot project.
- 14** Our approach is a departure from our state's more traditional standardized IQ and achievement tests. While we meet state requirements for gifted education by identifying the potentially gifted, we do it with less socioeconomic bias. As a result, about 26 percent of the 2nd graders we placed in the gifted program this year are from low-income families.
- 15** Our identification system has two phases: preassessment and assessment.
- Preassessment.** Program for the Gifted teachers conduct a series of model lessons in regular classrooms that provide opportunities for demonstration teaching and coteaching. During this phase, children solve problems similar to those they will confront during the assessment.

- 16** The lessons incorporate materials and activities that correlate with the North Carolina Standard Course of Study, while focusing on linguistic, logical-mathematical and spatial intelligences. They also address the analytical, creative, and practical aspects of intelligence through activities such as problem-solving with a map, math story puzzlers, and open-ended problems where students use any combination of intelligences and any strategies they choose.
- 17** Both the Program for the Gifted teacher and the classroom teacher take notes on each child's problem-solving behaviors, and examine and score their work.
- 18** Students save the work in a portfolio – a valuable item because it documents the child's problem-solving strengths over a period of time. The teachers jointly review the portfolio before deciding which students should participate in the actual assessment. They may bring in other information or student work as needed.
- 19** We have found that this collaboration encourages classroom teachers to develop curriculum and teaching strategies that enhance the students' problem-solving abilities.
- Assessment.** Trained observers – including retired and substitute teachers – administer the assessment in a casual classroom setting. There is one observer for every five children, and the observers serve on a rotating basis.
- 20** As the children engage in hands-on problem solving, the observers take careful notes on individual observation cards – a listing of problem-solving behaviors that Maker and colleagues (1994) have identified in

their research. For example, here are some behaviors that we look for when children are working on the tangram puzzles – one of the tasks used to identify spatial and logical problem solving:

- Uses logical strategy for adding or substituting pieces without clues.
- Incorporates clues and new information.
- Solves complex problems quickly.
- Persists in difficult tasks.
- Seems excited and absorbed in work.
- Doesn't want to stop.

21 After selecting the most exemplary products produced for each task, the observers rate each student's total performance on a four-point scale: *always evident*, *strongly evident*, *evident*, or *not evident*. (Emmanuel was identified as a *strongly evident* problem solver in math and spatial intelligences and he showed *evidence* of linguistic ability.)

22 If a child receives scores of *strongly* or *always evident* in two out of the three intelligences, the team identifies the child for a variety of interdisciplinary services offered by teachers in the Program for the Gifted. These range from direct services, such as instructing students in small homogeneous groups, to coplanning and coteaching in classrooms.

23 Even though all schools have special programming for the gifted, these students obviously are gifted all week long. We must offer appropriate, high-quality services in every setting, including the heterogeneous classrooms where they spend most of their time. The student profiles that result from the assessments help teachers understand the students' strengths and personalize their instruction.

24 Our initial research indicates that within two years, students identified as gifted perform 17 percent to 20 percent higher on standardized math and reading tests than do students who were referred but not identified as gifted. But the benefits are not limited to the gifted students: As we work more collaboratively with classroom teachers, we find that we are creating problem-centered and thoughtful environments for all students.

Curriculum in Action: Food for Thought

25 An essential goal of learning is to explore and understand the connections among things. Our 4th grade curriculum for gifted students, called *Food for Thought*, centers on this goal.

Global themes/big ideas. The curriculum begins with a *global theme* that has had great significance for many cultures down through the ages – universal concepts such as change, relationships, systems, and conflicts. Students explore *big ideas* or hypotheses related to the theme, first developing a series of *big idea* statements.

26 For example, one 4th grade class's global theme was "Systems". The teacher began by asking, "What would you most want your grandchild to understand about this theme?" Based on this question, the children decided to explore the following *big ideas* in their study of systems:

- Systems create order.
- Systems are interdependent.
- Systems work together to complete a mission.
- Systems can bring about change.

27 Thinkpoints. Next, teachers and students

identify a *problem-centered thinkpoint* associated with the big idea – an important, engaging topic that has great depth and significance, leads to genuine inquiry, and can be investigated from a variety of discipline-related *entry points* or perspectives. Gardner's (1991) five entry points are narrative, quantitative, foundational/existential, aesthetic, and experiential/hands-on.

- 28** Our 4th graders chose "What can we do about hungry children?" as their thinkpoint. They investigated the question through the perspectives of various stakeholders: a nutritionist (experiential/hands-on), a journalist (narrative), an economist (quantitative), a legislator and a nonprofit agency (foundational), and an advertiser and a social activist (aesthetic).
- 29** **Vital questions.** Teachers must also be very clear about what they want their students to understand. Once teachers clarify the focus, they can then develop appropriate questions (*vital question links*) that explicitly connect the big ideas to the thinkpoint. This series of questions weaves throughout the curriculum, also incorporating connections between the entry points and content goals.

Our vital question links included:

- What is a system?
 - How do systems work together?
 - What are my ethical responsibilities as a subsystem member?
 - How do systems change?
 - What can I do to change a system?
- 30** **Understanding performances.** Students demonstrate that they understand through hands-on activities with "minds-on

purpose" (*understanding performances* that connect classroom content, thinking, and research). These activities call for rigorous content, thinking and research skills, engaging students and helping them develop thoughtful, intellectual – even scholarly – dispositions. Understanding performances connect students' personal experiences and intelligences to rich, often collaborative learning. They range from structured exploration to open-ended "culmination."

- 31** For example, the teacher might ask:
- As a legislator, identify any bias or discrimination in hiring or housing practices that results in people's inability to afford food.
 - As a journalist, gather information to support a viewpoint about hunger that opposes your own.
 - As a nutritionist, invent a food distribution system to help hungry children.

Authentic Performance Assessment

- 32** Authentic and reflective performance assessments – whether done by students, teachers, or community members – show students that they truly understand. Rubrics consist of clear criteria that correspond to the vital question links and content goals.
- 33** Performance assessments for our hunger study included reflective journals, a Kids' Café that students created to serve meals to hungry kids, and a presentation that the students made to their peers at our school district's annual Kids' Conference for community problem solvers.
- 34** Students write their responses in reflective journals and portfolio collections, enabling teachers to track their developing

understanding throughout the study. Appropriate assessment should answer the question "So what?" and lead to the question "Now what?"

- 35** As we noted earlier, we developed our assessment methods at the same time as we were developing our curriculum and instructional approaches. We will continue to develop even closer connections between assessment and curriculum.

- 36** Because the multiple intelligences theory has helped us to recognize students' strengths, our teachers are better able to shape classrooms that truly engage children's curiosity and enable them to learn and create in many ways. Ideally, these are places where intriguing problems ignite children's passion for learning, crystallize their interests, and lead to purposeful action.

From Educational Leadership, September 1997.

TEXT ANALYSIS QUESTIONS



1. What is presented in paragraphs 1-3 and what function does it serve?
2. What is the writer's definition of "gifted intelligence"? (paragraphs 6 and 7)?
3. List and explain the characteristics the writers believe are vital for a gifted program. (paragraph 11)
4. How are gifted children identified? Describe the steps in the process. (paragraphs 13-22)
5. What are the three tasks in paragraph 31 examples of? Why are they beneficial to gifted children?
6. What is the aim of this article?

IV

Appendix

Using The Appendix

Glossary

Encourage students to look words up only after they have attempted to guess their meanings from the context. You might want to ask them to identify the part of speech of a word before looking up its meaning. Since most of these words appear repeatedly, it might be useful to have students mark words on the list as they encounter them in texts. This will encourage them to learn their meanings early on.

List of Irregular Verbs

This list can be used to help students find the meaning of irregular verbs that they do not recognize. Show them how looking up the second or third form of an irregular verb gives them the first form, which they can then look up in a dictionary.

Prefixes, Suffixes and Roots as Keys to Meaning

Refer students to these lists as they come across specific examples of prefixes, suffixes or roots in their reading of texts. Show them how to use these word parts to get at the meaning of words.

Careful training in how to use this Appendix will help students become more confident, independent readers.

1. glossary of academic words*

A

absence (n.) היעדרות
abuse (n., v.) להתעלל ב..., שימוש לרעה
accelerate (v.) להאיץ
acceptable (adj.) מקובל
accessibility (n.) נגישות
accomplish (v.) להשלים, לבצע, להשיג
accomplishment (n.) הישג
according to (prep.) לפי
account for (v.) להסביר
achieve (v.) להשיג
achievement (n.) הישג, סגולה
acknowledge (v.) להכיר
acquire (v.) להשיג, לרכוש
activity (n.) פעילות
actually (adv.) למעשה, בעצם
address (v.) לפנות
adopt (v.) לאמץ
adulthood (n.) בגרות
advance (v.) להתקדם
advantage (n.) יתרון
advice (n.) עצה
advise (v.) לייעץ
advocate (v.) לתמוך, לצדד בדעה
affect (v.) להשפיע
affirm (v.) לאשר, להצהיר
aid (v.) לעזור
aim (n.) מטרה
analogy (n.) היקש, הקבלה
analysis (n.) ניתוח
analyze (v.) לנתח
anxiety (n.) חרדה

application (n.) בקשה, פנייה
apply (v.) ליישם, לפנות, להגיש בקשה
approach (n.) גישה
appropriate (adj.) מתאים
argue (v.) להתווכח, לטעון
argument (n.) טיעון
aspect (n.) היבט
assess (v.) להעריך
assessment (n.) הערכה
assign (v.) להקצות, לחלק
assignment (n.) משימה
assume (v.) לשער
assure (v.) להבטיח
attempt (v.) לנסות, להשתדל
attendance (n.) נוכחות
attitude (n.) גישה, עמדה
aware of (v.) מודע ל...

B

base (n.) יסוד, בסיס
behavior (n.) התנהגות
belief (n.) אמונה
benefit (n., v.) תועלת, יתרון; להפיק תועלת, להועיל
bias (n.) הטיה, דעה מוקדמת
bother (v.) להטריד, לטרוח
bully (v.) להפחיד, לאיים

C

capacity (n.) יכולת קליטה, כוח
carry out (an experiment) (v.) (מחקר) לבצע, לערוך
case study (n.) חקר מקרה
cause (n., v.) גורם; לגרום

* המונחון מבוסס על הטקסטים בספר. אין בכוונתו לפרט את כל המשמעויות של הערכים המופיעים בו.

challenge (n., v.) אתגר; לאתגר
 character (n.) אופי
 characteristic (adj., n.) אופייני; תכונה
 circumstances (n.) נסיבות
 claim (n., v.) טענה, לטעון
 coach (v.) ... להכין ל...
 cognition (n.) קוגניציה
 collaborate (v.) לעבוד בשיתוף פעולה
 colleagues (n.) עמית, חבר לעבודה
 college (n.) מכללה
 commitment (n.) התחייבות
 common (adj.) משותף, שכיח, מצוי, נפוץ
 competence (n.) יכולת
 competition (n.) תחרות
 complex (adj.) מסובך, מורכב
 component (n.) רכיב, מרכיב
 comprehension (n.) הבנה
 compromise (n.) פשרה
 compulsory (adj.) של חובה
 computer science (n.) מדעי המחשב
 concentrate (v.) להתרכז
 concept (n.) מושג, רעיון
 conclusion (n.) מסקנה
 condemn (v.) להרשיע, להאשים
 conduct (n., v.) התנהגות, להוביל, להדריך
 confidence (n.) אמון, ביטחון
 confirm (v.) לאשר, לאמת
 connect (v.) לחבר, לקשר
 consensus (n.) הסכמה מלאה
 consequence (n.) תוצאה
 consider (v.) לשקול
 consist of (v.) ... להיות מורכב מ...
 consistency (n.) עקביות
 constructive (adj.) בונה, מועיל
 content (n.) תוכן
 contextual (adj.) לפי ההקשר
 continuum (n.) רצף

contradiction (n.) סתירה
 contrast (n.) ניגוד
 contribute (v.) לתרום
 controversial (adj.) שנוי במחלוקת
 controversy (n.) מחלוקת
 conventional (adj.) שגרתי, מוסכמות
 convergence (n.) התלכדות, התכנסות
 convey (v.) להעביר, להוביל
 cooperation (n.) שיתוף פעולה
 cope with (v.) להתמודד
 correspond to (v.) ... להיות דומה ל...
 counsel (v.) לתת עצה או הנחיה
 counterpart (n.) עמית, דבר מקביל
 course (n.) קורס, מהלך, מסלול
 courtesy (n.) נימוס, אדיבות, דרך ארץ
 creativity (n.) יצירתיות
 criterion, criteria (n.) קנה מידה, אמת מידה
 critical (adj.) ביקורתי, קריטי
 crucial (adj.) מכריע
 cultivate (v.) לטפח, לגדל
 culture (n.) תרבות
 curiosity (n.) סקרנות
 current (adj.) עכשווי, רווח
 curriculum (n.) תכנית לימודים
 custom (n.) מנהג, הרגל

D

debate (n., v.) דיון; לדון ב...
 decision makers (n.) מקבלי החלטות
 decline (n., v.) ירידה, לסרב, לרדת
 decode (v.) לפענח
 definition (n.) הגדרה
 degrade (v.) להשפיל
 degree (n.) תואר, שלב
 deliberate (v.) לשקול, להרהר
 demonstrate (v.) להדגים
 desire (n.) תשוקה

derive from (v.) ...נובע מ...
 deter (v.) למנוע
 determine (v.) להחליט, לקבוע
 device (n.) מכשיר, התקן
 devoid of (adj.) ...חסר, ריק מ...
 differ (v.) להיות שונה, לחלוק על
 differentiate (v.) להבדיל, להפריד
 dimension (n.) מִמֵד
 disability (n.) ליקוי, נכות
 disadvantaged (adj.) מקופח
 disagree (n.) לחלוק על, להיות בעל דעה נוגדת
 disappear (n.) להיעלם
 discipline (n.) לימוד, משמעת
 discourage (v.) למנוע, לדכך, לרפות את ידי...
 discovery (n.) תגלית
 discrimination (n.) אפליה, יכולת הבחנה
 dismiss (v.) לשחרר, לדחות
 disorder (n.) חוסר סדר, לקות, הפרעה
 displacement (n.) הזזה, העברה למקום אחר
 disruptive (adj.) מפריע, משבש
 distinguish between (v.) להבחין בין
 distraction (n.) הפרעה, הסחת הדעת
 diversity (n.) רבגוניות, גיוון
 dominate (v.) לשלוט על
 dormitories (n.) מעונות
 doubt (n. , v.) להטיל ספק, לפקפק
 drop out (of school) (v.) לנשור (מבית ספר)

E

education (n.) חינוך
 effect (n.) תוצאה, השפעה
 effective (adj.) יעיל
 efficiency (n.) יעילות
 elementary (adj.) יסודי
 emerging (adj.) מגיח
 emotion (n.) רגש
 emphasize (v.) להדגיש

enable (v.) לאפשר, לספק את היכולת
 encompass (v.) להקיף
 encourage (v.) לעודד
 engage (v.) להתעסק ב..., להעסיק, לעניין
 enhance (v.) להגביר, להגדיל ערך
 enrich (v.) להעשיר
 environment (n.) סביבה
 envision (v.) לחזות
 essential (adj.) עקרי
 establish (v.) לייסד, להקים
 evaluation (n.) הערכה
 evidence (n.) עדות, ראיה, הוכחה
 exam (n.) מבחן
 exceptional (adj.) נדיר
 excerpt (n.) מובאה, קטע
 excite (v.) לעורר, לגרות
 exhibit (n., v.) מוצג; להציג
 expand (v.) להרחיב
 experience (n., v.) ניסיון; להתנסות, לחוות
 experiment (n.) ניסוי
 expert (n.) מומחה
 explore (v.) לחקור, לחפש, לסיר
 expose to... (v.) לחשוף ל...
 express (v.) לבטא, להביע
 extent (n.) היקף, מידה, שיעור
 external (adj.) חיצוני
 extrapolate (v.) להשליך לתחום אחר

F

factor (n.) גורם
 faculty (n.) יכולת, פקולטה
 fail (v.) להיכשל
 failure (n.) כישלון
 feature (n.) מאפיין, היבט
 finding (n.) ממצא
 fitness (n.) כושר
 focus (v.) למקד, להתמקד

form (v.) ליצור

formal (adj.) רשמי, צורתי

frustration (n.) תסכול

function (n., v.) תפקוד; לתפקד

fundamental (adj.) יסודי

fuse (v.) למזג

G

gender (n.) מגדר

generalize (v.) להכליל

gesture (n.) תנועת הבעה, מחווה

gifted (adj.) מחונן

gradual (adj.) הדרגתי

graduate (v.) לקבל תואר

guidance (n.) הדרכה

H

hinder (v.) לעכב

hostile (adj.) עויני

humiliate (v.) להשפיל

hypothesis (n.) הנחה, היפותזה

I

ideal (n., adj.) מושלם, אידיאלי, משאת נפש; אידיאלי

identify (v.) לזהות

ignorance (n.) בורות

ignore (v.) להתעלם מ...

illiteracy (n.) בורות, חוסר ידיעת קרוא וכתוב

illustrate (v.) להמחיש

image (n.) תדמית

imitate (v.) לחקות

immature (adj.) לא בוגר

impact (n.) השפעה, פגיעה

impaired (adj.) פגום

implement (v.) ליישם, לבצע

implication (n.) השלכה, השפעה

imply (v.) לרמוז

improve (v.) לשפר

improvise (v.) לאלתר

incentive (n.) תמריץ, עידוד

incident (n.) מקרה, תקרית

income (n.) הכנסה

incorporate (v.) לשלב, להכליל

increase (n., v.) עלייה; להגדיל, לעלות

influence (v.) השפעה

inherent (adj.) מולד, מוטבע

injure (v.) לפצוע, להזיק, לפגוע

innate (adj.) מולד

innovation (n.) חידוש

inquiry (n.) חקירה

insight (n.) הארה, תובנה

instruction (n.) הוראה

integrate (v.) לשלב

intention (n.) כוונה, מטרה

interdisciplinary (adj.) בין-תחומי

interest (n.) התעניינות, עניין

internalize (v.) להפנים

interpret (v.) לפרש

interpretation (n.) פירוש

intervene (v.) להתערב

invent (v.) להמציא

investigate (n.) לבחון, לחקור

involve (v.) לערב

issue (n.) נושא

J

just (adj.) צודק, הוגן

K

knowledge (n.) ידע, ידיעה

knowledgeable (adj.) בעל ידע, נבון

L

lack (n.) מחסור, היעדר

launch (v.) להתחיל, להשיק

learn by rote (v.) ללמוד בעל פה

lecture (n.) הרצאה
 legacy (n.) מורשה, ירושה
 leisure (n.) זמן פנוי
 likely (adj.) אפשרי, עשוי ל...
 limit (v.) להגביל, לצמצם
 linguistic (adj.) לשוני
 literacy (n.) אוריינות
 literate (adj.) בר-אורייני
 longevity (n.) אריכות ימים

M

maintain (v.) לטעון, לקיים
 majority (n.) רוב
 mastery (n.) שליטה
 material (n.) חומר
 mean (adj.) שפל, אכזר
 meaningful (adj.) משמעותי
 (a) means (n.) אמצעי
 measure (v.) למדוד
 memorize (v.) ללמוד בעל-פה, לשנן
 mental (adj.) מנטלי, שכלי
 mention (v.) להזכיר
 message (n.) מסר, הודעה
 method (n.) שיטה, אופן
 mind (n.) תודעה, נפש, דעה
 minority (n.) מיעוט
 mission (n.) שליחות, יעוד, משימה
 misunderstanding (n.) אי-הבנה
 model (v.) לעצב
 modify (v.) לשנות

N

nature (n.) טבע, אופי
 neglect (v.) להתרשל, להזניח

O

objective (n.) מטרה
 observe (v.) להתבונן, לצפות

obviously (adv.) ברור
 occupy (v.) להעסיק, לכבוש
 occur (v.) לקרות, להתרחש
 offense (n.) פגיעה, עברה
 offspring (n.) צאצאים
 opponent (n.) יריב
 opportunity (n.) הזדמנות
 oppose (v.) להתנגד
 oral (adj.) בעל-פה, הקשור בפה
 ought to (v. aux.) עליו ל...
 outcome (n.) תוצאה
 outlet (n.) מוצא
 outnumber (v.) לעלות במספרו על...
 overlook (v.) להשקיף על...
 ownership (n.) בעלות

P

participate (v.) להשתתף, ליטול חלק
 pattern (n.) תבנית, דוגמה
 peer (n.) (מישהו) שווה מעמד
 percentage (n.) אחוז
 perception (n.) תפיסה
 perform (v.) לבצע
 period (n.) תקופה
 policy (n.) מדיניות
 possibility (n.) אפשרות
 practice (n., v.) תרגול, אימון, נוהל; לתרגל
 praise (n., v.) שבח; לשבח
 precede (v.) לבוא בראש, להיות לפני
 preference (n.) עדיפות, העדפה
 prevalent (adj.) נפוץ
 prevent (v.) למנוע
 principal (n., adj.) מנהל; עיקרי
 principle (n.) עיקרון
 prior (adj.) קודם
 process (n.) תהליך
 produce (v.) לייצר, להביא לידי
 progress (n., v.) התקדמות; להתקדם

prohibit (v.) לאסור
 promote (v.) לקדם
 provide (v.) לספק
 punishment (n.) עונש
 purpose (n.) מטרה
 pursue (v.) ללכת בעקבות, לרדוף

Q

quality (n.) איכות, תכונה
 questionnaire (n.) שאלון
 quiz (n.) מבחן, חידון

R

random (adj.) מקרי
 range (n.) היקף, טווח
 rate (n., v.) שיעור, קצב; להעריך
 rational (adj.) שכלי, הגיוני, רציונלי
 rationale (n.) נימוק, טעם
 recall (n., v.) זכירה, היזכרות; לזכור, להיזכר
 recess (n.) הפסקה
 recognize (v.) לזהות, להכיר
 recommend (v.) להמליץ
 reduce (v.) להקטין, להוריד, לצמצם
 refer to... (v.) להפנות
 reflect (v.) להרהר, לשקף
 regardless (adv.) בלא להתחשב
 regulate (v.) לווסת, להסדיר
 regulation (n.) תקנה, חוק
 rehabilitation (n.) שיקום
 reinforce (v.) לחזק, לתגבר
 reject (v.) לדחות
 relationship (n.) יחס, קשר
 reprimand (v.) לנזוף
 requirement (n.) דרישה, צורך
 research (n.) מחקר
 resources (n.) משאבים
 respect (n., v.) כבוד; לכבד
 response (n.) תגובה

result (n.) תוצאה
 reveal (v.) לגלות
 rise (n., v.) עלייה; לעלות
 risk (n., v.) סיכון; לסכן
 rite (n.) טקס, פולחן
 role (n.) תפקיד
 rule (n.) כלל, תקנה, שלטון

S

salient (adj.) בולט, עיקרי
 sample (n.) מדגם
 score (n.) ספירה, תוצאות
 secure (adj.) בטוח
 self-conscious (adj.) נבוך, ביישן
 self-esteem (n.) הערכה עצמית
 share (v.) לחלוק, לקחת חלק ב
 should (v. aux.) ... צריך, מן הדין ש...
 signal (n.) אות
 significance (n.) משמעות, חשיבות
 skill (n.) מיומנות
 society (n.) חברה
 solution (n.) פתרון
 solve (v.) לפתור
 source (n.) מקור
 spatial (adj.) מרחבי
 species (n.) מין, זן
 stage (n.) שלב, במה
 state (n., v.) מצב, מדינה; להצהיר
 status (n.) מעמד, סטטוס
 stimulate (v.) להמריץ
 strengthen (v.) לחזק
 stress (n.) מתח
 structure (n.) מבנה
 study (n., v.) מחקר; ללמוד
 subconscious (n., adj.) תת-הכרתי
 subject (n.) נושא
 substitute (n.) מחליף, חלופה
 suggest (v.) להציע

supervision (n.) פיקוח, השגחה
 supplementary (adj.) נוסף, משלים
 support (n., v.) תמיכה; לתמוך
 survey (n.) סקר, מחקר
 survive (v.) לשרוד, להישאר בחיים
 syllabus (n.) תכנית לימודים
 synthesize (v.) לערוך סינתזה, למזג
 system (n.) שיטה

T

take advantage of (v.) לנצל
 task (n.) משימה
 tension (n.) מתח
 theme (n.) תמה, נושא
 theory (n.) הנחה, סברה, תאוריה
 thesis (n.) הנחה, תזה, מחקר
 thorough (adj.) יסודי, מקיף
 thoughtful (adj.) מתחשב
 threaten (v.) לאיים
 tolerate (v.) להתייחס בסבלנות/סובלנות
 topic (n.) נושא, תמה
 tradition (n.) מסורת
 tuition fee (n.) שכר לימוד
 tutor (n.) מורה פרטי, מדריך
 typical (adj.) אופייני

U

unanimous (adj.) בדעה אחת, פה אחד
 underestimate (v.) למעט בערכו של...
 uniform (n., adj.) מדים; אחיד
 urban (adj.) עירוני

V

valid (adj.) שריר, תקף
 value (n., v.) ערך; להעריך
 varied (adj.) מגוון
 variety (n.) מגוון
 verbal (adj.) מילולי
 victim (n.) קורבן
 view (n.) השקפה
 violence (n.) אלימות
 violent (adj.) אלים
 vision (n.) ראייה, חזון
 vital (adj.) חיוני

W

wealth (n.) עושר, שפע
 worth (n.) ערך
 worthwhile (adj.) כדאי, משתלם

2. list of irregular verbs

Verb1	Verb2	Verb3
arise	arose	arisen
be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	bit	bitten
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fell
feed	fed	fed
feel	felt	felt

Verb1	Verb2	Verb3
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged)	hung (hanged)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay (לשים, להניח)	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie (לשכב)	lay	lain
lie (לשקר)	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put

Verb1	Verb2	Verb3
quit	quit	quit
read *	read *	read*
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn (sewed)
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled/smelt	smelled/smelt
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spell	spelt (spelled)	spelt (spelled)
spend	spent	spent
spill	spilt (spilled)	spilt (spilled)
spin	spun	spun

*Verb1 "read" sound like "feed"

*Verb2 and Verb3 "read" sound like "fed"

Verb1	Verb2	Verb3
spit	spat	spat
split	split	split
spoil	spoilt (spoiled)	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind*	wound	wound
write	wrote	wrote

Note: Verb2 is used only for Past Simple Positive.

*Verb1 "wind" sounds like "mind"

3. PREFIXES, SUFFIXES & ROOTS as keys to meaning

Many English words can be divided into parts that have meanings. Learning these word parts will help you unlock the meaning of unfamiliar words. There are three kinds of word parts: prefixes, suffixes and roots.

A. PREFIXES are word parts that come at the beginning of words.

They change the meaning of words. For example, the prefix **re-** means "again". When we add it to a word, we add the meaning of "again" to the original word.

Examples: do ⇒ **redo** (do again)
write ⇒ **rewrite** (write again)

Here is a list of common English prefixes.

PREFIX	USUAL MEANING	EXAMPLE
a	not, without	asocial , asymmetrical , amoral
ambi-	both, double, two	ambiguous , ambidextrous
ante-	before, earlier	antedate
anti-	against	anti-war , antisocial
arch-	first, main, chief	archetype
audi- audio-	hearing	auditorium , audible
auto-	self	automatic , autobiography
bi-	two, occurring twice in one period	bicycle , biweekly , bi-monthly , bilingual
bio-	of life, living	biology , biography
cent-	a hundred	century , centimeter
chron-	of time	chronology
co- con-	together with	cooperate , coincidence , coexist , conductor
contra-	against, opposite to	contradict , contrary
counter-	against	counter-argument , counter-productive
de-	reverse of the verb, away from, down	decode , degenerate , devalue , defrost
di-	twice, double	dioxide , dilemma
dis-	opposite action of the verb	disconnect (opposite of connect), disorder

PREFIX	USUAL MEANING	EXAMPLE
en- em-	make	enable , empower (make powerful), ensure (make sure)
equi-	equal, same	equivalent
ex-	out, from, former	export , ex-president
extra-	beyond, outside	extrasensory
fore-, for-	before, in front of	foretell , foreground , former
hetero-	other, opposite, different	heterogeneous
homo-	same	homogeneous
hyper-	to an extreme degree	hypersensitive , hyperactive
in- il- im- ir-	not	inaccurate , incorrect , illogical , impossible , impolite , irrational , irrelevant
in- im-	within, into	include , import , internal
inter-	between, among	international , interdisciplinary , intermediate
intra-, intro-	inside	introspection , intravenous
macro-	relatively large	macrocosm
mal-	bad, wrong	maltreatment , maladjusted
micro-	small	microfilm , micro-surgery
mid-	middle	mid-week
mis-	in the wrong way, bad, not	misunderstanding , misconduct , mistrust
mono-	one	monotone , monolingual
multi-	many	multi-purpose , multinational , multicultural
non-	not	non-standard , nonsense
neo-	new	neo-classical
neuro-	of the nervous system	neurology , neurosis
omni	all	omnipotent
out-	more than	outlive , outnumber
over-	too much	overwork , overcrowded
patri-	father	patriarch
phono-	of sound	phonetic
photo-	of light	photograph , photogenic
physio-	of the body	physiology , physiotherapy
post-	after	postgraduate (after graduating), postpone
poly-	many	polygamy (having many wives)
pre-	before	pre-war , previous , prehistoric , predict

PREFIX	USUAL MEANING	EXAMPLE
pro-	for, in favor of	pro- abortion
re-	again	redo, rebuild, rewrite
semi-	half, partially	semicircle, semifinal, semiconscious
socio-	of society	sociology, socio-economic
sub-	under	subnormal, subtitle, subconscious, submarine
super-	above	supernatural, superpower
sym- syn-	together sharing	symphony, synagogue, synchronize, syntax
tele-	from far	television, telescope, telephone, telepathy
thermo-	heat	thermometer
trans-	across, beyond, changed	transform, transportation, transplant, translate
tri-	three	triangle, trio
un-	not, negative, reverse	unusual, unimportant, unseen, unpack, undo, unlikely
under -	too little, located beneath	underprivileged, underestimate, understatement, undergraduate
uni-	one	uniform, unilateral, unify, unilingual
up-	to a higher or better state	upgrade, upbringing, uprising
well-	in a satisfactory way, properly	well-known, well-being, well-intentioned

B. SUFFIXES are word parts that come at the end of words.

They can change the meaning of words, but most important, they show the grammatical function (the "part of speech") of a word.

For example, the suffix **-tion** at the end of a word shows that the word is a noun. Adding **-ion** or **tion** to a verb is one way of changing it into a noun.

Examples: invite (verb) ⇒ invitation (noun)
direct (verb) ⇒ direction (noun)

Another example is the suffix **-ize**, which is a sign that the word is a verb.

Adding **-ize** to a noun is one way of changing it into a verb.

Examples: apology (noun) ⇒ apologize (verb)
sympathy (noun) ⇒ sympathize (verb)

Here is a list of common English suffixes. Note: in some cases there is no specific meaning to a suffix. It simply indicates a particular part of speech.

FOR NOUNS		
SUFFIX	USUAL MEANING	EXAMPLE
-er -or	a person or thing that does something	driver, actor, doctor, dancer, teacher, minister, helper, administrator, runner, dish-washer, mixer, vacuum-cleaner
-ist	a person that works in a certain field	scientist, biologist, dentist, physicist, psychologist
-ian	a person that works in a certain field	technician, mathematician, statistician, librarian, politician
-age		shortage, dosage, hostage
-ance -ence		acceptance, assistance, importance, independence, difference
-arian	someone who practices a belief	vegetarian, disciplinarian
-crat	member or supporter of	democrat, bureaucrat
-cy	condition, quality	dependency, democracy, accuracy, prophecy
-dom	condition, state	freedom, wisdom, boredom
-ee	person affected by the action of the verb	employee, interviewee
-hood		childhood, adulthood, likelihood
-ion		expression, depression, religion, incision
-ism		capitalism, socialism, nationalism
-ment	state of	development, involvement
-ness	state, characteristic	kindness, weakness
-ology -logy	the study of, branch of learning	biology, astrology, psychology,
-ship	state, condition, quality	friendship, relationship, citizenship
-th		strength, length, width, wealth
-tion, -sion		education, relation, legislation, impression
-tude		aptitude, certitude
-ty, -ity		responsibility, liberty, beauty, poverty, hostility
-ure		feature, expenditure, nature

FOR VERBS		
SUFFIX	USUAL MEANING	EXAMPLE
-ate	make, cause to become	educate, isolate, dictate, negotiate, motivate
-en	make	strengthen, widen, deepen, sweeten, (also at the beginning of words: enlarge, enhance, endanger)
-fy -ify	make or cause to become	simplify, beautify, justify, exemplify
-ise -ize -yze	make	apologize, criticize, compromise, analyze

FOR ADJECTIVES		
SUFFIX	USUAL MEANING	EXAMPLE
-able -ible	can be/is able to be	acceptable, defensible, flexible, reversible, unbelievable, responsible
-al		legal, analytical, conceptual, educational, national, intellectual, economical
-ant, -ent		different, independent, ambivalent, important
-ary, -ory		primary, secondary, sensory, compulsory
-ed	having the characteristic of	interested, bored, fascinated, complicated
-ese	of a place, country, language	Japanese
-ful	has the quality of, full of	beautiful, thankful, careful, wonderful
-ic		scientific, specific, tragic
-il, -ile		civil, senile, hostile
-ing		interesting, boring, fascinating, exciting
-ish	like, in the manner of	foolish, outlandish, childish
-ive		attractive, passive, active, selective
-less	without	painless, hopeless, careless
-ous	having the qualities of	religious, dangerous, courageous, ambiguous
-y		funny, friendly, sunny, windy

FOR ADVERBS		
SUFFIX	USUAL MEANING	EXAMPLE
-ly	in a certain way	slowly, painlessly, carefully, unexpectedly

C. ROOTS are word parts that carry the basic meaning of the word.

They are not used alone. Instead, they are combined with other word parts.

For example, the root **cycl** means "circle". English has created many words using this root, such as: **bicycle**, **motorcycle**. Another example is the root **graph**, which relates to writing. From this root English has created many words, such as: **autograph**, **graphology**, **graphics**.

Here are a few common roots used in English.

ROOT	USUAL MEANING	EXAMPLE
anthrop	man, mankind	anthropology
aster, astr	star	astrology
bene	good, well	benefits , benevolent
biblio	book	bibliography , Bible
bio	life	autobiography, biology
cent	hundred	century , cents , centipede
chron	time	chronology , chronic
cide	killer	homicide , suicide
cred	believe	credible , incredible , credo
cycl	circle	motorcycle , cyclone
dict	say, tell, speak	dictator , dictionary , contradict
gen	kinds	gender , geneology , gene , generation
geo	earth	geography , geology
gram, graph	something written or drawn	graphs , graphology , autograph , diagram
hum	having to do with people	human , humane , humanistic
logue	something spoken	dialogue , monologue
magn	large	magnify , magnate
man, manu	hand	manipulate , manuscript , manual
mem	remember	memory , memo , memorial
micro	small	microbiology
mort	death	mortal , mortality , postmortem
pater	father	patriotism , paternity , patron , patronize
phil	love	philosophy , philanthropy
phobia	fear	agoraphobia

ROOT	USUAL MEANING	EXAMPLE
phon	sound	tele phone , phon ology
pop	people	pop ulation, pop ulous, pop ular
port	carry	trans port , ex port , sup port
psyche	soul, spirit	psych iatry, psych ology
quart, quadr-	four	quart et, quadr uple
scope	a means of showing	micro scope , stetho scope
scrib, script	write	scribble , describe, script ures, script
spect	look	spect ators, ins pect
theo	god	theo logy, theo cracy, mono the ism
vis, vid	see	vis ion, televi si on, vis ibility, vide otape

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