A syntactical approach for teaching writing to English as a second language Hispanic college students.

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A Syntactical Approach for Teaching Writing To English as a Second Language Hispanic College Students

By
Jose Luis Keyes

A dissertation submitted to the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education
The University of Massachusetts

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A SYNTACTICAL APPROACH FOR TEACHING WRITING TO ENGLISH-AS-A-SECOND-LANGUAGE HISPANIC COLLEGE STUDENTS

A Dissertation Presented
By
JOSE LUIS KEYES

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DEDICATION

To my Lord and Saviour, Jesus Christ, to whom I owe everything I am and have; and to my wife, Gladys, and my children, David, Howard, and Cedrick, for their devotion, encouragement, and help. Without them, this work would have never been completed.
ACKNOWLEDGEMENTS

A work of this nature is, almost always, the result of the cooperation between many individuals. Not all of those who cooperated in this work can be mentioned, but the author would like to express his indebtedness to a few of them: to Dr. Gloria Figueroa de Guevara, the chairperson of my doctoral committee, without whose help, guidance, and cooperation this dissertation would have never been completed; to Dr. Jessie Ortiz and Dr. Juan Caban, members of my committee, whose patience and understanding helped tremendously in the completion of this work: to Dr. Clara Velazquez, my sister, Professor Mildred Caraballo, Professor Hilda Maldonado and Philippe Scott, who helped in the gathering and processing of the statistical data presented here; and to the members of The United Church in the South Bronx, the church I am a pastor of, for their understanding, prayers, and cooperation during the last months devoted to this work.
ABSTRACT

A Syntactical Approach for Teaching Writing
To English as a Second Language
Hispanic College Students

January 1983

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Most of the pedagogical efforts in the field of
English as a Second-Language teaching of this century have
been devoted to the skills of speaking, listening, and
reading. The development of appropriate methodologies
for teaching the skill of ESL writing has been neglected
until recently. This dissertation addresses itself to this
area. Its focus has been the development of a new approach
to teach the writing of simple sentences to elementary ESL
Hispanic college students using syntax as a pedagogical
tool. The study is based on the assumption that one basic
problem elementary ESL college students encounter when
writing sentences is that they use their native-language
syntax to construct sentences with the lexical and
grammatical English structures they have acquired. To avoid
this situation, the approach purports to help the students
in the transition from thinking in the native language to writing in English.

The study was conducted in the Eugenio María de Hostos Community College of the City University of New York. A specially designed manual was developed for the study. The manual was field tested with four groups of ESL Hispanic college students, two groups each of low elementary and high elementary ESL students.

The dissertation analyzes the results of the study and presents recommendations for further study.
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CHAPTER I
A SYNTACTICAL APPROACH FOR TEACHING WRITING TO ENGLISH AS A SECOND LANGUAGE HISPANIC COLLEGE STUDENTS

Statement of the Problem

The focus of this dissertation is to develop, test, and evaluate a new approach to teaching the writing of simple English sentences to English-as-a-Second-Language, (ESL) Hispanic students who are enrolled in bilingual studies at the college level. This approach is designed to help the Hispanic bilingual college student cope with some of the difficulties inherent in the acquisition of sentence-writing skills in a second language.

Bilingualism is the phenomenon of two languages being in contact within an individual or a community. Thus, one refers to a bilingual person or a bilingual community. An essential aspect of the above definition is the concept within, since in order for bilingualism to occur both languages must be "inside," the individual or the community. Languages used across external or geographical barriers do not accurately convey the idea of bilingualism. This definition also emphasizes the concept of language itself. What is language? It has been defined as the
"human form of communication in which sounds (or substitutes for these, that is, letters) are combined into words or sentences in order to convey meanings from one person to another."^1

Is bilingualism then the ability to communicate in two languages? This definition of language presents some problems for understanding bilingualism which a superficial review of the literature can delineate. One problem stems from the fact that a language, to be used in communication, must be known by the persons using it. In other words, for individuals to use a language with any sort of fluency or proficiency, they must have some knowledge or competency in it. Therefore, the concept of proficiency in a language must be understood together with the concept of competence in it. The interplay of these two concepts causes some difficulties in the definition of bilingualism. There are some scholars whose definitions stress the use of both languages (Weinrich 1953, Mackey 1962, Brooks 1969), and there are those whose definitions stress the knowledge of both languages (Bloomfield 1933, Haugen 1956, Diebold 1961). For the purpose of this dissertation, the writer has chosen a definition that stresses the use, rather than the knowledge, of both languages.

A second problem in defining bilingualism is to determine to what degree the person must use both languages
to be considered bilingual. Here, too, a difference of opinion exists in the literature. The pendulum moves from the concept of a "native-like control" presented by Bloomfield (1933) to Diebold's concept (1961) which requires only an understanding of or a competence in the language. It should be noted that the bulk of the literature leans toward the first concept. In addressing this problem, the writer prefers a more middle-of-the-road position and agrees with Haugen's concept of the production of "meaningful utterances in the other language" (1953). For individuals to be considered bilingual according to this position all they must be able to do is to make themselves understood and to understand both languages. The fluency or correctness in the production of the second language is not taken into account as long as communication is established.

To summarize: for the purposes of this dissertation, the writer will define bilingualism as the ability of individuals to communicate using two languages. Although the writer will use this definition, he is conscious that other definitions presented in the literature take into consideration factors such as social conditions, immediate needs, and cultural contexts.

Once a definition of a bilingualism is arrived at, the next question that arises is the problem of language acquisition. How are the two languages acquired? Bilingual
persons are, basically, first-language learners. They learn their first language within the contexts of their homes and their communities. This acquisition is possible because human beings come to this world with an innate ability to learn to speak. Whether this ability is developed through "imitation," or through the exercise of innate psycholinguistic faculties, the fact is that humans learn to understand and speak a first language in their homes and communities. The characteristics that the individual's first language possesses depend on the individuals' growth and potentialities and the context of the social idiosyncracies they are surrounded by during the period of their growth.

The learning of a second language brings other problems into focus. When dealing with second-language learners, one finds that the second language has either been learned in direct contact with native speakers, outside of a classroom situation, or in some sort of educational setting. In both instances, the acquisition of a second language has probably been within a context that does not allow writing to play a major role.

If the individuals have learned the second language from direct contact with native speakers, they have acquired their repertoire of linguistic structures by hearing and reproducing them as accurately as their
auditive and aural skills permit. Chronological age plays a major role in the quantity and quality of the linguistic structures acquired (Lenneberg 1970a). Furthermore, the linguistic structures that bilingual individuals learn from contact with native speakers depend, almost exclusively, on the sociological milieu in which they move. This milieu may further limit the quality and quantity of the language structures they acquire. As a result, a bilingual speaker of this type is able to function linguistically in one setting but is hampered in others. Concomitant with this is the fact that by acquiring a second language in this way individuals do not learn to transfer the knowledge of a linguistic structure to parallel structures. Since writing is not part of oral communication, this skill tends to be completely neglected. Furthermore, because there is less phoneme-grapheme in English than in Romance languages, it is almost impossible for the Hispanic bilingual to reproduce graphically what he/she can produce verbally. These conditions explain in part the great gulf in skills of bilinguals who appear to be verbally native speakers, within certain boundaries, but whose writing proficiency is negligible.

When bilinguals learn the second language in an educational setting, current methodological approaches tend to emphasize listening, speaking, and reading skills. The
emphasis is upon students learning a series of structures by repetition. The repertoire of structures learned in this setting is considerably larger than those learned in the previous setting. The sociological context in which the second language can be used might be greatly expanded, but the pedagogical approach also limits the development of writing abilities in these bilinguals. In most cases, insufficient practice in writing prevents proper transfer of the linguistic structures studied to the production of written sentences, thereby, limiting a proper development of writing skills. Even when reading is stressed with the other skills, writing is not greatly benefited. It should be noted that although reading and writing are based upon the graphical representations of the spoken word, the skills needed to read the written word are different from those needed to write it. Writing necessitates the ability to coordinate ideas, transfer them to words, and reproduce them symbolically. In both cases, whether the students learned the language inside or outside of an educational setting, with minor exceptions, bilinguals are confronted with an approach that gives a secondary role to writing the language.

Thus far it has been assumed that individuals trying to attain a bilingual status experience the fact that while a major role in the learning process is assigned to
the skills of listening, speaking, and reading, a secondary role is given to writing. However, even when writing is stressed by the curriculum, as it is done in ESL taught on the college level, one finds that the techniques used to teach writing skills are very similar to those employed in the teaching of listening and speaking skills. The problem, apparently, is that second-language teachers unconsciously believe that if the students have learned a linguistic structure and can produce it verbally in context, then all they have to add is spelling and the students will have learned to write. The process is not so simple.

While it is understood by the researcher that the skills of listening, speaking, reading, and writing are interrelated and cannot be arbitrarily separated, it is his position that the teaching of writing based upon the teaching techniques of listening and speaking has prevented a suitable analysis of the problems which are peculiar to the development of the writing skill. This lack of appropriate analysis has, in turn, prevented the development of an approach suited to the specific needs of teaching writing. The skill of writing is allied to the listening and speaking skills. Both use the same substratum, the language. Yet, each skill perceives language differently. Listening and speaking perceive language through phonology.
Writing and reading perceive it through graphical representations. Teachers of listening, speaking, and reading have developed techniques which are appropriate to their media. The writer believes that, likewise, teachers of the teaching of writing should develop techniques which are appropriate to their media, the graphical representation of sounds.

It is the position of the researcher that when dealing with graphical representations, individuals search for form and relational position, that is, what to write first, what to write second, and so on. Both form and relational position are important in reading and listening, but in these skills, the students deal with language that has already been produced for them. They do not have the problems associated with production. Relational position is also important in speaking, but the fact that the speakers' concentration is on the phonological aspects of the language detracts importance, in the mind of the speakers, to the relational aspects. Furthermore, unless the speakers are recording, lecturing, or speaking in a professional milieu, speech is very informal and syntactical rules are not strictly followed. The speakers' concentration is on the content and the phonology, not on syntax. There is also the fact that what is produced verbally disappears as soon as it is produced, a situation which
which further detracts attention from correct syntax. A transcription of a conversation recorded without the speakers' knowledge will reveal how little attention is placed on syntax when persons are speaking informally. But, relational position is of extreme importance to the writer. Syntax is the recipient, so to speak, where words and linguistic structures are presented to the reader. It is the order in which the writers convey their ideas. If writers of a second language have not internalized sufficient syntactical elements of the target language, their tendency is to revert to the syntax they are familiar with, the word order of their native language, when functioning in a free-writing context. Guided composition usually does not have this type of problem as it usually presents a syntactical model for the students to follow. Thus, when the student is using a free-writing format, the syntax of the writers' first language serves as the medium through which they convey their ideas in the second language. The syntax of the writers' or the students' first language is the matrix on which they place the semantical units of the second language. The researcher believes interlanguage does not develop at the elementary syntactical level. In order to prevent this use of the first language syntax when free-writing in the second language, teachers of writing skills must bear in mind that in the same way that teaching
techniques appropriate to phonological and semantical problems are used to teach ESL linguistic structures in listening and speaking and techniques appropriate to the problems of perception and comprehension are used to teach ESL reading, techniques appropriate to the problems of syntax should be used to teach ESL writing. This type of approach will teach the students which structures or semantical units go first, which go second, etcetera, in the sentence's syntactical sequence of the second language. Only then, can the composite picture of the sentence in the second language make sense to the students.

The situation presented so far is complicated by a semantical problem. When trying to write something in a second language, the students are first dealing with a concept in their minds. This concept has to be translated into sentences. Unless the students have reached the linguistic stage where they possess a one-storage memory level, they automatically will formulate the concept in their first language. Then, a process is started to translate the concept, clothed in the first-language guise, into the second language. If the students are at an advanced stage, have mastered the second-language syntax, possess a large vocabulary, and a repertoire of linguistic structures, the translation from the language to the second presents no problems. But if the students are not
at this level, the concept in the first language is usually more complex than the linguistic repertoire the students possess. In their efforts to translate the concept to the second language, the students translate from the first language those linguistic structures which are familiar to them in the second language, and, then, take the structures for which they have no parallel in the second language and dissect them into individual words. These, they can look up in the dictionary or ask someone for their equivalent in the second language. The students now have a set of linguistic structures and a group of individual words in the second language with which to reconstruct the concept they have in the first language. These, they pour, so to speak, into the syntax they are familiar with, the syntax of the first language. These conditions, together with the language interferences that are bound to occur, explain, to a large degree, the type of sentences a teacher encounters when trying to teach writing in a second language. To aid the students in the use of a correct second-language syntax, the students need help in two areas: the identification of the characteristics of the syntax of the second language and the internalization of these characteristics.

The teacher is usually cognizant of these difficulties, but present-day methodological tendencies concentrate on the semantical problems of the students and pay scant
attention to the syntactical difficulties. The techniques presently used to teach ESL reflect these tendencies. When used to teach writing skills, these techniques do not give sufficient importance to the syntactical difficulties and, therefore, have not developed appropriate methods to correct them. The teacher is hampered in his/her work. He/she possesses few tools with which to correct these difficulties. This researcher has focused upon this problem. He studied the syntactical difficulties ESL Hispanic college students encounter, has analyzed some of their causes, and has developed a model with appropriate mechanism to correct them. This research originates an approach that will develop the writing skills of ESL Hispanic college students at the elementary level through mechanisms which will help them identify and internalize the syntactical characteristics of the simple English sentence, thus filling the existing gap in the methodology of present-day ESL teaching.

**Purposes and Nature of the Study**

It has been the purpose of this study to develop a curricular model which uses syntax as the principal instrument for teaching ESL Hispanic college students how to write simple English sentences. The curricular model is presented in a manual of study which uses a series of
exercises geared to ESL Hispanic college students performing at the elementary level. The exercises will help the bilingual students to make the transition from thinking in the first language to writing in the second language. Although not a specific goal of the study, the utilization of the manual might help the students to improve their second-language grammatical skills. This would be accomplished as the students review the grammar and semantical elements of the second language, while internalizing the correct English syntax.

Other purposes that the study accomplished were to:

1. Test and evaluate the new approach,
2. Point out new avenues of possible research within the approach,
3. Make a contribution to the field of ESL, and
4. Open the possibility of placing this approach in the hands of high school and college ESL faculty for possible use in their classrooms.

**Significance of the Study**

The study and the materials resulting from it have addressed a need which, up to now, has not been properly addressed at the classroom level. The researcher contends that this failure is the result of a misunderstanding of the mechanism which prevents the ESL Hispanic college
student from achieving a proper conceptual transfer from the native language to the target language at the ESL elementary level. The study developed mechanisms to aid in this transfer.

The problem areas of syntax within ESL teaching, of teaching ESL at the college level, and of adult ESL learners are fields of study in which extensive research has not been conducted up to the present. This study has concentrated on all three areas.

**Definition of Terms**

1. Bicultural - the ability of individuals to function in two cultures.
2. Bilingualism - the ability of individuals to communicate using two languages.
3. Competence - the actual use of language in concrete situations.
4. First language - the language in which a person originally thinks and which the person considers his original mode of communication.
5. Hispanic - an individual who considers Spain or Spanish culture the ancestral origins of his culture.
6. Home language, mother tongue - the language spoken in the home by the parents of an individual.
7. Lexicon - the vocabulary of a particular language or field of study.
8. Linguistic interference - the carrying over of patterns from one language into another.

9. Methodology - a system of methods in a particular science.

10. Performance - the production and comprehension of grammatically correct and culturally appropriate speech forms.

11. Phonology - the unified system of speech forms of a language.

12. Second language - a language, other than the native, learned in a cultural context.

13. Semantics - the lexical, denotative, or contextual meanings of speech forms in a language.

14. Syntax - the order of words or structures of a language.

15. Transition - the process of transference of the linguistic skills learned in one language to another.

16. Translation - the transference of connotative and denotative meanings from words of one language into words of another.
Assumptions of the Study

The study has made the following assumptions:

1. That the study has been conducted with a treatment group which appears to be representative in age, economic status, and sociological conditions to other ESL adult groups studying in the United States.

2. That the manual, once produced and tested, will be used by student populations similar to those upon which it was tested.

3. That the manual will be used in the classroom in conjunction with a regular ESL grammar textbook.

Delimitations of the Study

The study produced classroom materials to be used only with adults. The skill of writing was the sole skill addressed in the study, and in this area the development of correct simple sentence construction was the only focus. Within the area of proper sentence construction, the central purpose of the study was the application of the syntactical rules of the target language to aid the student at the elementary level in the conceptual transition from the native to the target language. This does not imply that other grammatical skills needed in sentence construction were ignored. Other writing skills such as
those needed for proper one-paragraph or multi-paragraph writing were not dealt with in the study. It is the contention of the researcher that if the student can write a sentence properly, other writing skills can be acquired with less effort.

The only approach used in the study was the one conceived by the researcher, delimited by the scope of his knowledge in the field. The approach was a new one and was tested at the same time it was being implemented. The researcher delivered the treatment in the experimental group. Provisions have been made in the analysis of the data, through statistical mechanism, to neutralize any positive or negative effect this last condition may have had in the results of the study. The faculty member delivering the treatment of the control group did not know she was part of a study. This was done to neutralize any possible "guinea pig" effect in the research. The population used for the study was composed of those students who matriculated in the Elementary I and Elementary II ESL levels of the Eugenio María de Hostos Community College of the City University of New York. This population was subject to the course scheduling procedures of the college.
Methodology

The approach used in the development of this dissertation has been an adaptation of the Fortune-Hutchinson Evaluation Methodology to a curricular cycle. The cycle includes the following steps:

I. Purpose - exposition of the intention of the curriculum.

II. Need - delineation of the skills and facts the curriculum provides the students.

III. Topics - enunciation of the goals of the curriculum.

IV. Objectives - subdivision of each goal into its components observable and measurable performances.


VI. Student Characteristics - administration of the test items to a group of ESL students with similar characteristics to the students who will eventually use the curriculum.

VII. Select and Arrange - organization of those performances which are to be incorporated in the curriculum basing the decision on the results of Step VI.

IX. Media and Package - the curriculum is clothed in an attractive and suitable format.
X. Trial - use of the curriculum during a specific amount of time with a group of students similar to those used in Step VI.

XI. Outcome - analysis of the results of Step X.

The Fortune-Hutchinson cycle includes an additional step, revision. This last (XII) step would effectuate any changes in the curriculum indicated by Step XI (See Appendix A).

It would have been desirable to complete the twelve steps required by the curricular cycle, but time limitations did not permit the writer to pursue them. Therefore, Step XII was beyond the present study's scope. This last step has been included in the section of the dissertation labeled "Recommendations for Further Research."

The sequence in the Fortune-Hutchinson Cycle was followed during this research with the least possible deviation. Modifications were introduced only when required by the limitations of the research. Within steps, the cycle has been supplemented with methodological procedures from the Fortune-Hutchinson Evaluation Methodology of which the cycle is an adaptation.
Site of the Study

The study has been conducted at the Eugenio María de Hostos Community College of the City University of New York. Hostos Community College is one of the nineteen colleges which form part of the university. It is a two-year institution located in the South Bronx section of the city. Its student population is enrolled in bilingual offerings which use Spanish as the language of instruction and ESL instruction subdivided into four proficiency levels. The first two of these levels are classified as Elementary I and Elementary II. The other two levels are the intermediate and advanced categories.

The bilingual approach used in the college is of a transitional nature. It introduces the new student to a program in which Spanish is the sole language of instruction except for ESL courses, and gradually immerses the student in the use of the English language as a vehicle of instruction culminating in a program where English is the sole mode of instruction except for Spanish language and Hispanic culture courses.
Population of the Study

The population used for the study consisted of the student population enrolled during the fall of the school year 1982-83 in the two elementary levels of the ESL curricula of the college. The total enrollment of these two levels was 940 students, 410 students enrolled in the Elementary I level, denominated in the college catalogue as ESL 1314, and 530 students enrolled in the Elementary II level, denominated in the college catalogue as ESL 1318.

The following was the procedure used for the selection of the treatment target group and the control group of the study. The students themselves selected a course at the level at which they were supposed to enroll. This selection was out of 14 possibilities or sections in Elementary I and 18 possibilities or sections in Elementary II. Around one month prior to registration, the researcher was assigned to teach one section in each level. The control group was chose by the college administration from the rest of the sections using a simple random sampling system. The researcher had no possible way of influencing the process for the selection of the groups, the process of registration, or the determination of its outcome. All the students participating in the study were native-Spanish
speakers fully enrolled in the college after having obtained a High School Diploma or its equivalent.

The Instrumentation of the Study

The instrumentation used for the study was an ESL manual specially designed for the study. The focus of the manual is the use of syntax as an approach for teaching the writing of simple English sentences by facilitating the transition of students' ideas in the Spanish language to correct sentences in the English language. As the principal focus of the manual is not to teach grammar per se, the manual was used as a supplement to the regular ESL grammar textbook for the ESL classroom. The grammar textbook used by all groups in the study was:

English as a Second Language: An Interdisciplinary Approach
Books 1 and 2

Book I was used in the low elementary level and Book II in the high elementary level.

The manual consists of fourteen units. Units one to seven were used with the Elementary I level. Units eight to fourteen were used with the Elementary II level. Units seven and fourteen are review units each developed as a complete entity. All other units are subdivided into three lessons.
Four groups were used for the study, two in the Elementary I level and two in the Elementary II level. In each level, there were an experimental treatment target group and a control treatment group. The experimental groups were taught by the researcher using the manual. The control groups were taught by another faculty member using the regular teaching methodology of the college. The other faculty member was chosen by the college administration and did not know she was chosen to participate in the study. Results of the study were determined by the analysis of pre- and post-examinations. The former was given at the beginning of the school term and the latter at the end of the term. Names or any other identifying information have not been used in this study for anybody but the writer. The ESL sections used for the study have remained anonymous.

Organization of the Study

The present dissertation has been organized in the following manner. Chapter I has presented an introduction and overview of the problem together with the purpose of, the significance of, the assumptions made in, the delimitations present in, and the design of the study. A section for the definition of pertinent terms is also included in this chapter. Chapter II will convey a review of the
related research and literature. Chapter III will present the manual and describe in detail the treatment which is the object of this dissertation. Chapter IV will submit the findings of the study. Chapter V will detail the conclusions arrived at by the study and suggest some recommendations for further research.
FOOTNOTES


3 Ibid., p. 4.


6 Chomsky, p. 4.


8 Ibid.
CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

Introduction

This chapter will present an overview of the literature and research related to the main focus of this dissertation: the use of syntax as a tool for teaching elementary English-as-a-Second language Hispanic college students how to write simple English sentences. The chapter will develop three main areas of concern: 1) the teaching of ESL, 2) the situ of the study, and 3) the use of syntax as a tool to teach English writing.

Section 1 will review the major trends in the teaching of ESL as presented in the literature. Section 2 will provide a profile of the college where the study will be conducted. This college, the Eugenio María de Hostos Community College of the City University of New York, uses one of the methods for teaching ESL discussed in the first section of this chapter. Section 3 will review the literature and summarize the findings which pertain to the area of syntax as a tool for the teaching of English writing to elementary ESL Hispanic college students.
Historical Overview of the Teaching of a Second Language

Early developments. Bilingualism is intrinsically interwoven with the history of mankind. Since the Tower of Babel, when the inability of man to communicate with others who spoke a different tongue led to the dispersal of the human race, man has felt the need to establish extra-tribal lines of communications in order to form treaties and alliances for defense purposes, to secure needs and comforts not produced internally, or to publicize his or her gods' greatness. Invariably, this had led a certain group of men to specialize in the learning of more than one language and to search for a lingua franca of international communication.

By the middle of the second century before Christ, these men were called scribes and the international languages of communication of the Tigris-Eufrates region (the center of civilization at the time) were the Sumerian and the Akkadian languages.\textsuperscript{1} The empire was established by Saragon I after he united all the region under his crown. The empire then had two predominant languages.
The old Sumerian language whose multiple dialects had served the region over the centuries and the Akkadian language, the imperial language of the court. These two languages were patiently learned by the scribes using a translation method. The scribes first began by copying personal names in both languages, followed by phrases, and more complex structures as the skill of the scribes increased. Sumerian passages were translated into Akkadian as still more skill was developed. Second-language instruction stopped after a basic knowledge of the second language was achieved. Complete fluency was not necessary.

A similar type of second language instruction was required of scribes when Aramean became the lingua franca of the region during the first millenium before Christ, and later on when Greek became the language of literature and international exchange during the first centuries of the Christian era. Greek slaves were used for the instruction of the Greek language to the rich and noble Romans of this latter period. The formal education of children of the elite centered around Greek which was taught from a very early age.

Through direct contact with Greek slaves and through a methodology similar to our immersion method, the child developed a solid foundation in the Greek language even
before he completely acquired his first language, Latin. This latter language was acquired through linguistic osmosis in the home environment. When the child reached the age for enrollment in school, he was completely fluent in Greek and Latin. He was a bilingual person.4

The system, although highly effective, had its critics who complained that the placing of too much emphasis on the Greek language was detrimental to the acquisition of Latin at the phonological and the structural levels, and that it imposed too many academic demands on the child.5 By the fifth century of our era, this dual language system had been abandoned together with most practices which had constituted the glories of Imperial Rome. It was left for the Byzantine Empire and the Mohammedan Caliphs to preserve the literary monuments of Greece.6

The grammar-translation method. Slowly Latin displaced Greek and became the language of the desintegrating Roman Empire after the fourth century of our era.7 It supplanted Greek in the field of letters, business, diplomacy, and most important for future ages, in the theological works of the rising Christian Church. After the destruction of the western Roman Empire, Latin died as a language of popular intercourse. The Romance family of language
evolved from its demise. A new unifying political force appeared, in the Christian Church. Latin became the international language of theology, letters, and science. Any person of education had to know Latin. The church, controlled the field of education, developed what is now called the grammar-translation method in order to teach Latin to the elite youth of Europe. Greek was added to the curriculum after the Crusaders came back to Europe and reintroduced the Greek language.

The pedagogical process for learning a second language through this method consisted of learning the grammatical rules of the language and applying them to translation into the vernacular of passages in the second language. The Jesuists perfected the method and used it extensively in the teaching of Latin. As time passed a rationale was developed so that Latin was considered the most perfect of languages and learning it supposedly developed skills in mnemonic, mental discipline, and logical thinking. The method included a description of the target language through a series of rules, its patterns of syntax, and lexical lists. The pedagogical process included the memorization of the rules and the lexical lists, the practice of the rules through a series of written exercises, and the translation into the first language of passages written in
the second language. The principal objective of the method was to help the student internalize the rules and the vocabulary of the target language as he worked with the intricacies of the second language in the process of translation. He was supposed to acquire the content of the passage at the same time. Critical analysis of the text was not an objective until the advanced stages of language learning.

These methods were applied to the learning of modern languages during the 19th century's surge of liberalism and nationalism. The basic methodology remained the same but oral/aural skills were included. Although previously included, they had not been emphasized, since the main purpose of the method was to learn a language for the training of the mind. The sound system of the modern target language was studied now. Question-and-answer drills were executed in the classroom by reading passages in the target language. All instruction was carried out in the vernacular.

Variations of this method appeared in the English-speaking schools during the 19th century. These pedagogical techniques included the interlinear-translation method, the natural method, and the psychological method. Most of Europe continued using the
old grammar-translation method which is, even today, still used in certain parts of the world.

The inter-linear translation method. The Interlinear Translation Method was developed by James Hamilton. A textbook on this subject was published near 1852 by T. Robertson. The method consisted of sectioning a target-language reading selection into parts. Each part was first translated into the first language interlinearly, word by word, and then a grammatically correct translation into the first language was made. The learner studied the translation and answered a series of questions about the selection using the first language. Pronunciation exercises, together with cognates, accompanied the lesson. The goal was for the student to learn a list of words usually between 200 and 300. This vocabulary list was presented in sentences specially written for the lesson. The student would translate the sentences in order to practice the selected vocabulary, the grammar, and the syntax of the target language.

The natural method. The Natural Method was born in the latter half of the 19th century, around 1866. In certain aspects, it was the methodological forerunner of the 20th century audio-aural trend. While instruction
centered upon the written language in the Grammar-Translation Method, the Natural Method centered upon the spoken word. The new features of this methodological approach were the use of the second language as the instrument of instruction, the avoidance of the teaching of grammatical rules, pedagogical concentration on the skills of pronunciation and speaking, although other skills were taught, and achieving comprehension of the significance of the text by inference, not by lexical and grammatical analysis.

The psychological method. One of the last of the 19th century innovations in the field of second-language teaching was The Psychological Method, later known as The Direct Method. This method was fostered by Dr. Wilhelm Victor, a professor of philology and consequently stressed listening and speaking skills, through inaugurating the systematic use of phonetics in developing skill in second-language pronunciation. It used every-day topics as lessons content instead of abstract or literary themes. It was the first methodology to use a type of substitution drills. The exercises centered around the substitution of verbs in statements dealing with a topic.

The historical overview presented thus far shows that methodological innovation in second-language instructional
development arose in the Middle East during the second and first millenia before Christ and moved to Europe during the first and second millenia after Christ. The 20th century witnessed a transfer of the leadership in the development of new instructional methodologies to the United States.

Current developments. The decade of the 1920s saw several important developments in second-language teaching in this country. The Modern Foreign Language Study of 1924 was an attempt to examine the entire field of learning and teaching foreign languages in the United States. The publication of The Teaching of Modern Foreign Languages in the United States, by Algerman Coleman in 1929, had a profound influence upon the teaching of foreign languages in this country up to the beginning of the 1940s. This work was a pioneer in its use of experimental and statistical data in educational research. It also pioneered the correlation of first-language proficiency to second-language acquisition. Coleman's study indicated that there is a correlation between the quantity of reading in the first language to the rate of reading and comprehension in first language. It also highlighted the role of culture in language acquisition. The results of this research laid the
foundations for what later became the Direct Reading Method and the Cognate Method.

The Linguistic Society of America was another organization that greatly influenced second-language teaching during the 1930s and 1940s. This Society's research centered on the languages of the American Indians. The theoretical basis of this research was taken from the work of scholars such as Edward Sapin and Leonard Bloomfield who postulated that foreign languages can only be spoken through the retention of structures and through the attempts on the part of the second-language learner to duplicate as exactly as possible the normal and unrestricted speech of the first-language speaker. The methodology used by the Society formed the tenets of the Scientific Approach based on contrastive descriptions of the first and second languages.

The audio-lingual method. With the advent of World War II the need of the military to prepare soldiers and translators who could function conversationally in foreign languages after short periods of training, the theoretical and methodological foundations of these previous approaches came to fruition in The Audio-Lingual Method. The main focuses of this new methodology were:
1. the learning of the target language through the
   use of different types of drills,
2. a de-emphasis on the skills of writing and
   reading with an emphasis on speaking and listening,
3. stress on the imitation of native speakers
   phonology,
4. de-emphasis on the teaching of grammar through
   rules,
5. insertion of cultural aspects into the curriculum,
6. the immersion concept.

During this period, other fields of inquiry united
with second-language teaching to produce the Audio-Lingual
Method. These fields were Behavioral Psychology, Cultural
Anthropology and Structural Linguistics.

The Behavioral Psychology of the early 20th century
expounded that man's behavior is learned from the
infant's immediate surroundings. Everything that man is,
every type of behavior, has been learned from this
environment. Therefore, instincts, as such, do not
exist.27

The cultural anthropologist maintained that culture
is the set of behaviors learned by the individual from
his social surroundings. The social milieu inculcates
and reinforces the sets of behaviors that constitute the
culture of the individual. Through rewards it reinforces those behaviors that are acceptable to the culture. It rejects through punishment those behaviors that are alien to the culture. Language is part of the culture. It is learned and supported in the same way as other aspects of culture.28

The structural linguist viewed language from the perspective of descriptive linguistics. This discipline defined language as a combination of sound patterns and word combinations specific to each language studied. Language is, then, the group of sounds and structures produced by the natives of the language.29 The written form of the language is not part of the language per se but is a human invention to record speech for future use.

The Audio-Lingual Method combined all of these approaches into one perspective which saw language as a cultural aspect of human endeavor, learned from other native speakers, through the imitation of sounds and structures, and produced by mimicking exactly the model presented. This was the way first language learners learned a first language. A second language learner needed to approach this model as closely as possible through the classroom activities of drills and the imitation of native speakers of the language in an intensive classroom milieu.
These activities would help the student to internalize the sounds and structures that made up the second language for immediate recall.

This methodological approach was translated in the classroom into a series of activities which included a series of drills: question-and-answer, substitution, choral, transformation, dialogue, and others. These drills were designed to give the student practice in imitating the model presented by the teacher. The goal was communication. The media were the listening and speaking skills of the students. Reading was practiced within the contexts of the drills. Writing was introduced at the intermediate and advanced levels of proficiency.

The method was adapted by American schools of language and colleges after World War II. It has been used extensively by them since the 1950s.

The cognitive-code method. The 1960s was an era of developments in transformational-generative grammar and in cognitive psychology. Influenced by these trends, dissatisfaction began to emerge with the Audio-Lingual Method in the second-language classroom. Questions arose whether it was possible for an actual internalization of structures to occur, about whether imitation was the basis
for language learning in the first-language learners' process, and whether the de-emphasis of reading and writing was beneficial to the students. A realization began to emerge that human reasoning should take a more important role in second-language acquisition. At the same time theoretical studies began to indicate that the syntactic description of languages was transformational. This led to searches for a new methodological approach.

One answer to this search was J. B. Carroll's contention that neither the Audio-Lingual Method nor the old Grammar-Translation Method had taken into consideration advances made in the field of the psychology of learning and of verbal teaching. He advanced this perspective in the 1960s. Carroll proposed an approach that included, beside drills, such things as "meaningfulness," "attention to visual-symbol systems," the "understanding of critical features" of the target language, together with making as many kinds of associations as possible.

These contentions plus others presented by K. Chastain evolved as the Cognitive-Code Method which has been seen as the answer to this pedagogical problem. This methodology has been in use since the 1960s. The methodology incorporates some elements of the Grammar-Translation Method, influenced by the perspective of
transformational-generative linguistics, and some elements of the Audio-Lingual Method in the form of drills. The elements of linguistics are presented in the form of explanations of the materials to be learned. This use of explanations insures the development of competence in the subject matter and the involvement of the student's reasoning process in the learning procedure. Once the student has "understood" the concepts to be learned, he is exposed to a series of exercises which, from a deductive point of view, give practice in the subject matter. All four skills are taught at the same time. Repetition drills are used to ascertain that learning has occurred and to reinforce the learning process. Chastain advances the following model for classroom usage: Step 1: comprehension of new grammatical concepts which are presented deductively; Step 2: practice in the selection of linguistic forms to fit the context in exercises; Step 3: the study of reading and listening materials, with some opportunity provided for students to produce messages intended to communicate their thoughts to someone else.

The primary objective of this method is to acquire a certain degree of competence in grammar and language structure. This differs from the Audio-Lingual Method whose goal is to communicate. It is similar, however,
to the Grammar-Translation Method whose goal is to acquire competence through rules. Once the competence has been achieved, exercises are presented to supplement comprehension and to facilitate recall. This process is called the performance activity. There is a progression in the exercises which move from simple to difficult and from artificial to every-day life. The native language of the learner may be used to give clues. Reading and listening exercises afford more practice. The entire purpose of the method is to develop a level of competence and performance which will facilitate the use of the target language.

The eclectic method. The Eclectic Method is not a method in the sense that this term has been up to now in the dissertation. It is not an approach resulting from specific theoretical positions culminating in determined procedural developments. The Eclectic Method results from the cumulus of pedagogical experiences that a particular teacher has developed over years of practice. It is the methodology that works in the teacher's specific situation and combines the factors of personality, students, curriculum, and school milieu. It results from the practices that the teacher has chosen as the best features of all the methodologies s/he has come in contact with. These s/he
incorporates into his/her own peculiar system. It is the product of his/her years of experimentation which results in a specific pedagogical approach that works for him/her. It does not prefer one theoretical position over another. It selects those techniques that have proven worthwhile in the classroom situation. The eclectic teacher could be considered the pragmatist of the classroom.

Recent Developments. This section will discuss the most recent developments in the field of second-language teaching. It will present approaches that are in the process of development. As such, there is not an extensive body of research associated with them at the present time.

Contrastive Analysis. Contrastive Analysis focuses its main concern on the problem of language interference. It tries to determine where language interference may occur when a second language comes into contact with a first language. These problems are peculiar to each language. They may not be the same for a speaker of Language X studying Language Z as for the speaker of Language Y studying Language Z. To determine the areas of possible interference, the grammar, semantics and phonology of each language is studied. The speech idiosyncracies of the individual student is not the concern of the approach.
Error Analysis. Error analysis focuses on the learners' speech characteristics and those errors that they make when using the target language. It attempts to discover the possible regularities in patterns when the linguistic codes are violated. Because self correction of unacceptable utterances is a privilege of native speakers not available to second-language learners, error analysis attempts to systematically study any error committed upon spontaneous language behavior. The errors can be classified as phonological, orthographical, grammatical, and/or lexical. Those errors found to be common to all members of a group are the basis for decision making in terms of curricular development. Self-correction skills to be provided to the learners are essential elements of this type of approach.

Interlanguage. Selinker presents the notion that a second-language learners does not learn the syntax of the second language but creates a peculiar syntax of their own which incorporates elements of the second-language syntax as well as elements of their own syntax. This concept has been labelled as interlanguage. It sustains that right from the beginning of second-language learning, and regardless of how much correction is done, stabilization will occur. This stabilization occurs at different times during the
transition from Language 1 to Language 2. Selinker advances the hypothesis that this stabilization does not occur across the whole structure of the language but within the domain of discourse. He states that no language behavior is permanent. Even though he does not consider age as a too important factor, he admits that brain lateralization is set in at age five, thus preventing a person from achieving native-like competency in a second language after that age. That is why this approach calls for observations of language behavior to be gathered in informal communicative situations avoiding comparisons to native-speaker's production.

Functional/Notional Syllabuses. The purposes of a curriculum, according to this approach, is to teach a target language based on the communicative needs of the students rather than on the formal aspects of the language. These communicative needs are presented in taxonomies of function categories used for curricular planning, for vocabulary lists, and to serve as the basis for exercises. The goal of the approach is to determine what the user is communicating, the semantic content, instead of the grammatical form or the situational domain of the language. The intent of the whole approach is to make the language functional rather than theoretical.
This approach is based on the work of D. A. Wilkins. However, many researchers have contributed to its development in the last decade and a half. Wilkins sees language as a continuum that moves from what can be predicted to what cannot be predicted. That which can be predicted is based on the contextual perceptible characteristics of incidents where language has been produced. The unpredictable is determined by what the user of the language has inherited or learned. Wilkins also states that there is no basis for emphasizing listening and speaking skills at the beginning of a curricular sequence leaving writing skills for later stages. He contends that the research appears to indicate that a student learns better those linguistic structures he has heard and seen in contrast to those structures he has only heard. Therefore, writing should be included in the early curricular stages.

Communicative Approach. A student of a target language must develop two general abilities. He must be able to communicate through the language, the concept of use, and he must be able to talk about the language, the concept of usage. The first concept deals with the purpose of the language, to communicate with others through the medium of the language. The second concept deals with the knowledge of the underlying formal aspects of the language.
The Communicative Approach, although encompassing the tenents of the Functional/Notional Approach, states that any theory of language teaching must include the concepts of use and usage. The teaching of the former concept does not assure the learning of the second concept. Learning about usage does not qualify the student to know what appropriate structure is to be used in a particular life situation nor does it qualify him to know the function of that structure in that particular situation.

This section has presented a short synopsis of the major pedagogical trends in the teaching of a second language which have evolved in the last 4,000 years. One of these trends, the Eclectic Method, is a favorite of many classroom teachers because of its adaptability to any classroom situation and to the individuality of the teacher. This trend characterizes the methodological focus at the college where the study for this dissertation was conducted. The next section of this chapter will provide a description of the college, the Eugenio María de Hostos Community College of the City University of New York.

The Eugenio María de Hostos Community College
Site of the Study

A college education was, for many years, a privilege only available to a selected few. This situation was in
part the result of the limited access the general population had to higher education. Entrance examinations were designed to screen out any person who did not meet certain prescribed standards. College expenses excluded a large portion of the population. Scholarships and grants were awarded for achieving the highest academic standards and, invariably, excluded those who needed them most. Immigrant populations from non-English speaking countries were automatically excluded because of linguistic barriers and economic factors. Intellectual merit could not be considered if the individual could not speak English. There were a few immigrants who entered the country with the sole purpose of attending institutions of higher education. They had the means to pay for special immersion English programs which prepared them in a few months for admission to college. Invariably, these were the rich or the elite of their countries. They entered the country, studied, and returned home. Exceptions to this pattern occurred in times of war, religious persecution, or political persecution when these individuals could not return to their countries. But for the vast majority of immigrants who entered this country from non-English speaking countries, higher education was an unattainable dream. Linguistic, academic, and financial barriers made it impossible.
A series of factors during the decade of the sixties changed this picture to some extent. Pressures exerted by minority members who had been able to enter higher education or attain professional status, because of Affirmative Action regulations, awareness on the part of some college officials, and by federal aid geared toward financial need instead of academic merit, opened the college doors to thousands of minority members including some recent immigrants to the country. Special counseling, tutoring, and credit-bearing remedial courses were included in the college curricula to help upgrade the academic deficiencies academically deprived minorities. ESL and bilingual curricula specifically met the needs of groups with limited English proficiency, henceforth denominated as LEP.

The number of higher education institutions offering ESL programs in the United States has been computed as 640. There are also 984 Title VII bilingual programs in the United States \(^{42}\) all mandated to have ESL components. \(^{43}\) The former institutions generally offer ESL courses of two types: an intensive curriculum or a semi-intensive curriculum. The intensive curriculum usually offers a course of from fourteen to fifteen weeks duration, and each week offers about fifteen hours of ESL classroom instruction. The semi-intensive curriculum is of the same duration but
with less than fifteen hours of classroom instruction. Classroom instruction may be supplemented in both curricula with all or some of the following services: language laboratories, reading and/or writing workshops, and extracurricular activities designed for linguistic and cultural integration.

The semi-intensive ESL curriculum is usually part of the total curricula of the institution. It may be associated with the English Department or the Bilingual Department of the college. Sometimes, these courses bear college credit. If they bear no college credit, they are usually associated with a Continuing Education Department. All varieties of modifications and combinations can exist within these two major types of curricula.

The Eugenio María de Hostos Community College of the City University of New York, the situs of this study, is an example of a higher education institution which serves the needs of its Hispanic LEP population with an ESL Program combined with bilingual offerings. The college serves a total population of 3,121 students of which 1,771 students or 56.74 per cent attend the ESL Program. Almost the entire ESL population of the college attends bilingual offerings. Over 65.5 per cent of the student population of the college is of Hispanic origins.
The college is the last instituted within a complex of nineteen colleges which comprise the City University of New York. The university is a public institution, geared to open access, and serves a total student population of approximately 176,700 during the fall of 1982. Its annual budget for the school year 1982-83 is approximately $693.5 millions.

The Eugenio María de Hostos Community College, named after a famous 19th century Puerto Rican patriot and educator, was founded in 1970 with the expressed purpose of serving the minority population, especially the Puerto Rican population, of the South Bronx. Health career training was to be the emphasis of the institution. This emphasis has been somewhat modified because of a decline in health career job opportunities in the city and an increase of Liberal Arts students in the college. The college offers its Hispanic population an ESL Program, Spanish maintenance courses, and bilingual courses.

The ESL Program is part of the English Division of the College. This division consists of four different programs: the ESL Program geared toward ESL students, the Libra Program geared toward remedial English-speaking students, the Reading Program serving all other programs in the division, and the Writing Program offering composition and
literature courses to students who are at college level in the English language. Table 1 details the English Division offerings to English-speaking students.*

Table 1

<table>
<thead>
<tr>
<th>Program</th>
<th># of Sections</th>
<th># of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libra Program</td>
<td>15</td>
<td>390</td>
</tr>
<tr>
<td>Writing Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng 1300**</td>
<td>11</td>
<td>300</td>
</tr>
<tr>
<td>Regular College</td>
<td>25</td>
<td>726</td>
</tr>
<tr>
<td>Totals</td>
<td>51</td>
<td>1,416</td>
</tr>
</tbody>
</table>

Information about the Reading Program is not given as the program serves students enrolled in all the other programs. Its student data would duplicate the data given for the other programs.

* All statistical data presented about the Hostos Community College refers to the fall term of the school year 1982-83 unless otherwise indicated.

** English 1300 is a course designed to bridge ESL students into Regular English College Courses.
The ESL curricula offers four levels of ESL:
Elementary ESL I denominated ESL 1314, Elementary ESL II denominated ESL 1318, Intermediate ESL denominated ESL 1318, and Advanced ESL denominated ESL 1332. Each course lasts one semester, meets for six hours weekly, and carries a credit load of two credits. Recently, two courses of a more intensive nature have been instituted by the program. These courses are denominated ESL 1381-83 and ESL 1382-84. ESL 1381-83 combines the curricula of ESL 1318 and half of ESL 1322. ESL 1382-84 combines the curricula of the remaining half of 1322 and the complete curricula of ESL 1332. Three semesters of ESL are covered in two by these two courses. These two new courses meet for nine hours weekly and carry a credit load of three credits each.

Table 2 details the offerings and enrolled of the ESL program.

<table>
<thead>
<tr>
<th>Course</th>
<th># of Sections</th>
<th># of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1314</td>
<td>14</td>
<td>410</td>
</tr>
<tr>
<td>ESL 1318</td>
<td>18</td>
<td>530</td>
</tr>
<tr>
<td>ESL 1322</td>
<td>14</td>
<td>494</td>
</tr>
<tr>
<td>ESL 1332</td>
<td>11</td>
<td>285</td>
</tr>
<tr>
<td>ESL 1381-83</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>ESL 1382-84</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>
The Spanish maintenance courses are offered by the Modern Languages Program of the Humanities Division of the college. This program offers courses in French and Italian for non-native students. The Spanish-language curriculum is divided into three tracks: courses for Hispanic students who cannot speak English, denominated by the program as monolingual Hispanic students, courses for Hispanic students born and/or raised in the United States, denominated by the program as United States Hispanics, and courses for monolingual English Student.

Literature courses are offered for the monolingual Hispanic track, those students that this dissertation has categorized as bilingual. Literature is infused into the curricula of the other tracks. Only one advanced literature course is offered this fall term: Spa 2226, The Contemporary Spanish-American Novel. The program offers 10 other advanced courses in Spanish literature courses staggered during various semesters.

Another aspect of the college is its bilingual offerings. The purpose of these courses is to help Hispanic LEP students further their academic aspirations while perfecting their English-language deficiencies. The offerings do not constitute an administrative unit of the college. They are interdisciplinary. Each program offers
those courses and sections it believes are appropriate to the LEP Hispanic bilingual student population within the framework of its budgetary allowance, and the needs of the non-LEP student population of the program.

Table 3 presents the Spanish-language offerings and enrollment of the Modern Language Program of the college.

Table 4 contrasts the percentage of course sections offered to bilingual students by the different programs of the college with the enrollment of English speaking students. The programs are listed under their respective divisions.
<table>
<thead>
<tr>
<th>Tracks and Courses</th>
<th>Sections</th>
<th># of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monolingual Hispanic Track</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spa 2210 (Remedial Composition)</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>Spa 2212 (Composition College Level)</td>
<td>7</td>
<td>190</td>
</tr>
<tr>
<td>Spa 2214 (Literature College Level)</td>
<td>4</td>
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<tr>
<td>Spa 2226 (Advanced Literature)</td>
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<td><strong>Subtotal</strong></td>
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<td>391</td>
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<tr>
<td><strong>United States Track</strong></td>
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</tr>
<tr>
<td>Spa 2216 (Composition)</td>
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<td>16</td>
</tr>
<tr>
<td>Spa 2218 (Composition)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td><strong>Monolingual English Track</strong></td>
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<td></td>
</tr>
<tr>
<td>Spa 2202</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Spa 2204</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Spa 2206</td>
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<td>0</td>
</tr>
<tr>
<td>Spa 2208</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>19</td>
<td>465</td>
</tr>
<tr>
<td>Division/Program</td>
<td>Sections</td>
<td>%</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Allied Health Services Division</strong></td>
<td></td>
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</tr>
<tr>
<td>Dental Hygiene Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses in Spanish</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>courses in English</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td></td>
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<tr>
<td><strong>Radiologic Technology Program</strong></td>
<td></td>
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<tr>
<td>courses in Spanish</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>courses in English</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral Sciences Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Sciences Unit</td>
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<tr>
<td><strong>Anthropology</strong></td>
<td></td>
<td></td>
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<tr>
<td>courses in Spanish</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>courses in English</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
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This section has presented the site of the study, a bilingual college were a large ESL Hispanic population with severe English-language limitations is being served by an ESL Program associated with bilingual offerings. The goal of the institution is to upgrade the students linguistic deficiencies, in both their first and second languages, while allowing them to study content-area courses in their native languages.

Teaching skills in the second language is one of the main objectives of the college's ESL Program. This objective is pursued through using methodologies dictated by current research as presented in the literature. The next section of this chapter will focus on some sample studies in this area presented in the literature.

**Research Studies in Second-Language Acquisition.**

Literature dealing with the subject of this dissertation, the use of syntax to teach elementary ESL Hispanic college students to write simple sentences, is very limited. Because of the scarcity of available studies on this subject, the researcher broadened the scope of the literature search to include other syntactic areas, with adult students, and of different linguistic backgrounds.

The researcher conducted several computer-assisted searches using the variables of interest as indicators.
Only the studies that directly involve syntax within the context of ESL writing were considered.

The searches revealed five major areas that repeatedly emerge from the literature:

1. second language acquisition,
2. second language usage,
3. language influence,
4. the relationship between syntax, morphology, and semantics, and
5. styles and varieties of language.

The reader will find a brief description of some of the studies accompanied by the name of the author. The studies will be presented under the categories already indicated.

**Second Language Acquisition.** The studies in this category deal with the thinking-process concept and the teaching of writing: the production of morphemes, sentence complexity in the speech of second-language learners; the recognition of some elements of language; error analysis; the acquisition of some linguistic structures; the relationship between language acquisition and cultural aspects; editing; and the elimination of fragments and run-ons in the writing of ESL students.
Larsen and Freeman (1976) tested the capability of twenty-four elementary ESL students to produce ten morphemes in restricted contexts. The result of the study indicated that out of thirteen possibilities, nine were produced during the first testing and six during the second testing two months later. The results also indicated that morphemes with high "perceptual saliency" were repeated more often than those with a lower degree.

Flick (1977) measured the complexity of sentences in the spontaneous speech of second-language adult learners using the Developmental Sentence Scoring Procedure together with a simplified version of the procedure to determine their usefulness with adult ESL learners. Both versions were found to measure adequately grammatical complexity although the simplified version appeared to be more useful in a classroom situation. The procedure, however, should be supplemented with measures to elicit certain speech structures, for example, questions which do not appear frequently in the interview.

Krashen (1977) tested the recognition of correct elements of grammar, phonology, and morphology based on the knowledge of rules versus the use of intuition in adult second-language learners. The study also tried to determine the stages through which second language-learners pass.
Six Arabic, Japanese, Persian, and Spanish students were tested with the Bilingual Syntax Measure and with sixteen specially constructed sentences. The results of the study indicated that difficult grammatical items are recognized more often by "feel" than by rules. Morphological items are recognized more often by rules. The results appeared to indicate that elementary ESL students are at a different level than intermediate ESL students.

White (1977) tested twelve Spanish-speaking adult ESL learners with the Bilingual Syntax Measure to determine if the source of errors was developmental in nature. A total of 451 errors were detected. Of these, 60.3 per cent appeared to be developmental in nature, 20.6 per cent appeared to be due to interference with the Spanish language, and 19 per cent appeared to have other sources. The level of proficiency presented no variations. Eight students were subsequently asked to correct the errors. Only half of the errors were corrected.

Cooper (1978) studied the acquisition of five complex English syntactical structures by Egyptian and Israeli students with different levels of proficiency. The goal of the study was to ascertain if first and second English language learners encounter the same difficulties in language acquisition. The results of the study seemed to
indicate that first and second English language learners encounter some of the same difficulties.

Herranen (1978) studied the errors made by Finnish students learning English in the use of the English article system. Traditional error analysis and a specially designed error analysis were used in this study. Four descriptive criteria were utilized to clarify the errors. The result of the study appeared to indicate that the difficulties encountered by Finnish students in the learning of the English article system were primarily due to teaching methodological difficulties. Recommendations for improving the methodological approach are given in this study.

Boyle (1981) studied how cultural aspects influenced the English-language acquisition process of Chinese students in Hong Kong. The results of the study appeared to indicate that certain cultural aspects such as losing face might interfere at the phonological and syntactical levels.

Dicker (1981) studied the self-editing of compositions by intermediate ESL students. The results of the study appeared to indicate that self-editing is a skill that properly taught can help students in the writing process. The choice of the grammatical rules to be used in the editing process is important. The students' choices of the rules to apply might also be helpful. Emotional associations with the writing process can interfere with the editing process.
Second Language Usage. Downing and Dwyer (1981) studied the usage of the English language outside the classroom situation by one Hmong refugee family studying ESL. The results of the study seemed to indicate that the family avoided using the target language outside the classroom whenever possible. This situation could have been the result of cultural factors as well as linguistic difficulties.

Language Influence. Barnes (1978) assessed the four areas of semantic base in and syntax of the two languages, the semantic items shared by the first and the second languages, and the phonemic elements of the second language not present in the first, to determine how these areas affect second language learning. The results of the study appeared to indicate that instructional decisions regarding particular ESL students must be based on an analysis of these four areas together with literacy in the first language. These findings are particularly relevant due to the large number of ESL students with deficient educational backgrounds.

The Relationship between Syntax, Morphology, and Semantics. Burt (1977) studied the types of errors which cause a listener or a reader not to comprehend the message sent by an EFL learner. The study was based on errors actually made by EFL students from different parts of the world. Errors interfering with communication were classified into
two major categories, global and local, and subdivided into several categories. Error areas of syntax not emphasized in EFL teaching were also presented. Applications to the classroom situation were offered.

Styles and Varieties of Language. Gaies (1976) studied the implications of the type of English language used by eight ESL teachers in their classroom interaction with their ESL adult students. The results of the study appeared to indicate that ESL teachers simplify their language when addressing ESL students in the classroom situation in a similar manner to that which occurs in mother-child interactions. This situation may (1) hint at the possibility that from the standpoint of verbal exposure, second-language acquisition may parallel first-language acquisition (October, 1976), and (2) may result in the development of student interlanguage (November, 1976).

This chapter has presented, first, an overview of the major methodological trends used in Middle Eastern and Western countries to teach a second language from the beginning of recorded history down to the present time. Second, it has researched the situ of the study of this dissertation, the Eugenio María de Hostos Community College of the City University of New York, where one of these
trends, the Eclectic Method, is currently the main pedagogical tool in the ESL Program. Third, the chapter has presented a review of the findings of studies conducted on the subject, and on related areas, of this dissertation.

The next chapter of this dissertation will present the manual which was the instrument used for this study.
FOOTNOTES


2 Ibid.

3 Ibid., pp. 15-16.

4 Ibid.

5 Ibid., p. 16.


8 Wallbank, Civilization Past and Present, p. 177.

9 Ibid., pp. 375-377.


14 Rivers, Teaching Foreign-Language Skills, p. 29.

15 Ibid.


17 Ibid., p. 27.

18 Ibid., p. 33.
20 Ibid.
21 Ibid., p. 27.
22 Ibid., p. 34.
23 Ibid., p. 38.
24 Ibid., pp. 40-41.
25 Ibid., p. 44
26 Ibid., pp. 48-52.
29 Ibid.
31 Rivers, Teaching Foreign-Language Skills, p. 43.
35 Ibid.
36 Ibid.
37 Ibid.


40 Ibid., p. 60.


44 Interview with Donald Rosemberg, Director of Student Administrative Services, Hostos Community College of the City University of New York, Bronx, New York, October 23, 1982.

45 Interview with Jim Murtha, Office of Institutional Research, City University of New York, New York, November 15, 1982.
CHAPTER III

A MANUAL FOR TEACHING WRITING TO ENGLISH AS A SECOND LANGUAGE HISPANIC COLLEGE STUDENTS

Introduction

The problems which attracted the researcher's attention and which ultimately became the focus of this dissertation were the difficulties elementary ESL Hispanic college students encountered when writing compositions. The students, at this stage of linguistic development, deal with the target language in its most basic unit, the sentence. They are not cognizant of the complexities of style or proper paragraph development. Their concern is to arrive at one idea at a time and to develop each idea in order to produce at least one sentence. The various sentences produced in this fashion are agglutinated to produce a paragraph. The final goal of the students is to produce a composition of the number of words requested by the teacher. The coherency and unity of the paragraph will result from the sequencing of ideas as they come to mind.

Sentences in this type of paragraph, the researcher believes, are the result of two main linguistic deposits: the linguistic reservoir of the students' first language,
Spanish in this case, and the trickle of target-language structures and notions of syntax that the students have acquired. The interaction between these two deposits will give birth to the English sentences written by the students.

The difficulty, the researcher believes, arises because there is no correlation between the two deposits. The students possess a vast arsenal of linguistic structures in their first language and a complete mastery of its syntax. This level of development makes them inherently able to deal linguistically with any idea in very complex terms and in the best possible manner. The refinements of clarity and simplicity in writing style is very difficult to acquire and one which eludes most students at the freshman and sophomore years of conceptual development. This is so for both first and second language learners.

The students' level of competence in the target language, however, is minimal. The linguistic structures they have internalized are few, and their syntax proficiency is limited. The students are faced with the difficulty of dealing with ideas in a relatively sophisticated manner at the mental level in the first language while having few tools with which to work at the production level in the target language. The students' dilemma is similar to trying
to empty a gallon of water into one drinking glass. Their level of proficiency in the first language is like the gallon of water, and their performance level in the target language is like the drinking glass. It is the position of the researcher that the syntactical approach developed in the manual that follows will help elementary Hispanic college students deal with this problem.

The manual contains the following divisions:

Part I Table of Contents
Part II The Units of the Manual
Part III A word-by-word translation to English of all the Spanish exercises of the manual as an aid to teachers who lack knowledge of the Spanish language.

The manual follows:
A MANUAL FOR TEACHING WRITING TO ENGLISH AS A SECOND LANGUAGE HISPANIC COLLEGE STUDENTS

José Luis Keyes
1983
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Framework of the Manual

The manual consists of fourteen units geared to cover two semesters of elementary ESL learning. The focus of the units is to aid the students in the transition from thinking in the Spanish language to writing in the English language so that they can develop proficiency in writing simple English sentences.

Unit I through Unit VII are one entity covering the first semester of ESL learning. Unit VIII through Unit XIV are the second entity of the manual designed to cover a second semester of elementary ESL learning.

Each unit consists of three sections. The first section has three lessons. They deal with one or more areas of related subject matter. Each set of three lessons presents concepts and exercises designed to develop English-language skills in grammar with special emphasis on syntax. The last two sections of each unit have additional types of exercises. The second section has exercises which detail the steps needed to accomplish the transition from thinking in the first language to writing in the target language. The emphasis on syntax presented in the first section is used in this transition section. The third section contains exercises which give practice in writing sentences within the context of a paragraph.
Grammar Content

In this manual, the grammar sections in each unit are of two types: units that present grammatical concepts and units that review concepts already studied in the manual. Units VII and XIV are review units. Unit VII reviews the grammatical concepts covered in Units I through VI. Unit XIV reviews the grammatical concepts presented in the entire manual. All other units of the manual present new grammatical concepts although reviews are built into them as well.

The grammatical concepts presented in Unit I attempt to construct a foundation upon which later units will build. The first lesson of Unit I presents the most basic parts of speech: articles, adjectives, nouns, and noun phrases. Noun phrases are constructed with articles, adjectives and nouns. Lesson Two presents the simplest of all sentences, a sentence consisting of a noun subject in the subject position, the verb to be, and an adjective in the predicate position. Lesson Three introduces Yes/No questions with this type of sentence.

Unit II continues the development of sentences with the verb to be. Lesson One presents the noun phrase in the predicate position. Lesson Two studies the negative of this type of sentence. Lesson Three develops further this
type of sentence by introducing the construction of information questions.

Unit III presents a slightly more involved type of sentence--simple sentences in the present continuous tense. Lesson One presents prepositional phrases so that expressions of place and time can be added to the sentence. Lesson Two presents positive and negative sentences in the present continuous tense. Lesson Three studies both types of questions in this tense.

Unit IV develops further the study of sentences in the present continuous tense and introduces the simple present tense. Lesson One introduces the structure of the direct object in sentences in the present continuous tense. Lesson Two presents the concepts of adverbs so as to complete the study of the parts of speech. Lesson Three introduces the simple present tense in positive statements.

Unit V completes the study of the simple present tense. Lesson One presents negative sentences. Lesson Two presents Yes/No questions. Lesson Three presents information questions. The three lessons deal with the simple present tense.

Unit VI introduces the study of sentences with there is/there are as introducers. Lesson One presents positive sentences with these types of structures. Lesson Two
presents negative sentences. Lesson Three studies Yes/No questions with these types of structures.

Unit VII presents exercises reviewing the structures and tenses studied in all of the previous units.

Unit VIII begins the second portion of the manual with the study of the future tense. Lesson One presents positive sentences by introducing the two forms of the future tense in American English usage: will and be going to. Lesson Two presents negative sentences in this tense. Lesson Three studies Yes/No questions and information questions in the future tense.

Unit IX introduces different types of subjects and sentence complements. Lesson One presents simple and compound subjects and predicates. Lesson Two studies infinitive phrases as sentence complements. Lesson Three studies participial phrases and other sentence complements.

Unit X begins the study of the past tense with the verb to be. Lesson One presents this verb in positive sentences. Lesson Two presents negative sentences and questions with this verb. Lesson Three reviews information questions with the verb to be in the past tense and with other verbs in the simple present tense.

Unit XI continues the study of the past tense. Lesson One and Lesson Two present regular verbs in positive
sentences, in negative sentences, and in questions.

Lesson Three studies irregular verbs in the past tense.

Unit XII introduces the two positions of the indirect object. Lesson One presents the first position. Lesson Two studies the second position. Lesson Three reviews both positions and gives practice in the shift that the indirect object can have around the direct object.

Unit XIII introduces the study of clauses. Lesson One studies compound sentences. Lesson Two presents complex sentences. Lesson Three presents combinations of these two types of sentences.

Unit XIV presents practice exercises reviewing all areas covered by the manual.

Language Transition

The manual's objective in presenting the grammatical elements that will follow is to help the students to concentrate on some of their key elements, principally, their syntactical peculiarities within the English sentence. The set of exercises in the second section of each unit is designed to help the students cope with the difficulties associated with the transition from thinking in the Spanish language to writing in the English language. It is the belief of the researcher that the internalization of target-language structures and the act of thinking in the
target language are crucial to the mastery of that language. But, it is also his belief that thinking in the target language does not occur automatically after the students have internalized a number of linguistic structures. Problems of vocabulary, first-language habits, facility and practice in the target language, mental code switching, cultural difficulties, emotional associations, and other factors, if present, have to be overcome before the students can think in the target language. It is a slow process which, the research believes, begins, at an early verbal stage, with internalized simple utterances and increases as the students' mastery of structures increases and the difficulties mentioned are overcome.

Writing in the target language, the researcher believes, presents a different set of problems. Internalization of structures, as needed for automatic verbal production, is not a necessity in writing. Editing and revision afford tools not available in verbal production. Thinking in the target language, though desirable, is not of absolute importance in writing. When writing, the students are not bound by the linguistic constraints imposed by a dialogue. Only in guided composition are the students restricted to a certain number of structures. In free writing, the students' imagination soars, and they come face to face with the limitations of their knowledge
in the target language. The tendency is, the, to revert to the first language to formulate the idea. Once the idea has been formulated, the students try to accommodate it to whatever structures they possess in the target language.

The purpose of the exercises in the second section of each unit is to help the students in this transition. The dissertation presents a sequence of steps to aid the students in the transition from thinking in Spanish to writing in English. The steps of the sequence are introduced in Unit I with sentences whose syntactical patterns in English and Spanish are similar. At this stage, the entire sequence is not needed. Difficulties of syntax and linguistic structures not relevant in English do not present serious obstacles. The students practice with this shortened sequence in Units I through III. Unit IV introduces the complete sequence, and the students are given techniques to deal with compound and complex sentences in Spanish. These types of sentences will be the most abundant in the students' repertoire. Techniques will also be given to handle linguistic Spanish structures which are irrelevant to the English language such as reflexives, verb tenses and moods which are no longer used in English, and modifiers which, although not irrelevant, have the tendency to interfere with the transition process. The students, then, are given an instrument to transfer the Spanish
syntax to English syntax. The use of all these tools is transitional, since the researcher believes that as the students work with the difficulties in a systematic manner, they will develop skills that will obviate the usage of these tools. The manual ends with the introduction of English compound and complex sentences. The study of these types of sentences will begin the process of internalization of this class of structures. A grid specifically designed to record the grammatical content of each unit accompanies this section.

**Compositions**

The third type of exercise presented in each unit is a composition. It is presented in the third section of each unit. The compositions are progressively more demanding for the students in three ways: in the length of the composition, in the type of subject to be discussed, and in the type of composition to be developed.

The length of each composition increases from five sentences in Unit I to ten sentences in Unit VI, each unit increasing by one sentence. In the second part of the manual, the length of the compositions increases from ten sentences in Unit VIII to twenty sentences in Unit XIII, each unit augmenting by two sentences.
The complexity of the subject to be discussed in the compositions increases throughout the manual.

The type of composition to be developed is also a contributing factor that adds complexity to the compositions. Units I through VI develop descriptive and narrative compositions. Unit I is a descriptive guided composition. Units II through XIII are free-writing compositions. Unit IV introduces the narrative composition. Unit VIII reviews the descriptive composition. Units IX reviews the narrative composition. Units X through XIII introduces argumentative compositions.

Elements of paragraph development are introduced but only to acquaint the students with them. The pedagogical efforts of the writing process should be concentrated at the sentence level. Other writing skills are to be left for other levels of ESL learning.

Other Elements of Progression in the Manual

The presentation of the manual has detailed the three areas which the exercises of each unit develop: (1) grammar and linguistic structures are developed in the first section of each unit, (2) the techniques to aid in the transition from thinking in Spanish to writing in English are developed in the second section of each unit, and (3) the application of the two previous skills to the
writing of different types of compositions are developed in the third section of each unit. These sections contain elements of progression which guide the students from simpler to more complex exercises.

The manual has other elements of progression built into its exercises. These include a linguistic progression and a syntactical progression. The manual is designed for college Hispanic students studying ESL at the elementary level. All of the students speak Spanish as their first or as their home language. All have a limited knowledge of the English language. ESL methodology dictates that explanations in an ESL textbook be in English. The difficulty presented by this trend is that the students for whom the explanations are presumably made can read very little English. Three solutions to this problem came to the mind of the researcher. A first solution has been to write the explanations in English. This solution is used by ESL textbooks on the market, but it renders the explanations useless to the students they were intended for. A second alternative has been to simplify the English structures used in the explanations to such a degree as to make them understandable to students at this level. This would solve the problem of comprehension but would limit the content of the explanations so much as to make them almost useless. A third solution appears most sensible to
the researcher. Translate the explanations up to the point that the students presumably could read them in English. This idea has been adapted in the manual. Unit I and Unit II have all the explanations and exercise instructions translated into Spanish. Translation of nomenclature are not repeated. Unit III translates the explanations and only those sections of the instructions which seem difficult to the researcher. Unit IV has only the explanations translated. Unit V has translations only in phrases and single words of apparent difficulty. The rest of the text is in English. Units VI through Unit XIV have no translations at all.


Another type of progression in the manual is syntactical. The manual's content evolves syntactically as follows:

Unit I - SV Predicate Adjective
Unit II - SV Predicate Nominative
Unit III - SVPT
Unit IV - SVDPT
Unit VI - Introducer SVP
Unit XII - SV(I)D(I)PT
Unit XIII - Clause Conjunction Clause

The grammar studied in the first section of each unit is presented with an emphasis on syntax. The tables that follow itemize the syntactical goals and performance objectives of each unit as they are introduced and reviewed in the units.

Table 1 details the syntactical goals studied in the manual. The order of the goals within units in this table does not follow the order of the lessons in the manual.
Table 1

Syntactical Goals of the Manual

Goals:

1. Articles are placed before nouns.
2. Adjectives are placed before nouns.
3. A noun phrase can begin with an article, a demonstrative adjective, or a possessive adjective. It ends with a noun. Modifiers can be placed in between.
4. A pronoun, or noun phrase placed before the verb in a statement is in the subject position of the sentence.
5. The verb generally follows the subject (S) in statements. The syntactical pattern in SV.
6. An adjective placed after the verb to be is in the predicate adjective position of the sentence.
7. A noun phrase after the verb to be is in the predicate nominative position of the sentence.
8. The negatant not is placed after the verb to be.
9. Yes/No questions with the verb to be are formed by placing the verb before the subject.
10. Information questions begin with a question word.
11. Sentences with time expressions (T) have the syntactical pattern SVT.
12. A prepositional phrase begins with a preposition and ends with a noun or pronoun. Modifiers may be placed between the two structures.
13. Verb auxiliaries (X), in statements, are placed before the main verb.
14. The negatant not occupies a middle position in the verb phrase.
15. Expressions of place (P) precede expressions of time (T). The syntactical pattern for sentences with both expressions is SVPT.

16. A direct object (D) follows the verb.

17. The syntactical pattern for sentences with direct objects, expressions of place, and expressions of time is SVDPT.

18. An auxiliary occupies the first position in yes/no questions with verbs other than the verb to be.

19. Verb auxiliaries are placed between the question words and the subject of information questions.

20. Adverbs (adv.) of degree are placed before the word they modify or within the verb phrase they modify when they answer the question, How much?. The adverb is placed after the verb when it answers the question, How long?.

21. Adverbs of manner may be placed before the word they modify, within the verb phrase they modify, or after the verb they modify. They can also be positioned before the sentence for purposes of emphasis.

22. Adverbs of frequency can be found before the verb or within the verb phrase they modify. For purposes of emphasis, they can be located before or after the sentence.

23. Introducers (int) are the first elements of a statement.

24. The verb follows the introducer.

25. The subject follows the verb in statements with introducers.

26. The syntactical pattern for sentences with introducers is Int VSP.

27. All elements of the sentence are optional except the subject and the verb. Those elements present in the sentence follow their relative syntactical position.
28. The predicate (pr) follows the subject in statements.

29. The word to is always placed before the simple form of the verb in an infinitive.

30. An infinitive phrase begins with an infinitive and ends with a noun phrase.

31. A participial phrase begins with a participle and ends with a noun phrase.

32. Both of the above-mentioned phrases can occupy the complement (C) position in the sentence. The syntactical pattern for sentences with direct objects, expressions of place, expressions of time, and infinitive or participial phrases in the complement position is SVDPTC.

33. The indirect object can be placed before or after the direct object. The syntactical pattern for sentences having indirect objects, direct objects, expressions of place, and expressions of time is SV(I)D(I)PT.

34. A compound or complex sentence is formed with two or more clauses (Cl) united by a conjunction (conj). The syntactical pattern is clause conjunction clause, (Cl conj Cl).

35. A dependent adverbial clause begins with a subordinating conjunction.

36. A subordinating conjunction is followed by a subject and a verb in a dependent clause.

37. The dependent adverbial clause follows the independent clause in complex sentences.
Table 2 segments the syntactical goals of the manual into performance objectives.

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<th>Performance Objective</th>
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<td>Performance Objective 1</td>
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<td>Goal 2</td>
<td>Performance Objective 2</td>
<td>To place adjectives before nouns in sentences and phrases</td>
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<td>Goal 3</td>
<td>Performance Objective 3</td>
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<td></td>
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<td>To begin noun phrases with demonstrative adjectives</td>
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<td>Performance Objective 7</td>
<td>To place modifiers between the beginning and the end of a noun phrase</td>
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<tr>
<td>Goal 4</td>
<td>Performance Objective 8</td>
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<td>Performance Objective 9</td>
<td>To put the pronoun before the verb in the subject position of the sentence</td>
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<tr>
<td>Goal</td>
<td>Performance Objective</td>
<td>Description</td>
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<td>To write the syntactical pattern: subject and verb (SV)</td>
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<td>To place adjectives after the verb to be in the predicate adjective position of the sentence</td>
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</table>
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Performance Objective 21: To write modifiers between the beginning and the end of a prepositional phrase

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Goal 14: Performance Objective 23: To position the negator not in the middle of the verb phrase

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Goal 21  Performance Objective 32  To put adverbs of manner before the word they modify

Performance Objective 33  To write adverbs of manner within the verb phrase they modify

Performance Objective 34  To place adverbs of manner after the verb they modify

Performance Objective 35  To position adverbs of manner in front of the sentence for purposes of emphasis

Goal 22  Performance Objective 36  To situate adverbs of frequency before the verb they modify

Performance Objective 37  To put adverbs of frequency within the verb phrase they modify

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<td>To place the subject and the verb of a dependent adverbial clause in a complex sentence after the subordinating conjunction</td>
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<td>Performance Objective 60</td>
<td>To write dependent adverbial clauses following independent clauses in a complex sentence.</td>
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THE MANUAL
Lesson 1

Articles (Artículos)

The English language has two types of articles: definite and indefinite articles. (El idioma inglés tiene dos clases de artículos: artículos definidos y artículos indefinidos.)

Definite Article (Artículo Definido): the

Indefinite Articles (Artículos Indefinidos): a, an

A is used for words beginning with consonants (se usa con palabras que comienzan con consonantes).

Example (ejemplo): a car, a doll

An is used for words beginning with vowels (se usa con palabras que comienzan con vocales).

Example: an apple, an athlete

Articles are placed before nouns. (Los artículos se ponen frente a los substantivos.)

Adjectives (Adjetivos)

An adjective is a word that modifies a noun or a pronoun. (El adjetivo es una palabra que modifica a nombres y a pronombres.) It usually goes before nouns after linking verbs. (Se escribe delante de los nombres y después de los verbos que no denotan acción.) It answers the following questions (contesta las siguientes preguntas):
1. What kind? (¿Qué clase?) -
   Descriptive Adjectives (Adjetivos cualificativos) - the red rose

2. Which one? (¿Cuál?) -
   Demonstrative Adjectives (Adjetivos Demostrativos) - that one
   Possessive Adjectives (Adjetivos Posesivos) - my rose

3. How many? (¿Cuántos?) -
   Adjectives of Quantity (Adjetivos Numerales) - three roses

4. How much? (¿Cuántos?) -
   Adjectives of Quantity (Adjetivos Cuantitativos) - some ink

Most adjectives are not pluralized. (La mayoría de los adjetivos no tienen plurales en el idioma inglés.)

Nouns (Substantivos)

Nouns name persons, places, things, or ideas. (Los substantivos nombran personas, sitios, cosas o ideas.)
They have gender and number. (Poseen género y número.)
Some nouns cannot be counted. (Algunos substantivos no se pueden contar en el idioma inglés.)
Example:

man - woman (gender) (género)
car - cars (number) (número)
soup - (Uncountable) (no se puede contar)

Noun Phrases (Frases Substantivas)

A phrase is a series of words that do not have both a subject and a verb. (Una frase está compuesta de una serie de palabras que no contienen sujeto y verbo.) A noun phrase begins with an article, a demonstrative adjective, or a possessive adjective. (Una frase substantiva, en inglés, comienza con un artículo, un adjetivo demostrativo o un adjetivo posesivo.) It ends with a noun or a pronoun. (Termina con un substantivo o un pronombre.) There might be adjectives or other modifiers between the beginning and the end of the phrase. (Adjetivos u otros modificadores pueden colocarse en medio de la frase).

Syntactical Pattern (Patrón Sintáctico):

```
article - modifiers - noun

   art       mod       N
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Example:

the/good/man

art mod N

my/good/man

poss mod N

adj
that/good/man
dem mod N
adj

a/good/man
art mod N

Plural nouns do not carry indefinite articles. (Los substantives plurales no llevan artículos indefinidos.)

Examples:

a good man - good men
the good man - the good men
my good man - my good men
that good man - those good men

Exercises:

Form noun phrases with the following words. (Construya frases substantivas con las siguientes palabras.)

Model Sentence (Modelo):

marvelous, son, your

your marvelous son

table, book, records, paper, ink, chalk, buildings, lamp, closet, rooms

a, an, the, that, those, my, our, his, these, her

old, new, tall, bright, white, clean, open, good, black, dirty

1. 

2. 

3. 

4. 

5. 
Lesson 2
The Present Tense of the Verb "to be" - Positive Sentences
(El presente indicativo del verbo ser o estar - Oraciones Positivas)

The verb to be is conjugated in the present tense as follows: (El verbo ser o estar se conjuga en el presente indicativo de la siguiente manera):

I am
You are
He is
She is
It is
We are
They are
Juana is
Juana and Clara are
The dog is
The dogs are
Exercises:

Fill the blanks with the correct form of the verb to be. (Llene los blancos con la conjugación correcta del verbo "to be.")

Model Sentence:

the cat ___ is ___

1. they __________________
2. we ___________________
3. many children __________
4. he ____________________
5. you ____________________
6. Carlos __________________
7. I ______________________
8. the school ______________
9. Nancy __________________
10. it _____________________

Predicate Adjectives (Predicados Adjetivos)

Descriptive adjectives in simple sentences placed after the verb to be are called predicate adjectives. (Adjetivos cualificativos colocados después del verbo "to be" en oraciones simples se denominan predicados adjetivos.) They modify the subject of the sentence.
(Modifican el sujeto de la oración.) They answer the question how? (Contestan la pregunta ¿cómo?)

Syntactical Pattern:

subject - verb - adjective

S   V    A

Example:

The notebook/is/grey.

S   V  pred
adj

Exercises:

Copy the following sentences. (Copie las siguientes oraciones.) Analyze them using the grid. (Analízelas usando el cuadriculado.)

Model Sentence:

The sun/is/bright.

S   V  pred
adj

The sun is (How?) bright.

1. Antonia is tall.

2. They are beautiful.

3. Many children are sad.

4. The curtains are yellow.
5. She is rich.

6. The students are happy.

7. Their teacher is intelligent.

8. That rose is red.

9. It is white.

10. The sea is rough.

Exercises:
Write ten sentences with predicate adjectives. (Escriba diez oraciones con predicados adjetivos.)

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________

5. ______________________________________________________

6. ______________________________________________________

7. ______________________________________________________

8. ______________________________________________________

9. ______________________________________________________

10. _____________________________________________________
Lesson 3

The present Tense of the verb to be - Yes/No Questions (Preguntas Dubitativas)

Yes/No Questions are questions that can only be answered with yes or no. (Preguntas dubitativas son aquellas que solo se pueden constestar con sí o no.)

Yes/No Questions with the verb to be are formed by placing the verb at the beginning of the sentence. (Cuando la oración contiene el verbo "to be," la pregunta se forma poniendo el verbo frente a la oración.)

Syntactical Pattern:

Verb - Subject - Adjective
V    S    adj

Example:

Is/he/ rich?
V  S  adj

Exercises:

Change the following statements to questions and analyze them separating the structures with diagonals (/). (Transforme las siguientes declaraciones a preguntas. Analízelas separando las estructuras con líneas diagonales (/).)

Model Sentence:

Are/the engineers/Americans?
V    S    adj

1. The woman is slender.
2. The doctors are short.

3. Is he handsome?

4. The book is old.

5. They are tall.

6. The table is wide.

7. Are the Figueroas Dominican?

8. The clock is new.

9. It is green.

10. Are people nervous?
COMPOSITION SECTION (Sección de Composición):

Answering the following questions, write a composition of five sentences describing your mother. (Contestando las siguientes preguntas, escriba una composición de cinco oraciones describiendo a vuestra madre.)

My Mother

My mother's name is ____________. Is my mother tall or short? Is she happy or sad? Is she fat or slim? Is she blond or brunette?

My Mother
TRANSITION SECTION (Sección de Transición):

The following procedure must be followed with Spanish-sentence exercise. (El siguiente procedimiento se debe seguir con ejercicios que contienen oraciones españolas.)

Step A. Separate each Spanish sentence into its grammatical structures. (Separe cada oración española en sus diferentes estructuras gramaticales.)

Step B. Put the grammatical structures in their respective places of the grid. (Coloque las estructuras gramaticales en sus respectivas posiciones dentro del cuadriculado.) Please note that the Spanish sentence will be following an English syntax now. (Notemos que las oraciones españolas ahora siguen la sintaxis inglesa.)

Step C. Leave out any structures that do not fit the grid. (Deje fuera cualquier estructura que no tenga sitio en el cuadriculado.) They are usually modifiers, reflexives, or sentence complements. (Usualmente son modificadores, estructuras reflexivas o complementos de la oración.)

Step D. Translate the Spanish words in the grid into English. (Traduzca las palabras españolas en el cuadriculado al inglés.)

Step E. Make any grammatical adjustments needed for the English sentence to make sense or copy it as it is. (Haga los ajustes necesarios para que la oración inglesa tenga sentido o copie la oración como está.)
Some steps of this procedure could be omitted if unnecessary. (Algunos pasos de esta secuencia pueden ser omitidos si no son necesarios.)

Example:

La novela es interesante.

Step A. Analyze the sentence.
La novela es interesante.

Step B. Place the grammatical structures in the grid.

La novela/es/interesante.
S V pred
adj

Step C.  

Step D. Translate to English.

The novel/is/interesting.
S V pred
adj

Step E. Correct or copy.

The novel is interesting.

Example:

La mujer se viste orgullosamente de seda.

Step A. Analyze the sentence.
La mujer se viste orgullosamente de seda.

Step B. Place the grammatical structures in the grid.

La mujer/viste/de seda.
S V pred
adj
Step C. Leave out any structure not needed.

- *se* - is a reflexive (es un reflexivo)
- *orgullosamente* - is an adverb modifying the verb (es un adverbio modificando el verbo)

Step D. Translate to English.

- The woman/dress/of silk.
  
  S  V  pred
  adj

Step E. Correct or copy.

- The woman dresses *(proudly)* in silk.

Exercises:

Translate the following sentences into English using the techniques studied on pages 116 to 118. (Traduzca las oraciones siguientes con los pasos estudiados en las páginas del 116 a 118.)

1 - *La libreta está* abierta.

2 - *El salón está* limpio.

3 - *La camisa está* sucia.

4 - *Ese edificio es* ancho.

5 - *Los tres libros son* caros.

*Spanish sentences are translated to English at the end of this manual.*
6 - El papel es amarillo.

7 - Muchas iglesias son grandes.

8 - Las carteras son negras.

9 - Mis lápices son rojos.

10 - Ella es bonita.
<table>
<thead>
<tr>
<th>Subject (S)</th>
<th>Articles (art)</th>
<th>Modifiers (mod)</th>
<th>Nouns (N)</th>
<th>Predicate Adjective (Pred adj)</th>
<th>Verb (V)</th>
</tr>
</thead>
</table>
GRAMMAR SECTION:

Unit II

Lesson 1

Predicate Nominative
(Predicado Nominal)

A noun phrase after the verb to be is called a predicate nominative. (Frases substantivas colocadas después del verbo "to be" se denominan predicados nominales.) The predicate nominative renames the subject or tells what the subject is. (El predicado nominal pone un nuevo nombre al sujeto o describe lo que el sujeto es.) It answers the question what. (Contesta la pregunta qué.)

Syntactical Pattern:

Subject - Verb - Noun Phrase
S       V       N

Example:

The dog/is/a Chihuahua.
S       V       N
The dog is (What?) a Chihuahua.

Exercises:

Combine the following structures into complete statements and analyze them. (Combine las estructuras siguientes en declaraciones completas y analízelas.)

Model Sentence:

a lawyer/the woman/is

The woman/is/a lawyer.
S       V       N
1. is/he/my friend
2. the man/a carpenter/is
3. a lawyer/the man/is
4. is/Tom/a good student
5. my sister/Antonia/is
6. Ana/my girlfriend/is
7. is/Jose/my boyfriend
8. Carlos/a Puerto Rican/is
9. judges/they/are
10. a Catholic church/is/the building
Exercises:

Write Yes/No questions with noun predicates. (Escriba preguntas dubitativas con predicados nominales.) Answer them, and analyze both the questions and the answers using the grid. (Contéstelas y analízela preguntas y las respuestas usando el cuadrículado.)

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Lesson 2

The Present Tense of the Verb to be - Negative Sentences (Oraciones Negativas)

Negative sentences with the verb to be are formed by adding the negatant not after the verb. (Oraciones con el verbo "to be" se hacen negativas cuando se añade el adverbio "not" después del verbo.)
Syntactical Pattern:

Subject - Verb - Negatant - Noun Phrase
S    V   neg   N

Example:
We/are/not/soldiers.
S    V   neg   N

Exercises:

Transform the following sentences into negative statements. (Cambie las siguientes afirmaciones en oraciones negativas.)

1. The wounded soldier is a captain.

2. My mother is a housewife.

3. Antonio and Gladys are good dancers.

4. That apartment is a doctor's office.

5. The tall building is an old factory.

6. Red roses are my favorite flowers.

7. The blue Chevrolet is my car.

8. The old table is a good gift.
9. We are excellent students.

10. The man is a skillful doctor.

**Exercises:**

Write five negative sentences with predicate adjectives and five sentences with predicate nominatives. (Escriba cinco oraciones negativas conteniendo predicados adjetivos y cinco oraciones con predicados nominales.)

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
Lesson 3

Present Tense of the Verb to be - Information Questions
(Preguntas Determinativas)

The first type of question we studied were questions to be answered yes or no. (El primer tipo de preguntas que estudiamos fueron preguntas para ser contestadas sÍ o no.)

A second type of question are Information Questions. (Un segundo tipo de preguntas son las preguntas determinativas.) These are questions which require some sort of information for an answer. (Estas son preguntas que requieren ser contestadas con algún tipo de información.) They begin with a question word. (Comienzan con adverbios o pronombres interrogativos.)

Syntactical Pattern:

Question Word - Verb - Complement?
Q V C

The complement completes the sentence. (En inglés, el complemento completa la oración.) We have studied two types of complements: predicate adjectives and predicate nominatives. (Hemos estudiado dos tipos de complementos del idioma inglés: los predicados adjetivos y los predicados nominales.)

Examples:

Who/is/happy?  Which/is/the hospital?
Q V C  Q V C
The question words used in the examples are pronouns. (Las estructuras interrogativas usadas en el ejemplo son pronombres interrogativos.) They substitute for the nouns. (Substituyen al substantivo.) They are the subjects of the questions. (Son los sujetos de las preguntas.)

**Exercises:**

Write information questions with the following structures and answer them. (Escriba preguntas determinativas con las siguientes estructuras y contéstelas.) Analyze them using the grid.

Model Sentence:

- good students (who?)
- the children
- Who are good students?
- The children are good students.

- my gift (which?)
- the grey coat
- Which is my gift?
- The grey coat is my gift.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>a poor swimmer (who?)</td>
<td>the old man</td>
</tr>
<tr>
<td>2.</td>
<td>his cup of tea (which?)</td>
<td>this one</td>
</tr>
<tr>
<td>3.</td>
<td>a good nurse (who?)</td>
<td>the blonde girl</td>
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<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 4. | my car *(which?)*  
    | the black Dodge |   |
| 5. | leaders *(who?)*  
    | most men |   |
| 6. | a big classroom *(which?)*  
    | the room |   |
| 7. | an engineer *(who?)*  
    | the pilot |   |
| 8. | a big desk *(which?)*  
    | the table |   |
| 9. | a serious man *(who?)* |   |
| 10. | an office building *(which?)*  
     | the skyscraper |   |
COMPOSITION SECTION:

Descriptive Compositions

Descriptive compositions relate to the reader what the writer perceives with his five senses: the senses of sight, hearing, touch, smell, and taste. (Las composiciones descriptivas relatan al lector lo que el escritor percibe con sus cinco sentidos: los sentidos de la vista, el oído, el tacto, el olfato y el gusto.) The first sentence of a composition consisting of one paragraph is usually the topic sentence. (La primera oración de una composición de un párrafo es usualmente la oración tema.) This sentence introduces the theme of the paragraph. (Esta oración introduce el tema del párrafo.) The sentences that follow the topic sentence contain the supporting details. (Las oraciones que siguen a la oración tema contienen los puntos de desarrollo.) The supporting details support what has been said by the topic sentence. (Los puntos de desarrollo respaldan lo dicho por la oración tema.) The last sentence of the paragraph concludes what is being said about the theme of the paragraph. (La última oración del párrafo concluye lo dicho acerca del tema.) It is called the concluding sentence. (Se denomina la oración de conclusión.) It restates what the topic sentence has said
about the theme with different words. (La oración de
conclusión vuelve a decir lo dicho por la oración tema con
diferentes palabras.)

The parts of a composition of one paragraph are (las
secciones de una composición de un parrafo son):

1. Topic Sentence,
2. Supporting Details, and
3. Concluding Sentence.

Let us analyze the following composition. (Analizemos
la siguiente composición.)

**My Apartment**

I live in a very nice apartment. My apartment is
clean. It has four rooms. It is warm and cozy. My
apartment is quiet. I have flowers in my apartment. My
apartment is beautiful.

**Topic Sentence:** My apartment is very nice.

**Supporting Details:**

1. is clean - sense of sight
2. has four rooms - sense of sight
3. is warm and cozy - sense of touch
4. is quiet - sense of hearing
5. has flowers - sense of smell and sight

**Concluding Sentence:** My apartment is beautiful.
Composition:

Using the techniques discussed previously, write a six-sentence composition about, "My Classroom." (Usando las técnicas descritas, escriba una composición de seis oraciones sobre vuestro salón de clase.)

My Classroom

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
TRANSITION SECTION:

Exercises:

Translate the following sentences into English using the techniques studied on pages 116 through 118. Analyze them using the grid.

1 - ¿Cuál es el caballo veloz?

2 - El dolor no es muy fuerte.

3 - ¿Está la temperatura muy alta?

4 - El nuevo estudiante es mi primo.

5 - ¿Quién es tu doctor?

6 - ¿Es tu hermano un actor?

7 - La joven preciosa es una excelente doctora.

8 - ¿Cuál es el plato caro?

9 - El pelo rubio no es mi favorito.

10 - ¿Quién es sincero?
<table>
<thead>
<tr>
<th></th>
<th>Subject (S)</th>
<th>Verb (V)</th>
<th>Negation (neg)</th>
<th>Complement (C)</th>
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<td>Complement (C)</td>
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<tr>
<td>Verb (V)</td>
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<td></td>
</tr>
<tr>
<td>Question Word (Q)</td>
<td></td>
<td></td>
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</tbody>
</table>
Lesson 1

Prepositional Phrases
(Frases Prepositivas)

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun.
(Una frase prepositiva es una agrupación de palabras que comienza con una preposición y termina con un substantivo o un pronombre.) The latter are called the objects of the preposition. (A estos últimos se les llama en inglés los objetos de la preposición.) Modifiers can be found between the beginning and the end of the phrase. (Se pueden poner modificadores entre el comienzo y el final de la frase.)

Syntactical Pattern:

\[
\text{preposition} - \text{modifiers} - \text{noun or pronoun} \\
\text{prep} \quad \text{mod} \quad \text{N} \quad \text{pron}
\]

Example:

\[
\text{in/the park} \\
\text{prep} \quad \text{N}
\]

\[
\text{for/her} \\
\text{prep} \quad \text{pron}
\]
Some Prepositions:

against - contra
at - en
before - antes, ante
between - entre
for - por
from - desde
in - en
near - cerca
of - de
on - sobre
over - sobre
since - desde
to - hacia
under - debajo
with - con

Exercises:

Write prepositional phrases of place using (usando) the prepositions that are given (dadas).

1. (in) ____________________________
2. (on) ____________________________
3. (under) ____________________________
4. (above) ____________________________
5. (between) ____________________________
6. (to) ____________________________
7. (from) ____________________________
8. (near) ____________________________
9. (against) ____________________________
10. (at) ____________________________

The predicate of a sentence can have one or more prepositional phrases of place. (El predicado de una oración puede poseer una o más frases prepositivas de situación.) They answer the question: Where? (Contestan la pregunta: ¿Dónde?) They are placed after the verb in the sentence. (Se colocan después del verbo de la oración.)
Syntactical Pattern:

Subject - Verb - Place
\[ S \quad V \quad P \]

Example:

The boy/is/in the room.
\[ S \quad V \quad P \]

Exercises:

Write sentences with prepositional phrases of place using the given structures:

Model Sentence:

she/classroom
She is in the classroom.

1. Carlos/beach

2. we/door

3. they/park

4. I/school

5. Juana and Clara/movies

6. your/bus stop

7. the cat/houses
Lesson 2

The Present Continuous Tense - Positive Sentences
(El Tiempo Verbal Progresivo del Idioma Inglés - Oraciones Declarativas Positivas)

Verbs are words that express an action, a feeling, or a state of being. (Los verbos, en inglés, son palabras que expresan una acción, un sentimiento o un estado de existencia.) The verbs to be and to become express a state of being. (Los verbos "to be" y "to become" expresan un estado de existencia.) Other verbs express actions or feelings. (Otros verbos expresan acciones o sentimientos.) The verb is in the present continuous tense when the action or the feeling of the verb is being performed or felt at the time it is expressed. (El verbo está en el tiempo verbal progresivo del idioma inglés cuando la acción o el sentimiento se expresa al mismo tiempo que se hace o se siente.)
How is the present continuous tense written? (¿Cómo se escribe esta forma verbal?)

- to be + verb + ing
- is + work + ing
- is working
- am working
- is working

Exercises:

Transform the given verbs to the present continuous tense:

1. (to read) Carmen
2. (to write) They
3. (to study) We
4. (to play) Gloria and Santa
5. (to sing) He
6. (to find) You
7. (to buy) I
8. (to run) She
9. (to call) The bird
10. (to ride) Jose

The present continuous tense usually carries a time expression that denotes the action is being performed at the time it is expressed. (El tiempo verbal progresivo del idioma inglés casi siempre está acompañado de una expresión adverbia de tiempo que indica que la acción está
ocurriendo al mismo tiempo que se expresa.) The time expression is written at the end of simple sentences. (La expresion adverbial de tiempo se coloca al final de las oraciones simples.)

Syntactical Pattern:

\[
\begin{align*}
&\text{Subject} \quad \text{Verb} \quad \text{Time} \\
&S \quad V \quad T
\end{align*}
\]

Prepositional phrases of time used with the Present Continuous Tense:

- now
- at this time
- at this moment
- right now
- this instant
- at present
- at the present time
- this morning
- today
- this month
- this semester

Exercises:

Using the structures of the previous exercise (del ejercicio anterior), complete sentences with prepositional phrases of time:

1. ___________________________________________________________________

2. ___________________________________________________________________
The Present Continuous Tense – Negative Sentences  
(Oraciones Negativas)

Negative sentences are formed in the present continuous tense by inserting the negatant not between the auxiliary verb and the main verb of the sentence. (Las oraciones negativas en el tiempo verbal progresivo del idioma inglés se construyen insertando el adverbio "not" entre el verbo auxiliar y el verbo principal de la oración.)

Syntactical Pattern:

Subject – Auxiliary – not – Main Verb – rest of sentence

Example:

The boy/is/not/writing/in the classroom now.

S X net V rest of the sentence
Exercises:

Change (cambie) the following sentences to negative sentences:

Model Sentence:
The leaves of the trees are turning green.
The leaves of the trees are not turning green.

1. The television is showing a thriller now.

2. The white vases are displaying the new roses.

3. The old buildings are falling apart.

4. Snow is falling now.

5. The ship is arriving to the pier today.

The expressions of place and time are the last syntactical element in simple sentences. (Las expresiones adverbiales de situación y de tiempo son los últimos elementos sintácticos en oraciones simples.) The elements of place precede those of time. (Las expresiones de situación preceden a las de tiempo.)
Syntactical Pattern:

Subject - Verb - Place - Time

Example:

The children/are going/to the movies/now.

Exercises:

Unscramble (reorganize) the following structures to form syntactically correct sentences and then change them to the negative.

Model Sentence:

are grazing/the horses/all the time/in the field

The horses are grazing (where?) in the field (when?) all the time.

The horses are not grazing in the field all the time.

1. constantly/the budget expenses/in the nation/

   are rising

2. in the hotel/are sleeping/now/the man

3. the family/right now/is meeting/in the living room
4. are celebrating/in the party/they/right now

5. this moment/he/is coming/to the park

6. the Ladies Club/is complaining/now/in City Hall

7. today/in the lab/the students/are talking

8. now/is flying/the ambassador/here

9. I/to class/today/am coming

10. are landing/this moment/in the beach/the troops
Lesson 3

The Present Continuous Tense - Yes/No Questions

To form a question in the present continuous tense move the auxiliary verb (am, is, are) to the front of the sentence. (Para construir una pregunta en el tiempo verbal progresivo del idioma inglés, antepone el verbo auxiliar al frente de la oración.)

Syntactical Pattern:

Auxiliary verb - Subject - Main verb - Place - Time

Example:

Is/the student/writing/in the classroom/now?

Exercises:

Transform the following sentences into questions and analyze them using the grid:

1. The airplane is landing in the airport now.

2. The laborers are working in the field right now.

3. The troops are landing in the beach this moment.
4. The wagons are leaving the town today.

5. The radio station is broadcasting from New York City right now.

6. The sick, old man is sleeping in the bed this moment.

7. The horse is speeding through the rocky trail now.

8. A fire is starting in the condominium this instant.

9. The coal train is stopping along a stretch of tracks right now.

10. My father is staying in the shack tonight.
The Present Continuous Tense - Information Questions

Information questions in the present continuous tense are formed by adding a question word in front of the syntactical pattern of a yes/no question. (Las preguntas determinativas en este tiempo verbal se construyen añadiendo un adverbio o pronombre interrogativo frente al patrón sintáctico de una pregunta dubitativa.)

Yes/No Question Syntactical Pattern:

Auxiliary Verb - Subject - Main Verb - Rest of Sentence
\[ X \quad X \quad V \quad \text{Sentence} \]

Information Question Syntactical Pattern:

Question Word - Auxiliary Verb - Subject - Main Verb
\[ Q \quad X \quad S \quad V \]

The question words in this type of sentences are adverbs. (Las estructuras interrogativas usadas en este tipo de oraciones son adverbios interrogativos.) They are not the subject of the questions. (No son los sujetos de las preguntas.) The questions need a subject which is placed between the auxiliary verb and the main verb of the questions. (Las preguntas necesitan un sujeto el cual se coloca entre el verbo auxiliar y el verbo principal de las preguntas.)

Example:

With whom/is/Gladys/going/to the park?
\[ Q \quad X \quad S \quad V \quad P \]
Exercises:

Write information questions in the present continuous tense with the given words. Answer them (contéstelas).

Model Sentence:

the class/to see/the movies (when?)
tomorrow
   When is the class seeing the movie?
The class is seeing the movie tomorrow.

1. the children/to do in school (how?)
   very well

2. Felipe/to bring/to the class (whom?)
   Maria

3. they/to buy/in the store (what?)
   books

4. you/to to/to school (when?)
   tonight

5. the choir/to sing/the concert (where?)
   in Carnegie Hall
6. he/to take/his brother to school (how?)
   by bus

7. Gonsalvo/to study/in the cafeteria (with whom?)
   Sandra

8. the restaurant/to serve/tonight (what?)
   potato salad and meat

9. the plane/to arrive/ (when?)
   at 6:00 o'clock
COMPOSITION SECTION:

Composition:

Using the techniques discussed on pages 129 through 130, write a seven-sentence one-paragraph descriptive composition on the subject, "My Favorite Sport."

My Favorite Sport
TRANSITION SECTION:

Exercises:

Translate the following sentences into English using the techniques studied on page 116 through 118. (Traduzca las oraciones siguientes siguiendo los pasos indicados en las paginas del 116 al 118.)

1 - Algunos estudiantes están caminando por el parque ahora.

2 - Los niños están jugando en el salón en este momento.

3 - Los pájaros no están cantando en la jaula ahora mismo.

4 - La tormenta está soplando fuertemente por los campos en este instante.

5 - La lluvia está cayendo en el techo ahora.

6 - Muchas madres están cosiendo en sus máquinas ahora mismo.

7 - Los estudiantes no están practicando en el salón de actos esta semana.

8 - La banda militar está pasando por tu casa en este instante.
9 - Juana Ortiz está cantando en el cabaret este mes.

10 - Mi padre está cocinando en el patio hoy.
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GRAMMAR SECTION:

Unit IV

Lesson 1

The Direct Object (El Complemento Directo)

The direct object (D) is the person or thing that receives the action of the verb. (El complemento directo (D) es la persona u objeto que recibe la acción del verbo.) It answers the question What?, if a thing, or Whom?, if a person. (Contesta la pregunta, ¿Qué?, si es una cosa, o ¿Quién?, si es una persona.) It is placed after the verb. (Se coloca después del verbo.)

Syntactical Pattern:

Subject - Verb - Direct Object - Place - Time
S    V         D     P   T

Example:

Ms. Bradley/is conducting/a poll/in Kansas/
S   V        D   P
this year.
T

Ms. Bradley is conducting (what?) a poll...

José/is taking/Petra/to the dance/tonight.
S  V         D   P   T
José is taking (whom?) Petra...

A verb with a direct object is called a transitive verb. (Un verbo con complemento directo se le denomina verbo transitivo.)
Exercises:

Analyze the following sentences using the grid.

Model Sentence:

They/are bringing/Bob/to his job.

| S  | V   | D   | P   |

1. The blonde teacher is seeking my advice in class.

2. I am learning many things in my college courses this term.

3. The cook is breaking some old dishes in the kitchen.

4. The new clock is striking twelve in the parlor now.

5. Carlos is pulling Betsy out of the swimming pool.

6. The Ramos are driving Ana across Nebraska this summer.
7. The drama performance is bringing Antonia and me back to the theater.

8. God is riding the whirlwinds of the sky all the time.

9. The American general is making an inspection of the regiment.

10. She is not saying a single word today.

Exercises:

Write yes/no questions with the syntactical pattern SVDPT:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 
Lesson 2

Adverbs (Adverbios)

Adverbs are words or phrases which modify a verb, an adjective, or another verb. (Los adverbios son palabras o frases que modifican un verbo, un adjetivo o otro adverbio.) Adverbs modifying verbs answers one of the following questions. (Adverbios modificando verbos contestan una de las siguientes preguntas.)

A. Where (was it done)? (¿Donde sucedio?)—adverb or adverbial phrase of place (Adverbio or frase adverbial de lugar.)

Example:

The children are playing here.
The children are playing (where?) here.

The students are reading in the library.
The students are reading (where?) in the library.

Exercises:

Underline (subraye) the adverbs and verbs in the following sentences. Draw arrows to show (indique con flechas) the modifying relationship (la relacion modificante). Circle (circule) any direct objects that you find:

Model Sentence:

I am leaving the car here.
1. He is taking her upstairs.

2. They are shopping downtown.

3. Many students are drawing pictures in class.

4. The doctor is performing the operation on the third floor.

5. I am not reading the novel in the library.

B. When (was it done)? (¿Cuándo sucedió?) - Adverb or Adverbial Prepositional Phrase of Time

Example:

He is studying now.
He is studying (when?) now.

They are singing today.
They are singing (when?) today.

Exercises:

Underline the adverbs and the verbs in the following sentences. Draw lines to show the modifying relationship. Circle any direct objects that you find:

Model Sentence:
She is eating lunch at home now.

1. Then, she is planning a party.

2. We are seeing him daily.

3. The teachers are taking their vacations during Christmas.

4. Many projects are closing tonight.

5. All the students are answering the letters immediately.

Adverbs of these two types, of place and of time, follow the verb or the direct object of the sentence.
(Estos dos tipos de adverbios, de lugar y de tiempo, se colocan, en el idioma inglés, después del verbo o del complemento directo.) They also can be placed at the beginning of the sentence. (Se pueden también colocar frente a la oración.) Adverbial phrases in this latter position are followed by a comma if they are not short. (Frases adverbiales, que no son cortas, deben ser separadas de la oración por una coma.)

Examples:

Classes are starting today. Today classes are starting.
Classes are starting early this morning. Early this morning, classes are starting.

C. How much? or How long? (¿Cuánto? o ¿Qué longitud?) Adverbs of Degree (Adverbios de Cantidad)

Example:

He only has one dollar.
He has (how much?) only one dollar.

He drove thirty miles.
He drove (how long?) thirty miles.

Exercises:

Underline the adverbs and the verbs in the following sentences. Draw lines to show the modifying relationship. Circle any direct object that you find.

Model Sentence:

The doctor is only showing part of the medical records to the patient.
1. The baby is just learning to talk.
2. He is traveling far.
3. I hardly slept last night.
4. The building is near.
5. They are merely repeating the message

Adverbs of degree that answer the question, How much?, should be placed before a verb or inside a verbal phrase. (Los adverbios de cantidad que contestan la pregunta, ¿Cuánto?, se deben colocar antes del verbo o dentro de la frase verbal.) Adverbs of degree than answer the question, How long?, should be placed after the verb. (Adverbios de cantidad contestando la pregunta, ¿Qué longitud?, se deben colocar después del verbo.)

D. How (was it done)? (¿Cómo se hizo?) - adverbs of manner (adverbios de modo)

Example:

The athlete is running well.
The athlete is running (how?) well.

Many adverbs of this type are formed by adding the suffix -ly to an adjective. (Muchos adverbios de este tipo se forman añadiendo el sufijo -ly a un adjetivo.)

Example:

beautiful-ly
beautifully

She is singing beautifully.
She is singing (how?) beautifully.
Exercises:

Underline the adverbs and the verbs in the following sentences. Draw lines to indicate the modifying relationship. Circle any direct objects that you find.

Model Sentence:

She is crying constantly.

1. Dense fog is reducing visibility terribly.
2. He is driving the car steadily now.
3. Students are moving from the dormitory in haste.
4. Drivers are driving the ambulances carefully.
5. The men are drinking wine heavily.

E. How often (is it done)? (¿Con qué frecuencia se hace algo?) - Adverbs of Frequency (Adverbios Indefinidos de Tiempo)

Example:

My mother seldom drives at night.

Exercises:

Underline the adverbs and the verbs in the following sentences. Draw lines to indicate the modifying relationship. Circle any direct object that you find.

Model Sentence:

Pedro seldom completes his homework.

1. I never relax in class.
2. Babies repeat words always.
3. Generally Benito likes to see his mother-in-law.
4. A witness occasionally lies in court.
5. Firemen often cook in the fire station.

Adverbs of manner and frequency are usually placed in front of the verb or inside the verb phrase. (Los adverbios de modo u de frecuencia se colocan usualmente frente al verbo o dentro de la frase adverbial.) But they can be found, for emphasis, at the beginning or the end of the sentence. (Pero, se pueden colocar, con propósitos de enfasis, al principio o al final de la oración.)

Exercises:

Place the adverbs in parenthesis in their correct position inside the given sentences.

Model Sentence:

I like war movies. (never)

I never like war movies.

1. The lady is shopping (upstate)

(The lady is shopping upstate.) (A)

2. We are finishing the test. (almost)

(We are almost finishing the test.) (C)

3. I go to that restaurant. (always)

(I always go to that restaurant.) (E)
4. New soldiers handle weapons. (nervously)

(New soldiers handle weapons nervously.) (D)

5. The coffee is brewing. (right now)

(The coffee is brewing right now.) (B)

6. They live on that street. (close)

(They live close on that street.) (C)

7. Dogs let the intruders pass. (sometimes)

(Dogs sometimes let the intruders pass.) (E)

8. The movie is showing. (there)

(The movie is showing there.) (A)

9. The wolves are looking toward the house. (hungrily)

(The wolves are looking hungrily toward the houses.) (D)

10. All the businesses are closing. (today)

(All the businesses are closing today.) (B)
11. The cadets are practicing.  (inside)
   (The cadets are practicing inside.) (A)

12. They have made the grade.  (scarcely)
   (They have scarcely made the grade.) (C)

13. My father repeated the speech.  (tiredly)
   (My father tiredly repeated the speech.) (D)

14. The salesman is presenting his merchandise.  (at this moment)
   (The salesman is presenting his merchandise at this moment.) (B)

15. The buildings last seventy-five years in this city.  (generally)
   (The buildings generally last seventy-five years in this city.) (E)

Lesson 3
The Simple Present Tense - Positive Sentences
(El Presente Indicativo - Oraciones Positivas)

The basic form of a verb is the infinitive.  (La forma basica de un verbo es el infinitivo.) Infinitives always
begin with the word to followed by the simple form of the verb. (El infinitivo en inglés comienza siempre con el vocablo to seguido de la forma simple del verbo.)

Infinitives have no tense. (El infinitivo no posee tiempo grammatical.)

Examples:

- to read
- to sing
- to sleep

The simple present tense of the verb is formed by substituting a subject, noun or pronoun, for the word to. (El presente indicativo inglés de un verbo se construye substituyendo el vocablo to por el sujeto; ya este sea un nombre o un pronombre.)

Examples:

- I read
- The policemen watch
- We sleep

An -s suffix is added to the third person singular of the verb. (El sufijo -s se añade a la tercera persona singular del verbo.) The suffix indicates that the verb is singular. (El sufijo indica que el verbo está en la forma singular.)

Examples:

- He reads
- She sings
- It sleeps
Sentences in the simple present tense follow the SVDPT syntax. (Oraciones con el verbo en el presente indicativo siguen la sintaxis inglesa SVDPT.) All elements of the sentence are optional except the subject and the verb. (Todos los elementos gramaticales de la oración son opcionales excepto el sujeto y el verbo.)

Some time expressions used with the simple present tense are: every day, every week, every year, in June, on Tuesday, etcetera. (Algunas expresiones de tiempo usadas con el presente indicativo en inglés son: "every day, every week, every year, in June, on Tuesday," etcetera.)

Exercises:

Fill in the blanks with the appropriate form of the simple present tense of the verb in parenthesis:

Model Sentence:
Santa (to think)
Santa thinks

1. he (to eat) __________________________

2. they (to drink) __________________________

3. Maria (to play) __________________________

4. it (to write) __________________________
5. the cat (to jump)

6. Tomás and Julia (to study)

7. the river (to flow)

8. you (to walk)

9. she (to sew)

10. we (to see)

Exercises:

Construct sentences in the simple present tense with the given structures. Analyze them using the grid.

Model Sentences:

the directors of the Institute/to Japan/every summer (to go)

The directors of the Institute go to Japan every summer.

1. cold/in Minnesota and Colorado/very/it (to be)

2. terrible/Detroit and its suburbs/snow emergencies (to have)
3. Congress/the new tax policies/always/in June (to announce)

4. New York City/a Democratic National Convention/this year (to plan)

5. Rosa/her program/every two weeks (to broadcast)

6. the nation/its budget/every year (to spend)

7. honorably/soldiers/the nation/for two years (to serve)

8. tulips/in spring/beautiful (to grow)

9. far/the messenger/for his King (to travel)
10. we/in that restaurant/never/during the summer (to eat)

COMPOSITION SECTION:

Narrative Compositions:

Narrative compositions tell a story. (Las composiciones narrativas cuentan un relato.) One-paragraph narrative compositions begin with a topic sentence and end with a concluding sentence. (Composiciones narrativas de un párrafo comienzan con una oración tema y terminan con una oración de conclusión.) To be complete, the narrative composition must answer the following questions: what happened?, to whom?, where?, and when?. (Para estar completas, las composiciones narrativas deben contestar las siguientes preguntas: ¿qué sucedió?, ¿a quién?, ¿dónde? y ¿cuando?.) Other questions can be answered by this type of compositions. (Otras preguntas pueden ser contestadas por este tipo de composiciones.)

Let us analyze the following composition:
My Cat

My cat likes to go out at night. It does this during the summer months. It spends the nights with other cats. They play in the yard. They have a good time all through the night.

Topic Sentence: My cat likes to go out at night.
Questions:
1- What happens? - they play
2- To whom? - to my cat and other cats
3- Where? - in the yard
4- When? - at night in the summer
Concluding Sentence: They have a good time all through the night.

Composition:

Using the techniques discussed on page 169, write an eight-sentence one-paragraph composition on the subject, "My Favorite Sport."
My Favorite Sport
TRANSITION SECTION:

Compound and Complex Sentences in Spanish

The Spanish sentences in our minds are not always simple sentences. (Las oraciones que pensamos en español no son siempre oraciones simples.) Many times they are compound or complex sentences. (Muchas veces son oraciones compuestas coordinadas o subordinadas.) That is, they contain more than one idea. (Esto es, son oraciones que contienen más de una idea.) To express them properly in English, we must break them into simple sentences, that is, into sentences with only one idea. (Para poder expresarlas adecuadamente en inglés, debemos separar las ideas en oraciones simples.)

Complex and compound sentences have more than one simple sentence united by conjunctions. (Las oraciones coordinadas o complejas contienen más de una oración simple unidas por conjunciones.) To subdivide them, one must recognize the conjunctions. (Para separarlas, tenemos que identificar las conjunciones.)

Example—Compound Sentence:

El doctor me dijo que tomará la medicina a tiempo.

conjunction—que

Simple ideas in the compound sentence:

1) El doctor me dijo
2) tomará la medicina a tiempo
Simple sentences in English:

1) The doctor says
2) I should take the medicine on time.

Please note that the subject has to be added to the second English sentence. (Favor de notar que el sujeto de la segunda oración inglesa debe ser añadido.) The subject is understood in Spanish. (El sujeto de la oración española se sobreentiende.) Only commands have an understood subject in the English language. (Solo las oraciones imperativas poseen el sujeto sobreentendido en inglés.)

Conjunctions most widely used in Spanish:

- a bien que
- a cambio que
- a condición de (que)
- a fin de que
- a la manera de que
- a menos (de) que
- a no ser que
- a pesar de (que)
- a saber
- además de
- ahora
- al contrario
- antes
- antes que
- así
- así como
- así que
- aun cuando
- aunque
- bien
- bien que
- caso que
- como
- con la condición de
- que
- dado que
- de manera que
- de modo que
- de suerte que
- de tal manera que
- del mismo modo que
- desde que
- después de (que)
- donde
- dondequiera que
- e
- empero
- en cuanto
- es decir
- esto es
- excepto
- fuera de
- hasta que
- lo mismo que
- luego
- luego que
- más
- más bien
The following procedure must be followed when we have a Spanish compound or complex sentence in our minds. (El siguiente procedimiento se debe seguir cuando tenemos una oración española coordinada o subordinada en la mente.)

Step 1. Take out the conjunction or conjunctions that unite the ideas or clauses of the sentence. (Quite la conjunción o conjunciones que unen las ideas o cláusulas en la oración española.)

Step 2. Separate the clauses of the sentence. (Separe las cláusulas de la oración.) Each clause is a separate sentence possessing a subject and a verb. (Cada
The subject might be understood. (El sujeto puede estar sobreentendido.) Other grammatical elements might be present in each clause. (Otros elementos gramaticales pueden estar presentes en cada cláusula.)

Step 3. Analyze each clause into its grammatical structures. (Separe cada cláusula española en sus diferentes estructuras gramaticales.)

Step 4. Put the grammatical structures in their respective places of the grid. (Coloque las estructuras gramaticales en sus respectivas posiciones dentro del cuadriculado.) Please note that the Spanish grammatical structures will be following an English syntax now. (Notemos que las estructuras gramaticales españolas seguirán ahora una sintaxis inglesa.)

Step 5. Leave out any structures that do not fit the grid. (Deje fuera cualquier estructura que no tenga sitio en el cuadriculado.) They are usually modifiers, reflexives, or sentence complements. (Usualmente son modificadores, estructuras reflexivas o complementos de la oración.)

Step 6. Translate the Spanish words into English in the grid. (Traduzca las palabras españolas al inglés dentro del cuadriculado.)
Step 7. Make any grammatical adjustments needed for the English sentence to make sense or copy it as it is. (Haga los ajustes necesarios para que la oración inglesa tenga sentido o copie la oración como está.)

Example:

La clase no pudo contestar la pregunta
por consiguiente se dio como una asignación para el día siguiente.

Step 1. Take out the conjunction
por consiguiente

Step 2. Separate the clauses

Clause 1 - La clase no pudo contestar la pregunta
Clause 2 - se dio como asignación para el día siguiente

Step 3. Analyze each Spanish clause

Clause 1 - la clase no pudo contestar la pregunta
Clause 2 - (se) dio (como asignación) para el día siguiente

Step 4. Leave out any structure not needed

Clause 2 - se - is a reflexive (es un reflexivo)
- como una asignación (as an assignment)-
is an adverbial expression modifying
the verb (es una expresión adverbial
modificando el verbo)

Step 5. Place the grammatical structures in the grid

Clause 1 - La clase/no pudo contestar/la pregunta.

S       V       D
Clause 2 - dio para el día siguiente.

Step 6. Translate to English

Clause 1 - The class/could not answer/the question.
Clause 2 - It gave /for the following day.

Step 7. Correct or copy

Sentence 1 - The class could not answer the question.
Sentence 2 - It was assigned for the next day.

Exercises:

Translate into English the following sentences using the techniques studied on pages 172 to 177.

1. Los estudiantes están escribiendo cartas porque el colegio está desarrollando una campaña.

2. El periódico está diciendo que los estudiantes no están aprendiendo bien.

3. La gente está comprando muchas cosas aunque la economía está fallando.

4. Juan está llevando a Olga a la iglesia mientras que ella está saliendo a fiestas con Antonio.
5. El sargento está sonriendo con las soldados porque ellos le están comprando cigarros.

6. Todos los hombres están viendo la televisión desde que Iris Chacón está bailando en el programa.

7. El Presidente está gozando de mucha popularidad porque él está ayudando a la nación.

8. El colegio está cerrando temprano aunque muchos estudiantes están llegando tarde.

9. El jardinero está diciendo por todos lugares que las plantas no están creciendo mucho este año.

10. Los maestros están pidiendo muchos libros mientras que el precio está subiendo en todas las librerías.
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GRAMMAR SECTION:

Unit V

Lesson 1

The Simple Present Tense – Negative Sentences

Negatives in the simple present tense are formed (se forman) by adding (añadiendo) do not or does not before the verb.

Do not is used (se usa) with I, you, we, they, and plural subjects.

Example:

They/do not sing/in church.

Exercises:

Construct negative sentences in the simple present tense with the given structures:

Model Sentence:

my brother and my sister/every week (to argue)
My brother and my sister do not argue every week.

1. we/at 7:30 every night (to eat)

2. I/near the fire/every weekend (to sit)

3. elderly people/taxes (to pay)
4. you/Mary's friends/to the party (to bring)

5. those roses/sweet (to smell)

Does not is used with he, she, it, and singular subjects.

Example:

She/does not like/candy.

Exercises:

Construct negative sentences in the simple present tense with the given structures:

Model Sentence:

the animal/disoriented (to seem)
The animal does not seem disoriented.

1. a child/tall very slowly (to grow)

2. she/the ring/every time it is lost (to find)

3. the airplane/that route/every week (to fly)

4. it/a hole/after eating (to dig)

5. Florida/Pedro/every night at this time (to call)
Exercises:

Construct negative sentences in the simple present tense with the given structures. Analyze using the grid.

Model Sentences:

the waves of the sea/very loud (to sound)
The waves of the sea do not sound very loud.

the ship/in this port (to dock)
The ship does not dock in this port.

1. the doors/closed (to remain)

2. Gloria/up town/every month (to go)

3. the Indians/a dirge/in the chief's funeral (to sing)

4. the odor of chocolate/the room/everytime (to fill)

5. we/skiing in the Austrian Alps (to like)

6. seldom/Pedro/here (to live)

7. subterranean rivers/deep (to run)

8. you/on the roof of my house (to yell)
9. usually/snow/on the mountains/during December (to fall)

10. I/in this room (to study)

Lesson 2
The Simple Present Tense – Yes/No Questions

Yes/no questions in the simple present tense are formed by placing the auxiliary *do* or *does* in front of the sentences. The auxiliaries *do* and *does* follow the rules given (dadas) in the previous lesson.

Examples:

Do/you/sing/in the shower?

\[x \ s \ v \ c\]

Does/he/play/in the park?

\[x \ s \ v \ c\]

Exercises:

Construct questions in the simple present tense with the given structures and answer them appropriately. Analyze the questions using the grid.

Model Sentences:

Mr. Santos/that condominium (to rent)
Does Mr. Santos rent that condominium?

many dealers/tires/at discount prices (to sell)
Do many dealers sell tires at discount prices?
No, many dealers do not sell tires at discount prices.
1. the picture "Funny Girl"/Barbara Streissand as the main artist (to present)
   Q
   
   A Yes,

2. the people/the sheriff (to like)
   Q
   
   A No,

3. my son/his new girlfriend (to love)
   Q
   
   A Yes,

4. the dinner/Mr. Hosni Mubarak, the President of Egypt (to come)
   Q
   
   A No

5. the rose/very sweet (to smell)
   Q
   
   A Yes,

6. African artists/figures in iron (to carve)
   Q
   
   A No,

7. the doors/closed/all the time (to remain)
   Q
   
   A Yes,
8. the air/salty (to taste)

Q

A No,

9. the lab equipment/clean/all the time (to stay)

Q

A Yes,

10. the cowboys/in the south of the United States (to live)

Q

A No,

Lesson 3

The Simple Present Tense - Information Questions

Information questions (preguntas determinativas), with verbs other than the verb to be, have the following syntactical pattern.

Syntactical Pattern:

<table>
<thead>
<tr>
<th>Question Auxiliary</th>
<th>Main Rest of the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>S V C</td>
</tr>
</tbody>
</table>

Example:

When/does/he/come/to school?

Q X S V P
Exercises:

Construct information questions with the given structures. Answer them. Analyze the questions and the answers using the grid.

Model Sentence:

black cigar/to hold white ashes (what?)
What does the black cigar hold?
The black cigar holds ashes.

1. a coat of gold/to cover the table (what?)

2. the huge man/to sit in the swivel chair (where?)

3. to give/secrets to Russia (who?) a Soviet spy

4. I/to call (whom?) Gloria

5. they/to forget/orders constantly (when?)

6. he/to dress (how?) smartly

7. my uncle Joe/to come (what time?)

8. the policeman/to follow (who?) John

9. the Senator/to urge/a price hike (how?) urgently

10. the blender/to mix (what?) a cake
COMPOSITION SECTION:

Composition:

Write a nine-sentence one-paragraph composition on the subject, "My Pet." Use the techniques studied on pages 169-170.

My Pet
TRANSITION SECTION:

Exercises:

Translate the following sentences to English using the techniques studied

1. Una crisis produce mucho dolor a menos que estemos con nuestros seres queridos.

2. El Parque Central de la ciudad de Nueva York es un bello y tranquilo lugar hasta que la noche llega.

3. Muchas personas no saben el mucho sacrificio que cuesta estudiar.

4. El helicóptero vuelva sobre el aeropuerto cuando la tormenta desciende sobre la ciudad.

5. Los niños ven los programas de televisión de la noche después que hacen sus asignaciones por la tarde.
6. El empleo del joven termina este mes si el presupuesto no es aprobado otra vez.

7. Las estrellas están brillando esta noche porque la luna no sale.

8. Yo no estoy en el curso ni tu en la clase.

9. Las Bermudas son islas que tienen una belleza natural.

10. Los indios desaparecerán de la tierra a menos que sus culturas se mantengan vivas.
<table>
<thead>
<tr>
<th>Question Word (Q)</th>
<th>Auxiliary Verb (X)</th>
<th>Verb (V)</th>
<th>Direct Object (D)</th>
<th>Place (P)</th>
<th>Time (T)</th>
<th>Complement (C)</th>
</tr>
</thead>
</table>

Lesson 1

Positive Sentences with "there is/there are"

A different type of sentence syntax or word order is found in sentences that begin with the word there. There serves as an introducer (int) to the sentence. The new syntax or word order is as follows:

Syntactical Pattern:

Introducer - Verb - Subject - Place

\[ \text{int} \quad \text{V} \quad \text{S} \quad \text{P} \]

Example:

There/is/a glass/on the table.

There is is used in sentences with singular subjects.

Example:

There is a chair in the room.

There are is used in sentences with plural subjects.

Example:

There are chairs in the room.

Exercises:

Copy the following sentences and analyze them using the grid.

Model Sentence:

There/is/a map/on the wall.

\[ \text{int} \quad \text{V} \quad \text{S} \quad \text{P} \]
1. There is a beautiful bird in the trees.

2. There are horses on the farm.

3. There is a musician in the room.

4. There are clothes in the trunk.

5. There is a Korean airplane in the airport.

6. There is a car in the garage.

7. There are students in the classroom.

8. There is a book on the shelf.

9. There are policemen on the beach.

10. There are many colors in the sky today.
There is is also used for uncountable nouns.

Uncountable nouns are those that cannot be counted. They usually name liquids or things composed of small particles like sand, sugar, wheat, salt, etcetera. Money is an uncountable noun. Bills and coins are countable.

Example:
*There is sand in your shoes.

Exercises:

With the given structures construct positive sentences with there is/there are. Analyze them using the grid.

Model Sentence:
brilliant stars/in the sky

There/are/brilliant stars/in the sky.

<table>
<thead>
<tr>
<th>1. a double bed/in the hall</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. many Ford cars/on the street</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. paper/on the floor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. a boat/in the bay</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. many rivers/in my country</th>
</tr>
</thead>
</table>

* Please note that sand has no article. It is not singular nor plural. It is uncountable.
6. milk/in the refrigerator

7. a dollar bill/in my pocket

8. many flags/in the parade

9. ink/in the pad

10. salt/in the shaker

Lesson 2

Questions with "there is/there are"

Sentences with there is/there are form questions by placing the verb in front of the sentence.

Syntactical Model:

Verb - Introducer - Subject - Place
V int S P

Example:

Is/there/money/in the bank?
V int S P
Exercises:

Using the given structures, construct questions with there is/there are and answer them with positive sentences. Analyze the questions and the answers with diagonals.

Model Sentence:

broken glasses/in the box
Are/there/broken glasses/in the box?
V int S P

Yes, there/are/broken glasses/in the box.
int V S P

1. boxes/in the garbage can

_____________________________________________________________________________________
Yes,__________________________________________________________________________________

2. an egg/in the refrigerator

_____________________________________________________________________________________
Yes,__________________________________________________________________________________

3. soup/in the bowl

_____________________________________________________________________________________
Yes,__________________________________________________________________________________

4. broken windows/in the building

_____________________________________________________________________________________
Yes,__________________________________________________________________________________

5. a red pen/in the desk

_____________________________________________________________________________________
Yes,__________________________________________________________________________________
6. wine/in the bottle

Yes,

7. chairs/in the room

Yes,

8. a coin/in the chest

Yes,

9. paint/in the can

Yes,

10. donuts/on the table

Yes,

Lesson 3

Negative Sentences with "there is/there are"

Negative sentences with there is/there are are formed by inserting the negatant not after the verb.

Syntactical Pattern:

Introducer - Verb - not - Subject - Place

int V not S P
Example:

There/is/not/money/in the bank.

\[ \text{int} \quad \text{V} \quad \text{not} \quad \text{S} \quad \text{P} \]

Exercises:

Answer the questions of the previous exercise with complete negative sentences. Analyze them using the grid.

Model Sentence:

No, there/are not/broken glasses/on the street.

\[ \text{int} \quad \text{V} \quad \text{S} \quad \text{P} \]

1. 

2. 

3. 

4. 

5. 

6. 

Exercises:

With the given structures, form questions and answer them, first, negatively, then, positively. Analyze the questions and the answers with diagonals.

Model Sentences:

ice cream/kitchen (cake)

Is/there/ice cream/in the kitchen?
No, there/is not/ice cream/in the kitchen.
there/is/cake/in the kitchen.

1. sodas/refrigerator (oranges)
2. beer/glass  (water)

3. a doctor/theatre  (a nurse)

4. eggs/stove  (French-fried potatoes)

5. sugar/closet  (sugar substitute)

6. a television station/this town  (a radio station)

7. pants/in the closet  (shirts)
8. wheat/bag (rice)

9. swimming pool/hotel (sauna)

10. vacant lots/city (buildings)
Using the techniques studied in Unit IV, write a ten-sentence one-paragraph composition on the subject, "My Weekends."

My Weekends
TRANSITION SECTION:

Exercises:

Translate the following sentences to English. Analyze the English sentences using the grid.

1. Hay árboles en la orilla del río.

2. No hay cuadros en la pared.

3. Hay una puerta abierta en la pared.

*4. ¿Hay pan en la alacena?

*5. No hay mucha luz en el cuarto.

6. Hay una pelea en el corral.

7. Hay mapas sobre la mesa.

*8. ¿Hay tristeza en tu alma?

9. Hay muchas manzanas en el árbol.


* uncountable nouns in the subject position.
<table>
<thead>
<tr>
<th>Place (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb (V)</td>
</tr>
<tr>
<td>Subject (S)</td>
</tr>
<tr>
<td>Introducer (int)</td>
</tr>
<tr>
<td>Verb (V)</td>
</tr>
</tbody>
</table>
LESSON REVIEW:

I. Fill in the following blanks with predicate adjectives.

Model Sentence:
The chairs are ______comfortable______.
1. The river is ________________.
2. The lights are ________________.
3. The dog is ________________.
4. Gloria and Antonia are ________________.
5. The baby is ________________.
6. The novels are ________________.
7. That music is ________________.
8. The tests are ________________.
9. The buildings are ________________.
10. The lady is ________________.

II. Fill in the following blanks with noun phrases containing modifiers. Use the nouns in parenthesis.

Model Sentence:
 _________ is on the floor.      (camera)
The old camera is on the floor.
1. He is _________.          (brother)
2. _________ has four rooms. (apartment)
3. My father bought ________for my sister. (shoes)
4. The Marines mounted _________. (jeep)
5. __________ was full of people. (stadium)
6. __________ left the harbor early. (ship)
7. __________ was on the table. (bottle of wine)
8. The car hit ___________. (pole)
9. __________ is interesting. (game)
10. The horse won ___________. (race)

III. Construct Yes/No questions with the following structures in the requested tense. Answer them appropriately. Include four syntactical structures in each sentence.

Model Sentence:

the composition book/to fall

Do the boys swim in the pool every Saturday?

No, the boys do not swim in the pool every Saturday.

1. the milkman/to deliver (simple present tense)

_____________________________________________________________

Yes, _______________________________________________________

2. the dancers/to practice (present continuous tense)

_____________________________________________________________

No, _________________________________________________________

3. the little boy/to be (simple present tense)

_____________________________________________________________

Yes, _________________________________________________________
4. the bottle/to have  (present continuous tense)

No, ________________________________

5. elections on TV/to give  (simple present tense)

Yes, ________________________________

6. the policemen/to blow  (present continuous tense)

No, ________________________________

7. classical music/to relax  (simple present tense)

Yes, ________________________________

8. the dense fog/to cover  (present continuous tense)

No, ________________________________

9. the tourists/to arrive  (simple present tense)

Yes, ________________________________

10. the accident/to paralyze  (present continuous tense)

No, ________________________________
IV. Add the requested type of adverbs to the following sentences. Place them in their correct syntactical position.

1. Three countries are represented in the conference. (of frequency)

2. Most experts believe that gold can be found. (of place)

3. The President is in Cape Cod. (of time)

4. The speech summarizes the achievements of the conference. (of manner)

5. One language is spoken by the teacher. (of degree) (How Much?)

6. I hear that radio station. (of frequency)
7. The carriage carried the Queen. (of place)  

8. Tons of files were found in the safe (of time)  

9. The platoon marched down the street. (of manner)  

10. The pilgrims walked up the sacred hill. (of degree) (How Long?)  

V. Construct information questions with the following structures in the requested tense. Answer them appropriately.

Model Sentence:

the children/to come (how?)  
by bus (present continuous tense)

How are the children coming to school?

They are coming to school by bus.

1. to be/the treasurer of the committee (Who?)  
   John (simple present tense)
2. the couple/to spend the honeymoon (Where?) 
in Bermuda (present continuous tense)

3. girl/to swim best (which?) 
with the blue cap (simple present tense)

4. Gloria/to speak (With Whom?) 
the leader of the group (pres. continuous tense)

5. the plane/to arrive (What time?) 
at 6:00 o'clock (present continuous tense)

6. Federal Express/to pick up the package (When?) 
this afternoon (simple present tense)

7. drug manufacturers/to protect their products (How?) 
with tamper-resistant packages (present continuous tense)

8. to be/in the report (What?) 
the results of the study (simple present tense)
9. Paris/to owe its clean subways (To Whom?)
   to the subway riders (present continuous tense)

10. you/to travel
    by car (How?)
    (simple present tense)

VI. Construct there is/there are questions with the following structures. Answer them appropriately.

Model Sentence:

self-correcting elements/in the typewriter

Are there self-correcting elements in the typewriter?

Yes, there are self-correcting elements in the typewriter.

1. swans/in the lake

Yes, ______________________________________________________

2. ice/in the whiskey

No, ________________________________________________________

3. magic/in your marriage

__________________________________________________________
4. slow learners/in the class
   No, __________________________
5. a lot of nicotine/in that brand of cigarettes
   Yes, __________________________
6. new faces/in Congress this year
   No, __________________________
7. McDonald stores/in Germany
   Yes, __________________________
8. a good picture/in the new batch of photos
   No, __________________________
9. English teachers/in China
   Yes, __________________________
10. a message/in my box
    No, __________________________
The Future Tense - Positive Sentences

The future tense of a verb is formed by placing an auxiliary before the simple form of the verb. The auxiliaries used in the future tense are:

1. will
2. (be)\{am, is, are\} going to

Examples:

will play
will sing
will read

am going to play
is going to sing
are going to read

When the auxiliary (be) going to is used in a sentence, be is conjugated into am, is, or are.

Examples:

I am going to play
He is going to sing.
We are going to read.

Time expressions used with the future tense are:
tomorrow
next week
next month
next year
the day after tomorrow
two months from now
three years from now
Exercises:

With the given structures, form sentences in the future tense using the indicated auxiliary. Remember the syntactical order: S (subject), V(verb), D(direct object), P(place), and T(time); SVDPT. The subject of the sentence is underlined.

Model Sentences:

in the church/he/tomorrow/sing/will
He **will** sing in the church tomorrow.

come/next week/they/home/(be) going to
They **are going to come** home next week.

1. the group/snow sports/in the Swiss Alps/next winter/learn/will

(The group will learn snow sports in the Swiss Alps next winter.)

2. buy/the dinette set/tonight/my sister/in the store/(be) going to

(My sister is going to buy the dinette set in the store tonight.)

3. tomorrow morning/the challenger/his glove/throw/in the contest/will

(The challenger will throw his glove in the contest tomorrow morning.)
4. the priests/to jail/bring/in the next few days gifts /(be) going to

(The priests are going to bring gifts to jail in the next few days.)

5. the truth/the jury/in court/want to hear/
during the trial/will

(The jury will want to hear the truth in court during the trial.)

6. tomorrow night/the President/the American Federation of Teachers/criticize/ever the radio/
(be) going to

(The American Federation of Teachers is going to criticize the President over the radio tomorrow night.)

7. receive/in Room 304/Financial Aid Forms/
college students/this afternoon/will

(College students will receive Financial Aid Forms in Room 304 this afternoon.)
8. in the forest/hungry dogs/many deer/kill/this winter/(be) going to

(Hungry dogs are going to kill many deer in the forest this winter.)

9. get/in a few minutes/the information/the pilot/over the radio/will

(The pilot will get the information over the radio in a few minutes.)

10. tonight/question/we/Mr. Gonzalez/in the meeting/(be) going to

(We are going to question Mr. Gonzalez in the meeting tonight.)

Lesson 2

The Future Tense - Negative Sentences

Negative sentences in the future tense are formed by adding not to the verb.

Sentences with the auxiliary will are negated by placing not after the auxiliary.
Example:

I will not sing tonight.

Sentences with the auxiliary (be) going to are negated by placing the negatant not after the conjugated be.

Examples:

The student is going to pay the rent tomorrow.
The student is not going to pay the rent tomorrow.

We are going to visit my aunt next month.
We are not going to visit my aunt next month.

I am going to drive to New Orleans during the carnival.
I am not going to drive to New Orleans during the carnival.

Exercises:

Form negative sentences with the given structures:

Model Sentences:

the college/to mail/letters to all the students (be going to)
The college is not going to mail letters to the students.

the town/to celebrate/the holidays (will)
The town will not celebrate the holidays.

1. this car wash/to polish/the cars (will)
2. I/to pour/the wine (be going to)

3. Mr. de la Torre/to continue/the discussion tomorrow (will)

4. newspaper men/to meet/in the Waldorf Astoria next month (be going to)

5. the musical group/to invite/me to the concert (will)

6. the shark/to move/in front of/the swimmers (be going to)

7. the photographs/to show/all the details of the scene (will)

8. the study/to draw/several serious conclusions (be going to)
9. the professors/to prepare/a series of lectures (will)

10. the investigators/to use/all the evidence in the case (be going to)

Lesson 3

The Future Tense - Yes/No Questions

Questions in the future tense are formed by moving the auxiliary, or part of it, to the beginning of the sentence.

Syntactical Pattern:

auxiliary verb/subject/main verb/rest of sentence

X S V C

Examples:

The crowd will see the ship soon. Will the crowd see the ship soon?

When the auxiliary is (be) going to, only the conjugated be is moved to the front of the sentence.

Examples:

The crowd is going to see the ship soon. Is the crowd going to see the ship soon?
Exercises:

Write questions with the given structures and answer them appropriately:

Model Sentence:
the museum (to open) next month (will)
Will the museum open next month?
Yes, the museum will open next month.

1. the climax of the novel (to come) at the end of the book (will)

Yes, ____________________________

2. the cars (to be) on sale today (be going to)

No, ____________________________

3. the company (to publish) the report in a few weeks (be going to)

Yes, ____________________________

4. we (to land) in Tulsa late in the evening (will)

No, ____________________________

5. the TV commercial (to show) many of those furniture styles (will)

Yes, ____________________________
6. the children (to stay) in Chicago with my family (be going to)

No, ______________________________________________________

7. I (to return) to my job this week (be going to)

Yes, ______________________________________________________

8. they (to come) to the beach tomorrow (be going to)

No, ______________________________________________________

9. the college (to leave) the library open during the summer (will)

Yes, ______________________________________________________

10. the tailor (to bring) the suit to my home tonight (will)

No, ______________________________________________________
The Future Tense - Information Questions

Information questions in the future tense are formed by placing the question word in front of the syntactical pattern of the Yes/No question.

Syntactical Patterns:

Yes/No question Syntactical Pattern:

Auxiliary Main Rest of Verb /Subject/Verb/Sentence
X S V C

Information Question Syntactical Pattern:

Question Rest of Word /Auxiliary/Subject/Verb/Sentence
Q X S V C

Examples:

When/is/the store-going to close/its doors?
Q X S V C

When/will/the store/close/its doors?
Q X S V C

Exercises:

Write questions with the given structures and answer them appropriately:

Model Sentence:

he (to see) her (where?) (be going to) in the movies
Where is he going to see her?
He is going to see her in the movies.

he (to see) her (when?) (will) at 3:00 p.m.
When will he see her?
He will see her at 3:00 p.m.
1. the prince (to wear) at the ball tonight (what?) (will) his military uniform

Yes, ___

*2. to review/for next week's test (who?) (be going to) Mr. Jones

___

3. they/to finish/the lecture (what time?) (will) at 4:30 p.m.

___

4. Russia/to send/the ambassador to Washington (when?) next month (be going to)

___

5. diamonds/to arrive/here (how?) (will) by plane

___

6. the bank/to pay/the ransom (where?) (be going to) in the park

___

* The question word is the subject of the question.
7. the Bishop/to bring/this time (what color cassock?) (will)

8. subject/to discuss/in tonight's lecture (which?) psychology (be going to)

9. you/to leave/the tape recorder on Saturday (with whom?) with Harry (will)

*10. to represent/your organization at the rally (who?) Antonio (be going to)

* The question word is the subject of the question.
COMPOSITION SECTION:

Composition:

Using the techniques discussed in Unit II, write a ten-sentence one-paragraph descriptive composition on the subject, "My Plans for Next Summer."

My Plans for Next Summer
TRANSITION SECTION:

Compound and Complex Sentences in Spanish:

The Spanish sentences are not always simple sentences. Many times they are compound or complex sentences. That is, they contain more than one idea. To express them properly in English, we must break them into simple sentences, into sentences with only one idea.

Complex and compound sentences have more than one simple sentence united by conjunctions. To divide them, one must recognize the conjunctions.

Example - Compound Sentence:

El doctor me dice que debo tomar la medicina a tiempo.

conjunction - que

Simple ideas in the compound sentence:

1) El doctor me dice
2) debo tomar la medicina a tiempo

Simple sentences in Spanish:

1) El doctor dice
2) Debo tomar la medicina a tiempo

Simple sentences in English:

1) The doctor says.
2) I should take the medicine on time.
Please note that the subject has to be added to the second English sentence. The subject is understood in Spanish. Only commands have an understood subject in the English language.

Conjunctions most widely used in Spanish:

a bien que
a cambio que
a condicion de (que)
a fin de que
a la manera de que
a menos (de) que
a no ser que
a pesar de (que)
ademas de
ahora
al contrario
asi (como)
aunque

bien (que)

caso que
con la condicion de que
con tal que
con que
con solo que
con todo

dado que
de manera que
de modo que
de tal manera que
del mismo modo que
desde que
después de (que)
donde
dondequiera que

empero
es decir
esto es
excepto

para
para que
pero
por
por consiguiente
por ejemplo
por mas que
por tanto
porque
primero que
pues
pues que
puesto que
que

salvo que
sea
segun que
si
si no
si no es que
siempre que
fuera de
hasta que
lo mismo que
luego (que)
más (bien)
más que
menos
mientras (que)

ni
no obstante

The following procedure must be followed when dealing with a compound complex sentence in Spanish.

Step 1. Take out the conjunction or conjunctions that unite the ideas or clauses of the sentence.

Step 2. Separate the clauses of the sentence. Each clause is a separate sentence possessing a subject and a verb. The subject might be understood. Other grammatical elements might be present in each clause.

Step 3. Analyze each clause into its grammatical structures.

Step 4. Put the grammatical structures in their respective places of the grid. Please note that the Spanish grammatical structures will be following an English syntax now.

Step 5. Leave out any structures that do not fit the grid. They are usually modifiers, reflexives, or sentence complements.
Step 6. Translate the Spanish words into English in the grid.

Step 7. Make any grammatical adjustments for the English sentence to make sense or copy it as it is.

Example:

La clase no pudo contestar la pregunta por consiguiente se dio como una asignación para el día siguiente.

Step 1. Take out the conjunction

**por consiguiente**

Step 2. Separate the clauses

Clause 1 - La clase no pudo contestar la pregunta

Clause 2 - se dio como asignación para el día siguiente

Step 3. Analyze each Spanish clause

Clause 1 - la clase no pudo contestar la pregunta

Clause 2 - (se) dio (como asignación) para el día siguiente

Step 4. Leave out any structure not needed

Clause 2 - se - is a reflexive

- como una asignación - is an adverbial expression modifying the verb

Step 5. Place the grammatical structures in the grid

Clause 1 - La clase/no pudo contestar/la pregunta

Clause 2 - / dio / para el día siguiente
Step 6. Translate to English

Clause 1 - The class/could not answer/the question.

Clause 2 - It / gave / for the following day.

Step 7 - Correct or Copy

Clause 1 - The class could not answer the question.

Clause 2 - It was assigned for the next day.

Exercises:

Translate into English the following sentences using the techniques studied on the previous pages. Analyze using the grid.

1. El comisionado no permitirá una modificación en la ley a menos que el Senado apruebe el presupuesto.

2. El general visitará el regimiento en Fort Dix mañana después almorzará langostas en el club de oficiales al medio día.

3. Muchas bicicletas corren en el maratón pues el premio es muy grande.

4. La princesa no vendrá a la fiesta a menos que el príncipe venga con ella.
5. La convención está teniendo éxito porque los conferencistas son personas de mucho prestigio.

6. El crimen aumentará en los Estados Unidos hasta que las cortes den sentencias más severas.

7. El hogar es el sitio maravilloso donde la familia une sus esfuerzos por toda la vida.

8. La Casa Blanca es el hogar del Presidente en Washington aunque él tiene otra mansión en Camp David.


10. El concierto se celebrará en el Hotel Hilton mañana por la noche y habrá un banquete después.
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<th>Question Word</th>
<th>Auxiliary Verb</th>
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GRAMMAR SECTION:

Unit IX

Lesson I

Predicates

The sentence is the basic unit of the English language. It can be defined as a series of words expressing a complete idea and containing, at least, one subject and one verb. A sentence has two main parts: a subject and a predicate. The subject answers the question who?, if a person, or what?, if a thing, from the predicate.

Examples:

The boy is a student.
Who? is a student.
\[ \text{The boy} \] is a student.
\[ S \]

The box is on the table.
What? is on the table.
\[ \text{The box} \] is on the table.
\[ S \]

The predicate tells what is said about the subject. It includes the verb.

Examples:

The boy is a student.
What is said about the boy?
He [is a student].
\[ \text{pr} \]

The box is on the table.
What is said about the table?
It [is on the table].
\[ \text{pr} \]

A predicate usually tells:

1. What the subject is.

Example:
The boy [is a student].
2- How the subject is.
   Example:
   The boy is tall.

3- What was done by the subject.
   Example:
   The man hit the dog.

4- How the subject feels.
   Example:
   John loves Gloria.

5- Where and/or when the subject is.
   Example:
   Robert comes to school at 10 o'clock.

A predicate can give negative information.

Exercises:

Separate the subject from the predicate with a diagonal (/). Label each section.

Model Sentence:

Tulips/grow in spring.
   s   pr

1- She cries constantly.

2- Juana writes her letters in the morning.

3- Luck holds sometimes.

4- That dog barks all through the night.

5- Antonio González is marrying that girl this week.

6- The President's birthday is a time for rejoicing.

7- Carlos is flying to town.

8- The TV guide is not on the floor of the room.
9- A storm is building over the Rocky Mountains.

10- Many immigrants go to Fort Chaffee.

**Compound Subjects and Compound Predicates**

Sentences can have two or more connected subjects and/or predicates. These are called compound subjects and predicates. They are connected with the coordinating conjunctions and, but, or, nor, and yet.

Example of a Compound Subject:

\[
\text{Ana and Gladys/go to the movies every week.}
\]

Example of a Compound Predicate:

\[
\text{He/likes war movies but does not like comedies.}
\]

Exercises:

Separate the subject from the predicate with a diagonal (/) in the following sentences. Indicate which are compounds.

Model Sentence:

\[
\text{The book and the notebook/are on the top of the compound S desk.}
\]

1- Those men drink wine and discuss politics all day long.

2- My sisters and I see her in the bus stop every morning.

3- Unemployment figures and inflation are rising constantly in the nation.

4- The army forces are defending their positions very well.
5- The jury is deliberating the case now and is trying to arrive at a just decision.

6- The council members prefer to go along with the first plan but do not like the idea of a long debate.

7- A missile can down a plane and sink a ship.

8- The United Nations is the defender of the peace of the world.

9- The judge and the lawyers are discussing the last details of the case.

10- Neither the school administration or the guards are conscious of the security problems.

Lesson 2

Sentence Complements

A sentence complement is a group of words that complete the meaning of the sentence. A complement is needed when the sentence, although grammatically correct, does not express a complete thought. Complements are part of the predicate. Direct objects, expressions of place, and expressions of time are complements of a sentence.

Example:

The doctor sees Gloria in his office every day.

Complements: in his office every day.

Infinitive Phrases used as Complements

An infinitive is a group of words beginning with the word to and ending with the simple form of the verb. No other words can be found between these two. The infinitive does not indicate time.

Examples:

to sing
to read
to play
An infinitive phrase is a phrase that begins with an infinitive and ends with a noun, the object of the infinitive. Noun modifiers and articles can be found between the infinitive and its object.

Example of an infinitive phrase:

to see the old car

to see is the infinitive

car is the object of the infinitive

An infinitive phrase can be used as a complement (C).

Example:

I /want /him /to write a letter.

\[ \text{S} \quad \text{V} \quad \text{D} \quad \text{Inf. phrase} \quad \text{C} \]

The syntactical order in the sentence is now:
Subject (S), Verb (V), Direct Object (D), Place (P), Time (T), and Complement (C). Remember that the direct object, the place, the time, and the complement are optional, but if they appear, they must maintain their places.

Example:

Syntactical order for sentences with all the structures mentioned:

Subject (S), Verb (V), Direct Object (D), Place (P), Time (T), Complement (C)

SVDPTC

Syntactical order for sentences without D:

Subject (S), Verb (V), Place (P), Time (T), Complement (C)

SVDPTC
Syntactical order for sentences without D or P:

Subject (S), Verb (V), Time (T), Complement (C)

SVTC

Syntactical order for sentences without D, P, or T:

Subject (S), Verb, Complement (C)

SVC

Remember that structures with Direct objects (D), Place, (P), Time (T), and Complements (C) must keep their relative syntactical order (DPTC) regardless of the combination of structures the sentence has.

Examples:

DPC if the T is missing
DTC if the P is missing
TC if the D and the P are missing
PC if the D and the T are missing
DC if the P and the T are missing
DT if the P and C are missing, etc.

To make it easier to remember, just think the syntactical order D P T C and pick out, in their relative order, the structures that the sentence has.

Exercises:

Using words from the list, complete the infinitive phrase under each sentence. Use the infinitive phrase to complete the sentence. Analyze the sentences using the grid.

Model Sentence:

I want him ____________________________

to write a letter

I/want/him/to write a letter.

S V D C
List of nouns:

some senators (12)  his thanks (3)  
the cancer (7)  the good news (10)  
information (2)  
the test (6)  
in that restaurant (11)  
in the yearly race (15)  
the errors (8)  
a robbery (1)  
the bill (5)  
everybody (13)  
the jury (4)  
the victim (9)  
their moneh (14)  

1- Women do not like ________________________________  
   to report ________________________________  

2- An important aspect of the program is training the staff_____________________________  
   to collect_____________________________  

3- The chief is calling the bureau_____________________________  
   to express_____________________________  

4- The lawyer is trying _______________________________  
   to convince_____________________________  

5- The governor threatens_____________________________  
   to veto_____________________________  
6- The students want ________________
to take ________________

7- The doctor is recommending the operation ________
to stop ________________

8- It is late ________________
to correct ________________

9- The police is checking the body ________________
to identify ________________

10- My son telephones ________________
to give ________________

11- Many truck drivers to ________________
to eat ________________

12- The President wants ________________
to call ________________

13- A good Samaritan wants ________________
to help ________________
14- Thrifty persons like to save

15- Runners pay to run

Lesson 3

Participial Phrases used as Complements

A participle is an -ing verb used as an adjective.

Example:

the sleeping beauty

Sleeping modifies the noun beauty. It tells what kind of beauty it is. It is a sleeping beauty.

Participles may also end in -ed, -t, or -en.

A phrase beginning with a participle is called a participial phrase.

Example:

complement

I / see / him / crossing the street.

S  V  D  participial phrase

Remember the predicate of the sentence must keep the relative position DPTC if any of these structures are missing. Please see Unit IX.

Exercises:

With the given structures construct sentences. Analyze using the grid. The subject of the sentence is underlined.
Model Sentence:

insisting on his innocence/the prisoner/ the judge

to the court/comes comes

Syntactical order - SVPC

The prisoner comes to the court insisting on his innocence.

1- becoming a threat again/are flying/the planes

2- is rising/lowering the economy/the economic recession

3- the labor dispute/has/including money/major differences

4- is winning/including the trophy/the prize/the family

5- hearing the testimony/always sleeps/the judge

6- is losing/the agent/the bet/trying the new gun

7- a marriage/according to God/is sacred
8- is not gaining/the man/money/considering the total sale

9- killing many young people/hits/the avalanche/the town

10- every week/the price of the stock/rises/yielding high interest

11- the waiter/to the table/spilling the soup/runs

12- starting a tour of the United States/the princess/in the party/is

13- the net/catching many fishes/follows/the boat

14- undergoing the terrible treatment/appears happy/the patient

15- the railroad/the car/hits/injuring many people

Other structures that can be used as complements are:

1- Noun phrases (they tell what the subject is):

   Examples:

   The man called Ruth a liar.
*He is a doctor.* (an example of the predicate nominative)

2- Adjectives (they describe the subject):

Examples:

Maria made Juan happy.
I am very happy. (an example of the predicate adjective)

3- Verb phrases (they state an action or a feeling);

Examples:

I made him write a letter.

Infinitive phrases and verb phrases are very similar. An infinitive phrase is a type of verb phrase. Some verbs take verb phrases: others take infinitive phrases.

Examples:

I wanted him to write a letter.
I made him write a letter.

*Please note that nouns and noun phrases after the verb to be and other linking verbs (verbs that denote feeling - smell, feel, etc.) are not direct objects but complements. They do not receive the action of the verb but complete the subject of the sentence.*
COMPOSITION SECTION:

Composition:

Using the techniques studied in Unit IX, write a twelve-sentence one-paragraph narrative composition about the subject, "How Do I Study for my Courses."

How Do I Study for my Courses
TRANSITION SECTION:

Exercises:

Translate the following sentences to English using the techniques studied in Unit VIII. Analyze them using the grid.

1. Juan y María van al campo todos los días.

2. El periódico está vendiéndose muy caro.

3. Muchos días pasarán por tu vida y pasarán por la mía.

4. La ley es para el crimen.

5. Los niños y los profesores de la escuela no irán al paseo.

6. Los hombres están viendo al león comerse el conejo.
7. La televisión enseña al niño a ver los misterios del mundo.

8. Los jóvenes tienen muchas cosas que ver y muchas cosas que aprender.

9. Veo los automóviles bajando la cuesta.

10. El infante quiere comer su comida.
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GRAMMAR SECTION:

Unit X

Lesson 1

The past tense of the verb "to be"

The past tense of the verb to be is conjugated in the following manner:

Examples:

I was ...
You were ...
He was ...
She was ...
It was ...
Carmen was ...
The cat was ...
We were ...
They were ...
Carmen and Gloria were ...
The cats were ...

Exercises:

Fill in the blanks with the correct form of the past tense of the verb to be. Analyze using the grid.

Model Sentence:

The suit was dirty.

1- The television and the TV Guide _________ on the table yesterday.

2- The men _________ on the boats immediately.

3- The snow _________ on the mountains all summer.

4- The robbers _________ in front of the bank early in the morning.

5- Our principal energy sources _________ fuels.
6- St. Jerome ________ a great holy man.

7- The children and their nurse ________ in the park early in the afternoon.

8- The sky ________ very clear.

9- The beds ________ in the hall of the hospital.

10- The book ________ on the bed under the pillows.

Lesson 2

The Past Tense of the Verb "to be" - Questions and Negative Sentences

Questions in the past tense of the verb to be are formed by placing the conjugated form of the verb (was, were) in front of the sentence.

Example:

The dog was in the yard.
Was the dog in the yard?

Negative sentences are formed by placing the negatant not after the verb.

Example:

The dog was in the yard.
The dog was not in the yard.

Exercises:

Transform the following sentences into questions and answer them negatively. Analyze the answer using the grid.

Model Sentence:

The doctor was a student in this college.
Was the doctor a student in this college?
The doctor was not a student in this college.

\[
\begin{array}{ccc}
S & V & D \\
\end{array}
\]
1- He was in the cafeteria a moment ago.
   Q
   No,

2- The planes were on the air for five hours.
   Q
   No,

3- The whole family was kind and generous.
   Q
   No,

4- The plan was perfect.
   Q
   No,

5- The American ambassador was instrumental in the cease fire.
   Q
   No,

6- Seats and accommodations were limited and expensive.
   Q
   No,

7- Sophia Loren, the movie actress, was in jail for many years.
   Q
   No,
8- The men were confused all the time.

Q

No,

9- The mule was the best way to travel in the United States for many centuries.

Q

No,

10- Gasoline was expensive ten years ago.

Q

No,

Lesson 3

Review of Information Questions

Information questions are questions that have to be answered with some type of information. They cannot be answered with yes or no. These types of sentences begin question words (Q). The auxiliaries do and does are used when the verb to be is not present. Does is used with the third person singular (he, she, it, or a singular noun) and does with any other subject. The auxiliaries are placed between the question word and the subject.

The syntactical pattern is:

```
Question Word + auxiliary + subject + the rest
Q    X    S    +    C
```

of the sentence
Question words used in information questions:

when = cuando
where = dónde
what = qué
how = cómo
which = cual
for whom = para quién
to whom = a quién
whose = de quién
what kind of _____ = que clase de _____
what color _____ = qué color de _____

Exercise:

Complete the question using the information given. Please note that the information words, the subject, and the verb are given in parenthesis. Answer the question, and analyze it using the grid.

Model Sentence:

__________________________ to buy?

S=(you)
V=(to want)
Q=(what color car)
Rest of the sentence=(to buy)

Syntactical Order = Q X S V + rest of the sentence

What color car/do/you/want/to buy?
Q X S V rest of the sentence

1- __________________________ to come back home?

S=(you)
V=(to hope)
Q=(when)

(When do you hope to come back home?)
2- the books?
  S=(we)
  V=(to have)
  Q=(where)

  (Where do we have the books?)

3- to use.
  S=(he)
  V=(to want)
  Q=(what kind of paint)

  (What kind of paint does he want to use?)

4- to give the prize?
  S=(they)
  V=(to plan)
  Q=(to whom)

  (To whom do they plan to give the prize?)

5- in the morning?
  S=(the children)
  V=(to eat)
  Q=(what)

  (What do the children eat in the morning?)

6- the errands?
  S=(the guards)
  V=(to do)
  Q=(for whom)

  (For whom do the guards do the errands?)

7- the Empire State Building?
  S=(the parade)
  V=(to pass)
  Q=(when)

  (When do the parade pass the Empire State Building?)
8- ___________________________ to print?

S=(the newspaper)  
V=(to want)  
Q=(which article)

(Which article does the newspaper want to print?)

9- ___________________________ to the cleaners?

S=(mother)  
V=(to send)  
Q=(what color suit)

(What color suit does mother send to the cleaners?)

10- ___________________________ with the old suit?

S=(I)  
V=(to look)  
Q=(how)

(How do I look with the old suit?)

COMPOSITION SECTION:

Argumentative Compositions:

An argumentative one-paragraph composition tries to prove the position of the writer in a problem. The topic sentence of the paragraph presents the position of the writer. The sentence that follow gives the supporting evidence to prove the position of the writer. The concluding sentence may, among other things, restate the writer's position or make some recommendation.

The parts and functions of a one-paragraph argumentative composition are:
Let us analyze the following composition.

**Violence on TV and Children**

The extreme violence presented in some TV programs is dangerous to children. Violence is presented in these programs as a normal aspect of life. As such, it can become part of their developing personalities. It is difficult for children to understand that what they see on TV cannot be reproduced in real life without serious consequences. Their minds augment what they see. This may lead some of them to commit acts which might be dangerous to others. Therefore, violence on TV should be supervised by some agency.

**Topic Sentence:** The extreme violence presented in some TV programs is dangerous to children.

**Supporting Evidence:**

1- They may believe violence is normal in life.

2- It can affect their personalities.

3- They may commit dangerous acts.

**Concluding Sentence:** Violence on TV should be supervised by some agency.
Composition:

Using the techniques previously discussed, write a fourteen-sentence one-paragraph argumentative composition on the subject, Are UFOs Real?

Are UFOs Real?
TRANSITION SECTION:

Exercises:

Translate the following sentences to English using the techniques studied in Unit VIII. Analyze them using the grid.

1- El bebé estaba seguro que su madre estaba en la casa

_____________________________________________________________________

_____________________________________________________________________

2- Los espejuelos estaban sobre el escritorio pero él no los vio.

_____________________________________________________________________

_____________________________________________________________________

3- Te prometo que arreglaré la televisión.

_____________________________________________________________________

_____________________________________________________________________

4- La mujer estaba en el andén mientras la lluvia caía silenciosamente.

_____________________________________________________________________

_____________________________________________________________________

5- El embajador persa fue muy reservado aunque su personalidad era muy agradable.

_____________________________________________________________________

_____________________________________________________________________
6- Los abanicos eran de oro, sin embargo su precio no era muy alto.

7- Yo no copiaré la conferencia a menos que el profesor lo pida.

8- Te seguiré dondequiera que vayas.

9- La televisión estaba prendida cuando los niños llegaron de la escuela

10- El esposo de mi hermana estaba arreglando el carro porque Juan se lo pidió.
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Lesson 1

Past Tense - Regular Verbs

Positive Sentences

The past tense of a regular verb is formed by adding -d or -ed to the simple form of the verb. The simple form of the verb is

Example:

to be - infinitive form

be - simple form

Example:

to answer - infinitive form

answer* - simple form

answered** - past tense

ask - simple form

asked*** - past tense

prepare - simple form

prepared**** - past tense

* the simple form of the verb does not have an _s suffix in the third person singular

** the _ed suffix sounds _d in verbs ending in the voiced consonant

*** the _ed suffix sounds _t in verbs ending with a voiceless consonant

**** only _d is added to verbs ending in _e
Exercises:

Change the following verbs to their past-tense form.

Model Sentence:

to visit - visited

1. to order
2. to operate
3. to clean
4. to love
5. to return
6. to examine
7. to start
8. to prepare
9. to fix
10. to change

Exercises:

Form positive sentences in the past tense with the given verbs and the given subjects. Follow the syntactical pattern SVDPT. Analyze the sentences using the grid.

Model Sentence:

the teacher/to visit

The teacher visited the class in the college yesterday.
1. Peter/to order

2. they/to operate

3. the cats/to clean

4. Romeo/to love

5. the messengers/to return

6. the policemen/to examine

7. the driver/to start

8. the editor/to prepare

9. the mechanics/to fix

10. the teacher/to change
Negative Sentences

Negative sentences in the past tense are formed by placing the phrase did not before the simple form of the verb.

Example:

She did not finish the game.

Exercises:

Transform the following sentences to negative sentences.

Model Sentence:

The nurse helped the soldier in the hospital.

The nurse did not help the soldier in the hospital.

1. The Boy Scouts practiced the exercise in the field all morning.

2. The mechanic borrowed the screwdriver yesterday.

3. The network used all the time in the program.

4. The committee mailed the letters to the members early in the month.
5. The druggist added the prescription to the list.

6. The congressman explained his constituents the bill.

7. The minister believed the child.

8. The laundromat washed the clothes perfectly.

9. The diplomat carried the message to the President.

10. Wall Street received the news calmly.

Lesson 2

Past Tense – Regular Verbs (continued)

Yes/No Questions

Questions in the past tense are formed by placing the subject of the sentence between the auxiliary verb did and
the main verb of the sentence. The main verb of the sentence should be in the simple form.

Example:

Did the dog want food?

Exercises:

Construct Yes/No questions with the given verbs and answer them with complete appropriate sentences. Use the syntactic pattern XSV + rest of sentence.

Model Sentences:

the football star/to smile

Q Did the football star smile in the game yesterday?

T

A Yes, the football star smiled in the game yesterday.

1. the ladies/to discover

Q____________________________________________________

Yes, ________________________________________________

2. the marines/to enjoy

Q____________________________________________________

No, __________________________________________________

3. the team/to play

Q____________________________________________________

Yes, __________________________________________________
4. the men/to fill

Q __________________________________________
No, _______________________________________

5. the laboratory/to study

Q __________________________________________
Yes, _______________________________________

6. the dog/to repeat

Q __________________________________________
No, _______________________________________

7. the teachers/to appreciate

Q __________________________________________
Yes, _______________________________________

8. the library/to need

Q __________________________________________
No, _______________________________________

9. the trains/to wait for

Q __________________________________________
Yes, _______________________________________

10. the relatives/to visit

Q __________________________________________
No, _______________________________________

Information Questions

Information questions in the past tense are formed by placing the auxiliary verb did between the question word and the subject of the sentence. The main verb is in the simple form and follows the subject. The syntactical pattern is QXSV plus the rest of the sentence.

Example:

\[
\begin{array}{ccc}
Q & \text{did} & \text{the investigator} \\
X & & \text{attend} \\
S & & \text{the session?} \\
V & & \text{rest of sent} \\
\end{array}
\]

Exercises:

Construct sentences with the given structures and answer them appropriately. Analyze them using the grid.

Model Sentence:

Whom/you/invite (three friends)

Q Whom did you invite to the party?

A I invited three friends to the party.

1. where/the Egyptian student/own/the track of land (in Arizona)

Q

A

2. when/Kirkpatrick/remember/the date (at 5 o'clock)

Q

A
3. what/the faculty/attend/in the auditorium (a stated meeting)
   Q
   A

4. at what time/the supermarket/open/to the public (at 9 o'clock)
   Q
   A

5. how many airplanes/the pilot/count/in the airport (twenty-five airplanes)
   Q
   A

6. what kind of suit/the store/provide/for the party (an evening jacket)
   Q
   A

7. how much/they/learn/in the course (an awful lot)
   Q
   A

8. how often/the general/invite/the newspapermen to the parade (every time it was held)
   Q
   A

9. whom/Mario/walk/to the bus stop
   Q
   A
Lesson 3

Past Tense - Irregular Verbs

The past tense of an irregular verb is not formed by adding -ed or -ing to the simple form of the verb. The past tense of irregular verbs is formed in different ways.

a - by changing vowels in the verb

Example:

sit - sat

b - by changing a consonant in the verb

Example:

bend - bent

c - by changing vowels and consonants in the verb

Example:

buy - bought

d - by no change at all

Example:

cut - cut

Irregular verbs have been divided into seven groups* according to the changes that occur in the past form of the verb.

* Sample verbs in the seven groups are listed at the end of this section.
Exercises:

Construct Yes/No questions with the given structures and answer them appropriately. Analyze them using the grid.

Model Sentence:

she/tell/the true story/last night

Did/she/tell/the true story/last night?

\[
\begin{array}{cccc}
X & S & V & D \\
\hline
\text{Yes},/she/told/the true story/last night.
\end{array}
\]

1. the institution/think/about the plan

Q________________________________________

Yes,________________________________________

2. the princess/buy/in the store

Q________________________________________

No, _________________________________________

3. the cameras/take/good pictures

Q________________________________________

Yes, _________________________________________

4. the government/spend/a lot of money in the plan

Q________________________________________

No, _________________________________________

5. the actress/find/the mirror

Q________________________________________

Yes, _________________________________________
6. Charlie Brown/forget/the peanuts
   Q
   No, 

7. the baseball player/throw/the ball to the pitcher
   Q
   Yes, 

8. the knight/drink/wine in the banquet
   Q
   No, 

9. the computer/teach/math to my son
   Q
   Yes, 

10. the contestants/wear/swim suits in the contest
    Q
    No, 

Exercises:

Construct and answer information questions with the given structures. Analyze them using the grid.

Model Sentences:

   you/have/in your hands (what) (a piece of gum)
   What did you have in your hands?
   I had a piece of gum in my hands.
1. the Communication Center/pay/for the use of the satellite (whom) (the Epcot Corporation)

Q

A

2. the king/sit/on the throne (when)
   (at the time of the sacrifice)

Q

A

3. the children/speak/to the teacher (how often)
   (about 50 percent of the classroom time)

Q

A

4. the veteran/come/to the party (what time)
   (at 8 o'clock)

Q

A

5. the bear/drink/honey (where)
   (in the hole of the tree)

Q

A

6. the horse/win/in the race (how much)
   ($3,000.00)

Q

A

7. he/know/the dumplings (how)
   (by their shape)

Q

A
8. they/see/in the desert (what) (a mirage)

Q

A

9. the cowboy/hear/the Indian (when) (as he passed by)

Q

A

10. the limousine/take/to the party (how many debutants) (five)

Q

A

Irregular Verbs*

Group I

have - had
hear - heard
lay - laid
make - made
pay - paid
sell - sold
tell - told

Group II

bend - bent
build - built
lend - lent
send - sent
spend - spent

Group III

bring - brought
buy - bought
catch - caught
feel - felt
keep - kept
leave - left
lose - lost
sleep - slept
teach - taught
think - thought

Group IV

come - came
find - found
meet - met
read - read
sit - sat
stand - stood
win - won

Group V

begin - began
drink - drank
swim - swam
ring - rang

Group VI

Cut - cut
hit - hit
hurt - hurt
put - put
quit - quit
set - set
spread - spread
Group VII

know - knew
throw - threw
break - broke
choose - chose
do - did
drive - drove
ride - rode
write - wrote
eat - ate
fall - fell
fly - flew
speak - spoke
forget - forgot
go - went
see - saw
take - took
tear - tore
wear - wore
Composition:

Write a sixteen-sentence one-paragraph composition on the subject, "The Legalization of Drugs." Use the techniques studied in the transition section of Unit X.

The Legalization of Drugs
TRANSITION SECTION:
Exercises

Translate the following exercises to English using the techniques studied in the Transition Section of Unit VIII. Analyze them using the grid.

1. El cartero pidió un aumento de sueldo pero se lo negaron.

2. El reloj se cayó de la mesa sin embargo no se rompió.

3. La vaca daba mucha leche por consiguiente su valor aumentó.

4. El elevador llegó hasta el quinto piso y se dañó.

5. La montaña está llena de nieve aunque los esquiadores no están contentos.

6. La bombilla no daba mucha luz de manera que no se podía leer.
*7. El río estaba crecido debido a la mucha lluvia.

8. Pedro estaba muy cansado hasta que llegó al baile.

9. El sol está lejos de la tierra no obstante nos sostiene la vida.

10. La tormenta aumentaba en intensidad según se acercaba.

* This is a simple sentence.
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<th>Auxiliary Verb</th>
<th>Subject</th>
<th>Verb</th>
<th>Indirect Object</th>
<th>Direct Object</th>
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GRAMMAR SECTION:

Unit XII

Lesson 1

Indirect Objects - First Position

The indirect object (I) is the structure that receives the indirect action of the verb. It answers the questions: to whom? or for whom?

The indirect object (I) can be placed in one of two syntactical positions in the sentence. The first position is after the direct object (D).

Examples:

He bought a dress for mother.
He bought (what?) a dress (for whom?) for mother.
He/bought/a dress/for mother.
S V D I

The syntactical order of this type of sentence is:

SVDI + rest of the sentence

Please note that the indirect object is preceded by a preposition when placed in this syntactical position:

for mother

Exercises:

Analyze the following sentences using the grid.

Model Sentence:

I/sent/the letter/to him/yesterday.
S V D I T
1- Eating pork was a sin for the Jewish people in Israel before Christ was born.

2- I read the message to her in my house during the snowfall.

3- I could not tell the reason to her in front of all the people.

4- The cowboy brought the whip to him during the contest.

5- I wrote letters to her in the train every night.

Exercises:

Unscramble the given structures to form syntactically correct sentences and label each structure. The subject is underlined.

Model Sentence:

an earthly event/the second coming of Christ/ before the millenium/is/in this planet/ for all the people
The second coming of Christ is an earthly event for all people on this planet before the millenium.

1- God for mankind/the stars/in the sky/made at the time of creation

(God made the stars for mankind at the time of creation.)

2- this year/many Americans/money/to unemployed relatives/sent/around the nation

(Many Americans sent money to unemployed relatives around the nation this year.)

3- strange job/I/in a farm/obtained/during the Depression/for Carlos

(I obtained a strange job for Carlos in a farm during the Depression.)

4- offered/in church/for him/people/prayers/all day long.

(People offered prayers for him in church all day long.)
Lesson 2

Indirect Object – Second Position

The second position where the indirect object can be found is preceding the direct object. The indirect object in this position does not have a preposition.

Example:

He bought mother a dress.

He bought (for whom?) mother (what?) a dress.

He/bought/mother/a dress.

The syntactical order in this position is:

SVID + the rest of the sentence

Exercises:

Analyze the following sentences using the grid.

Modél Sentence:

The TV program/gave/her/all the answers/at home/

in the evening.
1- The chauffeur sang the children songs going to school.

2- The illness gave her a six-month stay in the hospital last summer.

3- The lawyer served him a summons in the mail today.

4- The bank loaned them the money to cancel the debt.

5- The King gave the captain of the guard his personal message in the throne room that night.

Exercises:

Using the sentences of the first exercise in Lesson 1, move the indirect object from the position after the direct object to a position in front of the direct object.

Model Sentence:

I sent the letter to him yesterday.
I sent him the letter yesterday.
1- Eating pork was a sin for the Jewish people in Israel before Christ was born.

2- I read the message to her in my house during the snowfall.

3- I could not tell the reason to her in front of all the people.

4- The cowboy brought the whip to him during the contest.

5- I wrote letters to her in the train every night.

Lesson 3

Indirect Object - Review

The indirect object (I) can rotate around the direct object (D) in either of the two positions mentioned before.

SVID + rest of the sentence

or

SVID + rest of the sentence
SV(I)D(I) + rest of the sentence

Exercises:

Write ten sentences with direct and indirect objects. Use the syntactical order SVDIPT with the first five sentences and the order SVIDPT with the last five sentences. Analyze using the grid.

1- (to sing)

2- (to read)

3- (to buy)

4- (to send)

5- (to tell)

6- (to write)

*The preposition for can be used with these verbs, to with the others.
7- (to bring)

8- (to loan)

*9- (to build)

10- (to give)

*The preposition for can be used with these verbs, to with the others.
COMPOSITION SECTION:

Composition:

Write an eighteen-sentence one-paragraph composition on the subject, "The Rights of Women." Use the techniques studied in Unit X.

The Rights of Women
TRANSITION SECTION:

Exercises:

Translate the following exercises to English using the techniques studied in Unit VIII. Analyze them using the grid.

1- Muchas personas creen que una pata de conejo les traerá buena suerte.

2- El cigarrillo ocasiona enfermedades a muchas personas.

3- La cerveza nos deja un sabor amargo en la boca.

4- El discurso del senador expresó las ideas de los otros senadores.

5- El telescopio enseña los misterios del universo al estudiante.
6- El paciente me compró un regalo.

7- El grupo musical presentó la zarzuela al Presidente.

8- El sacerdote te predijo el sermón con mucha sinceridad.

9- La corporación vendió mil acciones al Dr. González.

10- El periódico nos trajo la nueva del accidente.
<table>
<thead>
<tr>
<th>Subject (S)</th>
<th>Verb (V)</th>
<th>Direct Object (D)</th>
<th>Indirect Object (I)</th>
<th>Rest of the Sentence (C)</th>
</tr>
</thead>
</table>
GRAMMAR SECTION:

Unit XIII

Lesson 1

Independent Clauses - Compound Sentences

Independent Clauses

A sentence is a series of words, containing a subject and a verb, that expresses a complete idea.

Example:

The boy ran across the street.

This sentence tells us who did what. It is a complete thought.

Sentences joined together are called clauses (Cl).

Example:

The man has a dog. His sister has a cat.

Clauses that express a complete idea are called independent clauses. The example presented above has two independent clauses. A comma, placed before the conjunction, separates the two clauses.

Example:

The man has a dog, and his sister has a cat.
Compound Sentences

Independent clauses are united by coordinating conjunctions (conj.). Some coordinating conjunctions used to join independent clauses are:

and but for or yet

Sentences containing independent clauses joined by coordinating conjunctions are called compound sentences.

Syntactical Pattern:

Clause - Coordinating conjunction - Clause

\[ CL \bowtie \text{conj} \bowtie CL \]

Examples:

The dog barked all night/and/I could not sleep.

\[ CL \bowtie \text{conj} \bowtie CL \]

The boys came to school early today/but/

\[ CL \bowtie \text{Conj} \bowtie CL \]

they did not buy the books until late.

\[ CL \]

The man did not see the car/for/it was too dark.

\[ CL \bowtie \text{conj} \bowtie CL \]

They can go to visit Carlos/or/

\[ CL \bowtie \text{conj} \]

they can go to play chess.

\[ CL \]

The soldiers saw the enemy/yet/

\[ CL \bowtie \text{conj} \]

shots were fired.

\[ CL \]

Compound sentences may contain more than two independent clauses.
Exercises:

Separate with diagonals (/) the three elements in each compound sentence. Analyze each clause using the grid.

Model Sentence:

\[
\begin{array}{ccc}
\text{Cl} & \text{conj} & \text{Cl} \\
\text{The car sale is today} / \text{but} / \text{I do not have} \\
\text{S} & \text{V} & \text{T} \\
\end{array}
\]

any money.

\[
\begin{array}{ccc}
\text{D} \\
\end{array}
\]

1. Gravity is exerting its force on the satellite, and it is losing its orbit.

2. The administration prohibited smoking in the school, yet the students lit cigarettes in the classrooms.

3. She kissed me in the movies, but I did not return the kiss.
4. The children did not understand the picture, or they feel asleep in the movies.

5. They wanted to report the theft to the police, for the loss was very great.

6. Eduardo was not a member of the church in Puerto Rico, but he was a member of the Odd Fellows lodge.

7. The explosion rocked the town for one minute, and all the people rushed to the streets.

8. The smell of the chocolate filled the room for about three minutes, but no one noticed it.
9. I spoke my mind rather suddenly, for my ideas were not coherent.

10. Antonio should not come to school alone, but his parents should bring him.

Exercises:

Write five compound sentences.

1. 

2. 

3. 

4. 

5. 
Lesson 2

Dependent Clauses - Complex Sentences

Dependent Clauses

A dependent clause (dCl) is a series of words, having a subject and a verb, that does not express a complete idea. It is not a complete sentence.

Example:

```
shen he comes to school
S V P
```

Adverbial dependent clauses are introduced by a subordinating conjunction. Some subordinating conjunctions are:

- after
- although
- as
- as if
- as long as
- as soon as
- because
- before
- if
- so that
- than
- though
- unless
- until
- when
- whenever
- where
- while

Example:

```
after the school starts
conj S V
```
A dependent clause has a subject and a verb, but it does not express a complete idea. To complete the idea the clause wants to convey, it needs more information than that present in the dependent clause.

Example:

although I studied the lesson (what happened?)

although I studied the lesson (I did not pass the test)

**Complex Sentences**

Dependent clauses unite with other clauses to express a complete idea, to form complete sentences. Sentences with an independent clause (iCl) and one or more dependent clauses are called complex sentences. Dependent clauses follow independent clauses in this type of sentence.

**Syntactical Pattern:**

Independent Clause – Dependent Clause

\[
iCl \quad dCl
\]

Example:

I will go to the movie/if you come with me.

\[
iCl \quad dCl
\]

If this syntactical pattern is reversed, the clauses must be separated by a comma.

**Syntactical Pattern:**

Dependent Clause, Independent Clause

\[
dCl \quad iCl
\]
Example:

If you come with me, / I will go to the movies.

dC1 iC1

Exercises:

Complete the following sentences with a dependent clause. Use the subordinating conjunctions in parenthesis.

Model Sentence:

The train left the station (before)

The train left the station before the riot started.

1. The newspaper sold many copies (after)

2. The beach was filled with people (when)

3. The concert was stopped (before)

4. The restaurant was closed (as soon as)

5. The ship will not sail (if)
6. The soldier left his weapon (because)

7. The clown was performing (while)

8. The parade was a success (although)

9. The lion roared (whenever)

10. The mirror will break (unless)

Lesson 3

Compound-Complex Sentences

Compound-Complex sentences have more than one independent clause plus one or more dependent clauses. The clauses are joined by coordinating and subordinating conjunctions.
Example:

When the doctor left the hospital,
   dCl
the nurses saw the patients
   iCl
   and
   conj
the X-Rays were taken.
   iCl

Exercises:

Join the following clauses to form compound-complex sentences. Using the given coordinating and subordinating conjunctions. Be sure that the sentences make sense.

Model Sentence:

the mice hid
the dog barked
the cat came into the room
(when - and)

When the cat came into the room, the dog barked.
   dCl
   iCl
and the mice hid.
   iCl
Exercises:

1. the girl leaves the room
   the door closed
   the light has to be turned off
   (if - and)

2. the diapers are changed
   the bottle is prepared
   the baby cries
   (when - or)

3. the night is very dark
   as soon as the airplane gets near
   the landing lights are lit
   (while - as)

4. he did not trust her
   the patient was very anxious
   the nurse is very efficient
   (although - and)

5. the guards are more alert
   since the bank was robbed
   the tellers act as if nothing had happened
   (since - but)
COMPOSITION SECTION:

Composition:

Using the techniques studied in Unit X, write a twenty-sentence one-paragraph argumentative composition on the subject, "Abortions and the Law."

Abortions and the Law
TRANSITION SECTION:

Exercises:

Translate into English the following sentences using the techniques studied in the Transition Section of Unit VIII. Analyze using the grid.

1. La mujer amuebló el apartamento con gusto a pesar de que tenía poco dinero.

2. El parque está mojando no obstante los niños juegan alegremente.

3. La policía pasa a menudo por la calle desde que el accidente ocurrió.

4. El volcán produjo terremotos en la aldea mientras estuvo en actividad.

5. El puente fue alzado mientras el bote pasaba por el río.
6. La carretera está muy peligrosa debido a que la nieve está derritiéndose.

7. El fuego destruyó el edificio puesto que estaba hecho de madera.

8. El tren se retrasó de tal manera que llegamos tarde al concierto.

9. El estudiante terminó la lección antes que la maestra le llamara la atención.

10. El francés es un bello lenguage por consiguiente debemos estudiarlo.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Direct Object (D)</th>
<th>Indirect Object (I)</th>
<th>Place (P)</th>
<th>Time (T)</th>
<th>Conjunction (conj)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S)</td>
<td></td>
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</tr>
</tbody>
</table>
Unit XIV

Review

I- Fill in the blanks with predicate adjectives.

Model Sentence:

The chair is green.

1- The river is ______.

2- The lights are ______.

3- The group is ______.

4- The sheets are ______.

5- The jail is ______.

II- Fill in the blanks with noun phrases containing modifiers. Use the nouns in parenthesis.

Model Sentence:

The wall has seven bills.

1- The Romans had ______. (bills)

2- Lamb stew makes ______. (armies)

3- The moved showed ______. (dish)

4- The thermostat maintains ______. (temperature)

5- The curtain covered ______. (wall)

III- Construct Yes/No questions with the following structures in the requested tense. Answer them appropriately.

Model Sentence:

heating systems/to determine (simple present tense)
Do the heating systems determine the expenses of a house during the winter?

Yes, the heating system determines the expenses of a house during the winter.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>the library reference section/to be (simple present tense)</td>
</tr>
<tr>
<td></td>
<td>Yes,</td>
</tr>
<tr>
<td>2-</td>
<td>the auction/to sell (present continuous tense)</td>
</tr>
<tr>
<td></td>
<td>No,</td>
</tr>
<tr>
<td>3-</td>
<td>the porcelain vase/to fall (past tense)</td>
</tr>
<tr>
<td></td>
<td>Yes,</td>
</tr>
<tr>
<td>4-</td>
<td>the motorcycle/to win (future tense)</td>
</tr>
<tr>
<td></td>
<td>No,</td>
</tr>
<tr>
<td>5-</td>
<td>the electric clock/to keep (simple present tense)</td>
</tr>
<tr>
<td></td>
<td>Yes,</td>
</tr>
<tr>
<td>6-</td>
<td>the police/to wear (present continuous tense)</td>
</tr>
<tr>
<td></td>
<td>No,</td>
</tr>
</tbody>
</table>
7- the living room/to be
   (past tense)

   Yes, ____________________________

8- Poland/to have
   (future tense)

   No, ____________________________

9- people/to buy
   (simple present tense)

   Yes, ____________________________

10- the gold pen/to write
    (present continuous tense)

   No, ____________________________

11- the athlete/to play
    (past tense)

   Yes, ____________________________

12- the director/to conduct
    (future tense)

   No, ____________________________
IV- Construct information questions with the following structures. Answer them appropriately with the given structures.

Model Sentence:

- to be/the picture (simple present tense) (in my room) (Where?)

Where is the picture?
- The picture is in my room.

1- to be/in the library (simple present tense) (the professor) (Who?)

2- horse/to run in the fifth race (present continuous tense) (Beautiful Tail) (Which?)

3- María/to sit in the bench (past tense) (the derelict) (With whom?)

4- the team/to celebrate (future tense) (with a party) (How?)

5- the residents/to avoid the earthquake (simple present tense) (in the boat) (Where?)
Arrange the following structures to form syntactically correct sentences. The subject is underlined.

Model Sentence:

lost/many members/in the drive/the association/trying to raise money

The association lost many members in the drive trying to raise money.
1. the artist/yesterday/was ready/to sing in the concert

(The artist was ready yesterday to sing in the concert.)

2. passed/in the stadium/the team/the whole day/practicing for the contest

(The team passed the whole day in the stadium practicing for the contest.

3. went/to place the bet/into the OTB office/the man

(The man went into the OTB office to place the bet.

4. he/the martini/in the bar/drank/trying to gather courage

(He drank the martini trying to gather courage.)

5. to the conference/came/the ambassador/to give the speech/exactly on time

(The ambassador came to the conference exactly on time to give the speech.)
6. lying on the floor/was/the five-dollar bill

(The five-dollar bill was lying on the floor.)

7. to drink some beer/came/into the bar/the group

(The group came into the bar to drink some beer.)

8. a lot of money/the lady/go ing to the movies/spent

(The lady spent a lot of money going to the movies.)

9. Gloria/in her room/to take the test/all night/studied

(Gloria studied in her room all night to take the test.)

10. yesterday/they/trying the new car/an accident/had

(They had an accident yesterday trying the new car.)
VI- Add the indirect object in parenthesis to the following sentences. Use both positions.

Model Sentence:
The couple bought the bond in the bank. (for her)
The couple bought the bond for her in the bank.
The couple bought her the bond in the bank.

1. Two guys gave the mail in the post office.
   (to Segundo)

2. The secretary answered the letter yesterday.
   (for her boss)

3. My brother paid the debt last year.
   (to the insurance company)

4. The pastor brought the gift.
   (for them)

5. The store sold the car in the sale.
   (to the school)
6. The students repeated the drills in class. (to the teacher)

7. I answered the phone in the office. (for the secretary)

8. The Ladies Auxiliary Group made the cake. (for the bazaar)

9. The social worker read the book in the hospital. (to the blind man)

10. The students did the assignment in the library. (for the teacher)
VII - Write three compound sentences, three complex sentences, and three compound-complex sentences.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
TRANSLATION OF SPANISH SENTENCES SECTION

This section will translate into English the Spanish sentences presented in the Transition Section of the manual.

Unit I:

1. La /libreta /esta /abierta.  
   the notebook is open

2. El /salón /esta /limpio.  
   the room is clean

3. La /camisa /esta /sucia.  
   the shirt is dirty

4. Ese /edificio /es /anocho.  
   the building is wide

5. Los /tres /libros /son /caros.  
   the three books are expensive

   the paper is yellow

   many churches are big

8. Las /carteras /son /negras.  
   the pocketbooks are black

9. Mis /lapices /son /rojos.  
   my pencils are red

    she is pretty
Unit II:

1. ¿Cuál /es /el /caballo /veloz? Which is the horse fast
Which is the fast horse?

2. El /dolor /es /muy /fuerte. the pain is very strong

3. ¿Está /la /temperatura /muy /alta? is the temperature very high

4. El /nuevo /estudiante /es /mi /primo. the new student is my cousin

5. ¿Quién /es /tu /doctor? who is your doctor

6. ¿Es /tu /hermano /un /actor? is your brother an actor

7. La /joven /preciosa /es /una /exelente girl is an excellent
doctor

8. ¿Cuál /es /el /plato /caro? Which is the dish expensive
Which is the expensive dish?

9. El /pelo /rubio /no /es /mi /favorito. the hair blonde not is my favorite
Blonde hair is not my favorite.

10. ¿Quién /es /sincero? who is sincere
Unit III:

1. Algunos estudiantes están caminando por el parque ahora. Some students are strolling by the park now.

2. Los niños están jugando en el salón en este momento. The children are playing in the room in this moment.

3. Los pájaros no están cantando en la jaula ahora. The birds are not singing in the cage now.

4. La tormenta está soplando fuertemente por los campos. The storm is blowing strongly over the fields.

5. La lluvia está cayendo en el techo ahora. The rain is falling on the roof now.

6. Muchas madres están cosiendo en sus máquinas ahora. Many mothers are sewing in their machines now.

7. Los estudiantes no están practicando en el salón de actos esta semana. The students are not practicing in the assembly room this week.

8. La banda militar está pasando por tu casa en este instante. The band military is going by your house in this instant.
Juana Ortiz is singing in the
cabaret /este /mes.
cabaret this month.

10. Mi /padre /está /cocinando /en /el
my father was cooking in the
patio /hoy.
yard today
Unit IV:

1. Los estudiantes están escribiendo cartas porque el colegio está desarrollando una campaña.

2. El periódico está diciendo que los estudiantes no están aprendiendo bien.

3. La gente está comprando muchas cosas aunque la economía está fallando.

4. Juan está llevando a Olga a la iglesia mientras que ella está saliendo a fiestas con Antonio.

5. El sargento está sonriendo con los soldados porque ellos le están comprando cigarros.

6. Todos los hombres están viendo la televisión desde que Iris Chacón está bailando en el programa.
7. El /Presidente /está /gozando /de /mucho
   The President is enjoying of much
   popularidad /porque /él /está /ayudando /a
   popularity because he is helping to
   la /nación.
   the nation

8. El /colegio /está /cerrando /temprano
   the college is closing early
   aunque /muchos /estudiantes /están /llegando
   even though many students are arriving
   tarde.
   late

9. El /jardinero /está /diciendo /por /todos
   the gardener is saying through all
   los /lugares /que /las /plantas /no /están
   the places that the plants not are
   creciendo /mucho /este /año.
   growing much this year

10. Los /maestros /están /pidiendo /muchos
    the teachers are asking many
    libros /mientras que /el /precio /está
    books while the price is
    subiendo /en /todas /las /librerías.
    rising in all the bookstores
Unit V

1. Una crisis produce mucho dolor a menos que estemos con nuestros seres queridos.

2. El parque central de la ciudad de Nueva York es un bello y tranquilo lugar hasta que la noche llega.

3. Muchos estudiantes no saben el sacrificio que cuesta estudiar.

4. El helicóptero vuela sobre el aeropuerto mientras la tormenta desciende sobre la ciudad.

5. Los niños ven los programas de televisión en la noche después que hacen sus asignaciones por la tarde.
6. El empleo del joven termina este mes si el presupuesto no es aprobado otra vez.

7. Las estrellas están brillando esta noche porque la luna no sale. Las Bermudas son islas que tienen una belleza natural.

8. Yo no estoy en el curso no tu en la clase.

9. Los indios desaparecerán de la tierra a menos que sus culturas se mantengan vivas.

10. El trabajo del joven termina este mes si el presupuesto no es aprobado otra vez. Las estrellas están brillando esta noche porque la luna no sale. Las Bermudas son islas que tienen una belleza natural. Los indios desaparecerán de la tierra a menos que sus culturas se mantengan vivas.
Unit VI

1. Hay /árboles /en /la /orilla /del
   there are trees in the shore of the
   río.
   river

   no there are pictures on the wall

   there is a door open in the wall

4. Hay /pan /en /la /alacena?
   is there bread in the pantry

   not there are much light in the room

   there is a fight in the corral

   there are maps on the table

8. Hay /tristeza /en /tu /alma?
   is there sadness in your soul

   there are many apples in the tree

10. Hay /un /periódico /sucio /sobre
    there is a newspaper dirty on
    la /mesa.
    the table
Unit VIII

1. El comisionado no permitirá una modificación en la ley menos que el senado apruebe el presupuesto.

2. El general visitará el regimiento en Fort Dix mañana después en /Fort Dix mañana después

almorzará langostas en el club

de oficiales a medio día.

3. Muchas bicicletas corren en el maratón pues el premio es muy grande.

4. La princesa no vendrá a la fiesta a menos que el príncipe venga con ella.
5. La /convención /esta /teniendo /éxito
the convention is having success
porque /los /conferencistas /son /personas
because the lecturers are persons
de /mucho /prestigio.
of much prestige

The crime will increase in the U.S.A.
hasta que /las /cortes /den /sentencias
until the courts give sentences
mas /severas
more severe

7. El /hogar /es /el /sitio /maravilloso
The home is the place marvelous
donde /la /familia /une /esfuerzos
where the family unites their efforts
por /toda /la /vida
for all the life

8. La /Casa Blanca /es /el /hogar /del
The White House is the home of
Presidente /en /Washington /aunque /el
President in Washington even though he
has another mansion in Camp David.

there are many sales in that store

10. El /concierto /se /celebrará /en /el
The concert itself will celebrate in the
Hotel Hilton /mañana /por /la /noche /y
Hotel Hilton tomorrow in the night and
habrá /un /banquete /después
there will be a banquet afterwards
Unit IX

1. Juan /y /Maria /van /al /campo
todos /los /dias.

2. El /periodico /esta /vendiendose /muy
caro.

3. Muchos /dias /pasaran /por /tu /vida
/y /pasaran /por /la /mia.

4. La /ley /es /para /el /crimen

5. Los /ninos /y /los /profesores /de
/la /escuela /no /iran /al /paseo

6. Los /hombres /estan /viendo /al /leon
comerse /el /conejo
eating eating itself the rabbit

7. La /television /enseña /al /nino /a
ver /los /misterios /del /mundo

8. Los /jovenes /tienen /muchas /cosas
que /ver /y /muchas /cosas /que
that to see and many things that
9. Veo /los /automobiles /bajando /la
(I) see the cars going down the

cuesta
hill

10. El /infante /quiere /comer /su /comida
The baby wants to eat his food
1. El /bebe /estaba /seguro /que /su \n    The baby was sure that his \n    /mama /estaba /en /la /casa \n    mother was in the house \n
2. Los /espejuelos /estaban /sobre /el \n    The glasses were over the \n    /escritorio /pero /el /no /los /vio \n    desk but he not them saw \n
3. Te /prometo /que /arreglare /la \n    To you promise that (I) will fix the \n    /television. \n        television \n
4. La /mujer /estaba /en /el /andén \n    the woman was in the platform \n    /mientras /la /lluvia /caía /silenciosamente \n    while the rain fell silently \n
5. El /embajador /persa /fue /muy \n    the ambassador Persian was very \n    /reservado /aunque /su /personalidad \n    reserved although his personality \n    /era /muy /agradable \n    was very amiable \n
6. Los /abanicos /eran /de /oro \n    the fans were of gold \n    /sin embargo /su /precio /no /era \n    nevertheless their price not was \n    /muy /alto \n    very high
7. Yo /no /copiare /la /conferencia
I not will copy the lecture

A menos que /el /profesor /lo /pida
unless the professor it asks

8. Te /sequire /dondequiera /que
I will follow whereever that

/vayas.
you go

9. La /televisión /estaba /prendida
The television was on

/cuando /los /niños /llegaron
when the children arrived

/de /la /escuela
of the school

10. El /esposo /de /mi /hermana /estaba
The husband of my sister was

/arreglando /el /carro /porque /se
fixing the car because themselves

/lo /pidieron
it (they) asked
Unit XI

1. El /cartero /pidió /un /aumento
   the mailman asked a raise
   /de /sueldo /pero /se /lo
   of salary but themselves it
   /se /negaron.
   denied

2. El /reloj /se /cayó /de /la
   the clock itself fell from the
   /mesa /sin embargo /no /se
   table nevertheless not itself
   /rompí
   broke

3. La /vaca /daba /mucho /leche
   the cow gave much milk
   /por consiguiente /su /valor /aumentó
   consequently its value increased

4. El /elevador /llegó /hasta /el
   the elevator arrived to the
   /quinto /piso /y /se /daño
   fifth floor and itself broke

5. La /montaña /esta /llena /de /nieve
   the mountain is full of snow
   /aunque /los /esquiadores /no /están
   although the skiers not are
   /contentos
   happy

6. La /bombilla /no /daba /mucho /luz
   the bulb not gave much light
   /de manera que /no /se /podía /leer
   consequently not itself could read
7. El /rio /estaba /crecido /debibo
the river was overflown due
/a /la /lluvia
to the rain

8. Pedro /estaba /muy /cansado /hasta que
was very tired until
/llego /al /baile
(he) arrived at the dance

9. El /sol /esta /lejos /de /la
the sun is far of the
/tierra /no obstante /nos /sostiene
earth however to us sustains
/la /vida
the life

10. La /tormenta /aumentaba /en
the storm increased in
/intensidad /sequn /se /acercaba
intensity as it came near
Unit XII

1. Muchas personas creen que una pata de conejo les trae suerte.
2. El cigarrillo ocasiona enfermedades a muchas personas.
3. La cerveza nos deja un sabor amargo en la boca.
4. El discurso del senador expresó las ideas de los otros senadores.
5. El telescopio enseña los misterios del universo al estudiante.
6. El paciente me compró un regalo.
7. El grupo musical presentó la zarzuela al Presidente.
8. El sacerdote predijo el sermón con mucha sinceridad.
9. La corporación vendió a Dr. Gonzalez, a mil acciones.

10. El paciente me compró un regalo.
Unit XIII

1. La /mujer /amueblo /el /apartamento
   the woman furnished the apartment
   /con /gusto /a pesar /de /que
   with taste although of that
   /tiene /poco /dinero.
   (she) had little money

2. El /parque /esta /mojando /no obstante
   the park es wet however
   /los /ninos /juegan /alegremente.
   the children play happily

3. La /policia /pasa /a menudo /por
   the police passes frequently by
   /la /calle /desde que /el /accidente
   the street since the accident
   /ocurrio.
   occurred

4. El /volcan /produjo /terremotos
   the volcano produced earthquakes
   while it was in activity

5. El /puente /fue /alzado /mientras
   the bridge was raised while
   /el /bote /pasaba.
   the boat went by

6. La /carretera /esta /muy /peligrosa
   the road is very dangerous
   /debido /a /la /nieve.
   due to the snow
7. El /fuego /destruyo /el /edificio
the fire destroyed the building
/puesto /que /estaba /hecho /le
because that was made of
/madera
wood

8. El /tren /se /retrasó
the train itself delayed
/de tal manera /que /llegamos /tarde
in such a manner that (we) arrived late

9. El /estudiante /termino /la /lección
the student finished the lesson
/antes /que /la maestra /le /llamara
before the teacher him called
/la /atención
the attention

10. El /frances /es /un /bello /lenguaje
the french is a beautiful language
/por consiguiente /debemos /estudiarlo
so (we) should study it
CHAPTER IV

THE EFFECTIVENESS OF A MANUAL FOR TEACHING WRITING TO ENGLISH AS A SECOND LANGUAGE HISPANIC COLLEGE STUDENTS: A PILOT TEST

Introduction

This chapter discusses the procedures that were used to field test the manual presented in the previous chapter, the implementation of measurement techniques to assess the effectiveness of the manual, the data analysis procedure which was followed; and the findings of the field testing.

The manual was field tested with four sections of ESL students. Two sections consisted of low elementary ESL students, denominated in the college course catalogue as ESL 1314, and two sections consisted of high elementary ESL students, denominated in the college course catalogue as ESL 1318. The four sections were divided into two groups: an experimental group and a control group. Each group consisted of two sections: an ESL 1314 section (low elementary), and an ESL 1318 section (high elementary). The ESL 1314 sections used the following grammar book as the course textbook:

English as a Second Language: An Interdisciplinary Approach.
Book I
by Dr. Clara Velazquez et al
The ESL 1318 sections used the following grammar book as the course textbook:

*English as a Second Language: An Interdisciplinary Approach, Book II*  
by Dr. Clara Velazquez et al

In addition, the experimental group was exposed to the manual developed in this dissertation. The ESL 1314 experimental section covered Units I through VII. The ESL 1318 experimental section covered Units VIII through XIV, although the material covered in the first seven units was reviewed in this latter section. The control group was not exposed to the manual.

The experimental group was taught by the researcher. The control group was taught by college faculty assigned by the administration of the program. Students were assigned to the sections following the registration procedures of the college. The researcher had not possible means through which to influence the selection of either the faculty or the student body assigned to the sections. The faculty teaching the control group did not know they were participating in a pilot test. This was done to avoid any possible "guinea pig" effect.
The Pilot Test Audience

The student body of the sections involved in the pilot test consisted of ESL Hispanic students regularly enrolled in the college. None of them knew they were participating in the pilot test. They represented many Latin American countries. The sections were co-ed. Most of the students enrolled in both sections of ESL 1314 were first-term freshmen in the college. Most of the students enrolled in both sections of ESL 1318 were second-term freshmen of the college. A few students in both sections were repeaters.

The ESL 1314X section (the experimental group) began the semester with 18 students who took the pre-test. Fourteen students took the post-test. Two students dropped the course during the semester, and two students were absent the day the post-test was given. Of the students who took the post-test, eleven were women and three men. The section can be broken down by country of origin as follows:

- Puerto Rico 8
- Santo Domingo 3
- Columbia 1
- Ecuador 1
- Did not answer 1

14

* X has been assigned to the experimental sections for the purpose of this dissertation.
The ESL 1314 section, control group, began the semester with thirty students. All took the pre-test. Twenty students took the post-test. Seven dropped the course during the semester, and three were absent the day the post-test was administered. Of the students who took the post-test, seven were women and thirteen men. The section can be broken down by country of origin as follows:

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santo Domingo</td>
<td>7</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>5</td>
</tr>
<tr>
<td>Ecuador</td>
<td>2</td>
</tr>
<tr>
<td>Perú</td>
<td>2</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
</tr>
<tr>
<td>Cuba</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1</td>
</tr>
<tr>
<td>Honduras</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

The ESL 1318X section, the experimental group, began the semester with twenty-eight students. All took the pre-test. Twenty-three students took the post-test. Three students dropped the course during the semester, and two students were absent the day the post-test was administered. Of the students who took the post-test, ten were women and thirteen men. The section can be broken down by country of origin as follows:
The ESL 1318 section, control group, began the semester with thirty-six students. All took the pre-test. Twenty-two students took the post-test. Five dropped the course during the semester, and nine were absent the day the post-test was administered. Of the students who took the post-test, fourteen were woman and eight men. The section can be broken down by country of origin as follows:

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santo Domingo</td>
<td>12</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>5</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
</tr>
<tr>
<td>Cuba</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>San Salvador</td>
<td>1</td>
</tr>
<tr>
<td>Did not answer</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

The total audience of the pilot test consisted of 112 students who took the pre-test, and 79 students who took both the pre- and the post-tests. Of the latter figure, 17 dropped the course during the semester, and 16 were absent the day that the post-test was administered. Of
the students who took the post-test, 42 were women and 37 men. The total audience that took both tests could be broken down by country of origin as follows:

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santo Domingo</td>
<td>36</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>23</td>
</tr>
<tr>
<td>Ecuador</td>
<td>6</td>
</tr>
<tr>
<td>Colombia</td>
<td>3</td>
</tr>
<tr>
<td>Cuba</td>
<td>2</td>
</tr>
<tr>
<td>Honduras</td>
<td>2</td>
</tr>
<tr>
<td>Perú</td>
<td>2</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1</td>
</tr>
<tr>
<td>San Salvador</td>
<td>1</td>
</tr>
<tr>
<td>Did not answer</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

The Pilot Test Instruments

The instruments used for the pilot test were two tests especially designed for the study. One test was used as the pre-test, and the other test was used as the post-test. Both tests were based on the pedagogical aims of the manual. These aims were stated in thirty-seven goals. The goals were subdivided into sixty performance objectives. All
goals and performance objectives were syntactical in nature. Tables 1 and 2 on pages 94-103 of Chapter III detail the goals and performance objectives of the manual.

The tests were constructed with test items derived from the performance objectives of the manual. The performance objectives were classified as appropriate for test items or as inappropriate for test items. Ten performance objectives were classified as inappropriate for test items. Of these, three performance objectives, number 35, 38, and 39, were declared inappropriate for test items because the performances they measured were intended for emphasis. They described structures moved from one section of the sentence to another section of the sentence for the purpose of emphasis. Emphasis is an effect which is very difficult to express in a test item. The remaining seven performance objectives, numbers 2, 3, 33, 34, 37, 43, and 56, were considered inappropriate for test items because their performance had already been measured by other test items. Duplication was avoided in this manner.

Two test items were constructed for each one of the fifty performance objectives classified as appropriate for test items. One test item from each performance objective was assigned to each test. The tests were denominated Test I, Odd Version, and Test II, Even Version. The test
items were assigned to each test using a simple random procedure. Table 1 presents the test items, the test and number the items were assigned to, and the performance objective each test item measures. A copy of both tests are presented in the Addenda at the end of this dissertation.

**Pilot Testing Procedures**

Testing procedures consisted on the administration of a pre-test and a post-test. The pre-test was administered during the first week of classes in mid-September. The post-test was administered the third week of the month of November. All tests were administered the same week.

**Pilot Test Data Analysis**

The data was transferred from the testing instruments to the computer at the University of Massachusetts. Subprogram Frequencies and Crosstabs were used. The major purpose behind the analysis efforts which followed was to determine the pedagogical impact of the manual on the experimental groups when compared with the control groups.
## Table 1

**Sentences for the Test Items**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item #</th>
<th>Sentences</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test I</td>
<td>Test II</td>
<td></td>
<td>Objective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The birds/sing/in the morning/to brighten the day.</td>
<td>Measured</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>S V T C</td>
<td>51</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>sharing/a good/meal</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>part</td>
<td>mod N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>twice a week.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>The teacher/gives/Roberto/an assignment/in class</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>S V I D P</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>an/hour</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>art</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>to read/the exciting/novel</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>is/going/near</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The new typewriter/is/here.</td>
<td>10</td>
</tr>
</tbody>
</table>

The new typewriter/is/here.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Item #</th>
<th>Sentences</th>
<th>P.O.</th>
<th>Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test I</td>
<td>Test II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>by/him</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prep pron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>The nurse/read/the magazine/to Betsy/in his room last night.</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V D P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>My sons/play/bingo/in the house/every night.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V D P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>We/do not_study/in Manhattan.</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S X V P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>That boat/is/their home.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V pred nom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Soldiers/do/heroic acts/in the battlefield/during times of war/to earn fame.</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V D P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>near/a/house</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prep art N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item #</th>
<th>Sentences</th>
<th>P.O.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in</td>
<td></td>
<td>Measured</td>
</tr>
<tr>
<td>Test I</td>
<td>Test II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>my/piano</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>poss N</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Santos and Antonia/went to the movies.</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S pred</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Do/they/come/to this college?</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X S V P</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>are/not/eating that food</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V neg VC</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Whom/is/she/writing/the letter to?</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q X S V C</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Carlos/buys/in the suburbs/during the week.</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V P T</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>The army officer/will write/his family/a letter</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V I D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in army stationery/every month/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P T</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>around/the park</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prep art N</td>
<td></td>
</tr>
<tr>
<td>Item #</td>
<td>Sentences</td>
<td>P.O. Measured</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in Test I</td>
<td>in Test II</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>There is salt in the shaker.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>int</td>
<td>V</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>13</td>
<td>while they were in the store</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>conj</td>
<td>SV</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>to see my older brother</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>inf</td>
<td>mod</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The President signed the bill last night.</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>D</td>
<td>T</td>
</tr>
<tr>
<td>14</td>
<td>Where does the teacher study psychology?</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>X</td>
<td>S</td>
<td>VD</td>
</tr>
<tr>
<td>15</td>
<td>He paints.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>for my beautiful sister</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>prep</td>
<td>mod</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Who drinks coffee in this table?</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>QS</td>
<td>V</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>16</td>
<td>quite unexpectedly loud</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>adv</td>
<td>adv</td>
<td>adj</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Item # in Test I</th>
<th>Item # in Test II</th>
<th>Sentences</th>
<th>P.O. Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
<td>My brother does not sleep/in my house/since he had/the fight.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SV P conj</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>The car/hit/me.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V D</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Is/Carlos/in the room?</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v &lt;</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>that/money</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dem N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>adj</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>a/fast/car</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>art adj N</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>dancing/the difficult/ballet</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>part mod N</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
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<td></td>
<td>Beside/her</td>
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</tr>
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<td>We/never/go.</td>
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<td>before/they matriculated/in college</td>
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<td></td>
<td>conj SV P</td>
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<td>S V D</td>
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<td>Josefa/sees/a movie/in this theater/every week.</td>
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<td>Q X S VT</td>
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<td>those/horses</td>
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<td></td>
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<td>dem N adj</td>
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<td>My father/drives.</td>
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<td></td>
<td>S V</td>
<td></td>
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<td></td>
<td>to bring/the new/car</td>
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<td></td>
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<td>inf mod N</td>
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<td>The dog/is/not/well.</td>
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<td></td>
<td></td>
<td>S V neg pred adj</td>
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this morning.
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<td>Performers/sing/ballets/in theaters/ S V D P</td>
<td>53</td>
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<td>30</td>
<td></td>
<td>every night/to earn money. T C</td>
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<td>Rebecca/rents/the car/in the airport. S V D P</td>
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<td>They/are/not/in this room. S V neg P</td>
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<tr>
<td>31</td>
<td></td>
<td>The cats/are/black. S V pred</td>
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<td>There/is/a tree/in the yard. S P</td>
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<td>Flora/is coming/to school. S V P</td>
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<td>Item # in Test I</td>
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<td>------------------</td>
<td>------------------------------------------------</td>
<td>---------------</td>
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<td>They/rarely/read.</td>
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<td>to hear/the good/news</td>
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<td></td>
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<td>SV P T</td>
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<td>35</td>
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<td>He/is/the teacher.</td>
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<tr>
<td></td>
<td></td>
<td>S V pred nom</td>
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<td>P</td>
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<td></td>
<td></td>
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<td>He/is/in the college/learning conventional English.</td>
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Table 1 (continued)

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<th>Item #</th>
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<th>P.O. Measured</th>
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<td>in Test I in Test II</td>
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<td>The judge/asked/the witness/in the trial/ to take the stand.</td>
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<td></td>
<td>S V D P</td>
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<tr>
<td>38</td>
<td>almost/exclusively/mine adv adv adj</td>
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<td>presenting/your personal/opinion part mod N</td>
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<td>int V S P</td>
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<td>to/sing</td>
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<td>S</td>
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Table 1 (continued)

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<td></td>
<td>conj SV D</td>
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<td></td>
<td>int V S P</td>
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<td>S V P</td>
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<td>Does/he/ride/in the subway/every day?</td>
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<td>X S V P T</td>
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<td>43</td>
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<td>Are/you/a student?</td>
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<td>V S pred nom</td>
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<td>the/red/flower</td>
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<td></td>
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<td>Rita/studies at night.</td>
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<td>Item II</td>
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<td>my/big/car</td>
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<td></td>
<td></td>
<td>poss mod N</td>
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<td></td>
<td>The students are taking/the teachers to the subway/</td>
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<td>for/they are leaving/the city.</td>
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<td>conj SV D</td>
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<td>on/the/table</td>
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<td>The buildings/are/tall.</td>
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<td></td>
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Table 2 and Table 3 present a reconciliation of performance objectives and test items by tests. Table 2 details Test I, and Table 3 details Test II.
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### Reconciliation - Table 2

#### Test I

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<td>measured by p. o. 31</td>
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measured by p.o.s 40 - 42

measured by p. o. 57
Pilot Test Findings

This section will present the results of the pilot test. An item by item breakdown is presented by group. No interpretation of the results will be presented in this chapter in order to preserve the clarity of the findings. Discussion of the findings will be reserved for Chapter V.

Table 4 through 9 present the findings of the pilot test. These findings will not be analyzed in this chapter. The analysis of the findings will be reserved for Chapter V.

Table 4 and Table 5 detail the number and percentage of students who achieved each objective by answering correctly the item that measures it. Table 6 and Table 7 detail a breakdown of the achievement of the objectives according to seven criteria. The criteria are:

Criterion Number 1: The group achieved full mastery. This criteria is defined as 100 per cent of the students answering the item correctly.

Criterion Number 2: The group achieved mastery. This criteria is defined as less than 75 per cent of the students answering the item correctly in the pre-test and 75 per cent or more students giving correct answers in the post-test.

Criterion Number 3: The group kept mastery. This criteria is defined as the number of students answering the
item correctly in the pre-test and the post-test not falling below the 75 per cent level.

Criterion Number 4: Over half of the group achieved mastery. This criteria is defined as the percentage of students answering the item correctly increasing from 50 per cent or less to over 50 per cent.

Criterion Number 5: The group maintained a lack of mastery. This criteria is defined as the number of correct answers increasing when both tests are compared but totaled less than 75 per cent of the students taking the tests.

Criterion Number 6: Group reversion. This criteria is defined as a decrease in the number of students who answered the item correctly when both tests are compared, the group remaining, however, below the 75 per cent level.

Criterion Number 7: The group lost mastery. This criteria is defined as the group scoring on the pre-test at the 75 per cent or over level and scoring on the post-test below the 75 per cent level.
Table 4
Breakdown of Number and Percentage of Students Achieving Each Objective
Low Elementary Level

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* Mastery of the objective
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### Table 5

Breakdown of Number and Percentage of Students Achieving Each Objective

High Elementary Level

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** Lack of mastery of the objective
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<td>1. To write articles before nouns</td>
<td>net gain of 1 group achieved full mastery</td>
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<td>4. To begin noun phrases with demonstrative adjectives</td>
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<td>5. To start noun phrases with possessive adjectives</td>
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<td>6. To end noun phrases with nouns</td>
<td>net loss of 1 group kept mastery</td>
<td>net gain of 2 group kept mastery</td>
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<td>7. To place modifiers between the beginning and the end of the noun phrases</td>
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<td>8. To position a noun before the verb in the subject position of the sentence</td>
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<td>9. To put a pronoun before a verb in the subject position of the sentence</td>
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<td>net loss of 3</td>
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<td>group lost mastery</td>
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<td>no gain, no loss</td>
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<td>10. To place the noun phrase before the verb in the subject position of the sentence</td>
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<td>net gain of 5</td>
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<td>11. To write the syntactical pattern: Subject-verb</td>
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<td>12. To place adjectives before the verb to be in the predicate adjective position of the sentence</td>
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<td>13. To position a noun phrase after the verb to be in the predicate nominative position of the sentence</td>
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<td>net loss of 2</td>
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<td>group reversion</td>
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<td>group kept mastery</td>
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Table 6 (continued)

Low Elementary Level Performance Objectives

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<tr>
<td>14. To situate the negatant not after the verb <strong>to be</strong></td>
<td>net gain of 9 group achieved mastery</td>
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<tr>
<td>15. To formulate Yes/No questions by placing the verb <strong>to be</strong> before the subject of the sentence</td>
<td>net gain of 6 group achieved mastery</td>
<td>net gain of 1 group kept mastery</td>
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<td>16. To begin information questions with a question word</td>
<td>net gain of 18 group achieved mastery</td>
<td>net gain of 2 over half of the group achieved mastery</td>
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<tr>
<td>17. To write the syntactical pattern: subject-verb-time</td>
<td>net gain of 3 group kept mastery</td>
<td>net gain of 1 group achieved full mastery</td>
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<td>18. To begin a prepositional phrase with a preposition</td>
<td>net loss of 1 group reversion</td>
<td>net gain of 4 group achieved mastery</td>
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<td>19. To end a prepositional phrase with a noun</td>
<td>net loss of 4 group reversion</td>
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<td>20. To complete a prepositional phrase with a pronoun</td>
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<td>21. To write modifiers between the beginning and the end of a prepositional phrase</td>
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<td>22. To situate the verb auxiliary before the main verb in statements</td>
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<td>net gain of 3 group achieved full mastery</td>
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<td>23. To position the negatant not in the middle of the verb phrase</td>
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<td>24. To write the syntactical pattern: subject-verb-place-time</td>
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<td>25. To put the direct objects immediately after the verb</td>
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<tr>
<td>26. To construct sentences with the syntactical pattern: subject-verb-direct object-place-time</td>
<td>net gain of 1 group remained with lack of mastery</td>
<td>net gain of 6 over half of the group achieved mastery</td>
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<td>net gain of 3 group remained with lack of mastery</td>
<td>net gain of 7 group achieved mastery</td>
</tr>
<tr>
<td>28. To situate a verb auxiliary between the question word and the subject in information questions</td>
<td>net gain of 6 group remained with lack of mastery</td>
<td>net gain of 7 group achieved mastery</td>
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<tr>
<td>29. To place adverbs of degree answering the question, How Much?, within the verb phrase they modify</td>
<td>net gain of 1 group remained with lack of mastery</td>
<td>net gain of 2 group remained with lack of mastery</td>
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<td>30. To position adverbs of degree answering the question, How much?, within the verb phrase they modify</td>
<td>net gain of 3 group remained with lack of mastery</td>
<td>net gain of 1 group remained with lack of mastery</td>
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<td>31. To situate adverbs of degree answering the question, How long?, after the verb they modify</td>
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<td>32. To put adverbs of manner before the word they modify</td>
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<td>36. To situate adverbs of frequency before the verb they modify</td>
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<td>group remained with lack of mastery</td>
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<td>40. To place the introducer at the beginning of the sentence</td>
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<td>net gain of 6</td>
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<td>over half of the group achieved mastery</td>
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<td>41. To write the verb after an introducer in sentences with introducers</td>
<td>net gain of 7</td>
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<td>42. To put the subject after the verb in statements with introducers</td>
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<td>net gain of 4</td>
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<td>44. To place any grammatical element of the syntactical pattern: subject-verb-direct object-place-time in its relative position when elements of the pattern are missing</td>
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<td>group achieved mastery</td>
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<td>45. To put the predicate after the subject in statements</td>
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<td>46. To situate the word to before the simple form of the verb to construct infinitives</td>
<td>net loss of 2 group kept mastery</td>
<td>net gain of 3 group achieved full mastery</td>
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<td>47. To begin infinitive phrases with an infinitive</td>
<td>net gain of 5 group remained with lack of mastery</td>
<td>net gain of 2 group remained with lack of mastery</td>
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<td>48. To end infinitive phrases with noun phrases</td>
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<td>49. To commence participial phrases with a participle</td>
<td>net gain of 3 group remained with lack of mastery</td>
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<tr>
<td>50. To complete participial phrases with noun phrases</td>
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<td>51. To occupy the complement position of a sentence with an infinitive phrase</td>
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<td>52. To fill the complement position of a sentence with a participial phrase</td>
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<td>53. To write sentences with the syntactical pattern: subject-verb-direct object-place-time-complement</td>
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<td>54. To situate indirect objects before the direct object of the sentence</td>
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<td>55. To place the indirect object after the direct object in a sentence</td>
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<td>57. To construct complex sentences with the syntactical pattern: clause-conjunction-clause</td>
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<td>58. To begin a dependent adverbial clause with a subordinating conjunction</td>
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<td>59. To place the subject and the verb of a dependent adverbial clause in a complex sentence after the subordinating conjunction</td>
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<td>60. To write dependent adverbial clauses following independent clauses in a complex sentence</td>
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<td>7. To place modifiers between the beginning and the end of the noun phrase</td>
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<td>net gain of 4 over half of the group achieved mastery</td>
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<td>8. To position a noun before the verb in the subject position of the sentence</td>
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<tr>
<td>9. To put a pronoun before a verb in the subject position of the sentence</td>
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<td>10. To place the noun phrase before the verb in the subject position of the sentence</td>
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<td>11. To write the syntactical pattern: Subject-verb</td>
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<td>net gain of 2 group achieved full mastery</td>
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<tr>
<td>12. To place adjectives after the verb to be in the predicate position of the sentence</td>
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<td>net gain of 1 group kept mastery</td>
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<td>13. To position a noun phrase after the verb to be in the predicate nominative position of the sentence</td>
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<td>15. To formulate Yes/No question by placing the verb to be before the subject of the sentence</td>
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<td>net gain of 6 group achieved mastery</td>
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<td>net gain of 3 group remained with lack of mastery</td>
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<td>20. To complete a prepositional phrase with a pronoun</td>
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<td>36. To situate adverbs of frequency before the verb they modify</td>
<td>net loss of 9 group reversion</td>
<td>net gain of 5 over half of the group achieved mastery</td>
</tr>
<tr>
<td>40. To place the introducer at the beginning of the sentence</td>
<td>net loss of 2 group reversion</td>
<td>net loss of 1 over half of the group achieved mastery</td>
</tr>
<tr>
<td>41. To write the verb after an introducer in sentences with introducers</td>
<td>net gain of 5 group remained with lack of mastery</td>
<td>net gain of 7 group remained with lack of mastery</td>
</tr>
<tr>
<td>42. To put the subject after the verb in statements with introducers</td>
<td>net gain of 7 group achieved mastery</td>
<td>get gain of 4 group achieved mastery</td>
</tr>
<tr>
<td>44. To place any grammatical element of the syntactical pattern: subject-verb-direct object-place-time in its relative position when elements of the pattern are missing</td>
<td>net gain of 3 group achieved mastery</td>
<td>net gain of 5 group achieved mastery</td>
</tr>
<tr>
<td>High Elementary Level Performance Objectives</td>
<td>Control Group</td>
<td>Experimental Group</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>45. To put the predicate after the subject in statements</td>
<td>net gain of 2 group kept mastery</td>
<td>net gain of 1 group kept mastery</td>
</tr>
<tr>
<td>46. To situate the word to before the simple form of the verb to construct infinitives</td>
<td>net loss of 2 group kept mastery</td>
<td>net gain of 2 group achieved full mastery</td>
</tr>
<tr>
<td>47. To begin infinitive phrases with an infinitive</td>
<td>net loss of 7 group reversion</td>
<td>net gain of 14 over half of the group achieved mastery</td>
</tr>
<tr>
<td>48. To end infinitive phrases with noun phrases</td>
<td>net gain of 3 over half of the group achieved mastery</td>
<td>net gain of 7 over half of the group achieved mastery</td>
</tr>
<tr>
<td>49. To commence participial phrases with a participle</td>
<td>net loss of 10 group reversion</td>
<td>net gain of 2 over half of the group achieved mastery</td>
</tr>
<tr>
<td>50. To complete participial phrases with noun phrases</td>
<td>net loss of 12 group reversion</td>
<td>net gain of 8 over half of the group achieved mastery</td>
</tr>
<tr>
<td>51. To occupy the complement position of a sentence with an infinitive phrase</td>
<td>net loss of 5 group reversion</td>
<td>net loss of 2 group reversion</td>
</tr>
</tbody>
</table>
Table 7 (continued)

<table>
<thead>
<tr>
<th>High Elementary Level Performance Objectives</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. To fill the complement position of a sentence with a participial phrase</td>
<td>net loss of 11 group reversion</td>
<td>net loss of 1 group reversion</td>
</tr>
<tr>
<td>53. To write sentences with the syntactical pattern: subject-verb-direct object-place-time-complement</td>
<td>net gain of 2 group remained with lack of mastery</td>
<td>net gain of 5 group remained with lack of mastery</td>
</tr>
<tr>
<td>54. To situate indirect objects before the direct object of the sentence</td>
<td>net gain of 1 group remained with lack of mastery</td>
<td>net loss of 2 group reversion</td>
</tr>
<tr>
<td>55. To place the indirect object after the direct object in a sentence</td>
<td>net gain of 3 group remained with lack of mastery</td>
<td>net gain of 9 over half of the group achieved mastery</td>
</tr>
<tr>
<td>57. To construct complex sentences with the syntactical pattern: clause-conjunction-clause</td>
<td>net gain of 4 group remained with lack of mastery</td>
<td>net gain of 1 group remained with lack of mastery</td>
</tr>
<tr>
<td>High Elementary Level Performance Objectives</td>
<td>Control Group</td>
<td>Experimental Group</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>58. To begin a dependent adverbial clause with a subordinating conjunction</td>
<td>net loss of 5 group reversion</td>
<td>net gain of 3 group remained with lack of mastery</td>
</tr>
<tr>
<td>59. To place the subject and the verb of a dependent adverbial clause in a complex sentence after the subordinating conjunction</td>
<td>net gain of 12 group remained with lack of mastery</td>
<td>net gain of 5 over half of the group achieved mastery</td>
</tr>
<tr>
<td>60. To write dependent adverbial clauses following independent clauses in a complex sentence</td>
<td>net gain of 3 group remained with lack of mastery</td>
<td>net gain of 6 group remained with lack of mastery</td>
</tr>
</tbody>
</table>
Tables 8 and 9 compare the goal achievement of the control and the experimental groups in each level using the seven criteria as the basis for comparison.
Table 8

Comparison of the Control Group Versus the Experimental Group in Achieving Goals Set Forth in the Manual

Low Elementary Level

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group achieved full mastery (100% of the students answered correctly)</td>
<td>1, 4, 45</td>
</tr>
<tr>
<td>The group achieved mastery (the group began the semester with less than 75% of students answering correctly and increased to 75% or more answering correctly)</td>
<td>14, 15, 16, 20, 22</td>
</tr>
<tr>
<td>The group kept mastery (the number of students who answered correctly increased or decreased but the group did not fall below the 75% level)</td>
<td>5, 6, 8, 11, 17, 25, 46</td>
</tr>
<tr>
<td>Over half of the group achieved mastery (from 50% of the students or less to over 50% of the students answered correctly)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>18, 19, 20, 25, 27, 28, 31, 44</td>
</tr>
<tr>
<td></td>
<td>6, 8, 9, 12, 13, 14, 15, 23</td>
</tr>
<tr>
<td></td>
<td>7, 16, 21, 24, 26, 42, 48, 49</td>
</tr>
</tbody>
</table>
Table 8 (continued)

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group remained with lack of mastery (the number of correct answers increased but did not reach 75% of the students)</td>
<td>7, 26, 27, 28, 29, 30, 36, 41, 42, 47, 48, 49, 50, 51, 52, 53, 54, 57, 60</td>
</tr>
<tr>
<td>Group reversion (the number of students who answered correctly decreased: the group fell or remained below the 75% level)</td>
<td>13, 18, 19, 21, 24, 31, 32, 44, 55, 58, 59</td>
</tr>
<tr>
<td>The group lost mastery (the group began the semester with a 75% or over level and decreased to below the 75% level)</td>
<td>9, 10, 12, 23</td>
</tr>
<tr>
<td></td>
<td>29, 30, 32, 36, 47, 51, 53, 54, 55, 57, 58, 59, 60</td>
</tr>
<tr>
<td></td>
<td>50, 52</td>
</tr>
<tr>
<td></td>
<td>none</td>
</tr>
</tbody>
</table>
Table 9
Comparison of the Control Group Versus the Experimental Group in Achieving Goals Set Forth in the Manual
High Elementary Level

<table>
<thead>
<tr>
<th>The group achieved full mastery (100% of the students answered correctly)</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 5, 8, 11, 12, 13</td>
<td>1, 5, 10, 11, 17, 22, 46</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The group achieved mastery (the group began the semester with less than 75% of students answering correctly and increased to 75% or more answering correctly)</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>15, 18, 19, 31, 42, 44</td>
<td>9, 14, 15, 16, 20, 25, 26, 27, 42, 44</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The group kept mastery (the number of students who answered correctly increased or decreased, but the group did not fall below the 75% level)</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 6, 9, 10, 14, 17, 22, 23, 45, 46</td>
<td>4, 6, 8, 12, 13, 18, 45</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Over half of the group achieved mastery (from 50% of the students or less to over 50% of the students answered correctly)</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>32, 48</td>
<td>7, 24, 28, 30, 36, 40, 47, 48, 49, 50, 55, 59</td>
<td></td>
</tr>
</tbody>
</table>
Table 9 (continued)

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group remained with lack of</td>
<td>7, 21, 24, 26,</td>
<td>19, 21, 29, 31, 41,</td>
</tr>
<tr>
<td>mastery (the number of correct</td>
<td>27, 28, 41, 53,</td>
<td>53, 57, 58, 60</td>
</tr>
<tr>
<td>answers increased but did not reach</td>
<td>54, 55, 57, 59,</td>
<td></td>
</tr>
<tr>
<td>75% of the students)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Group reversion (the number of</td>
<td>29, 30, 36, 40,</td>
<td>32, 51, 52, 54</td>
</tr>
<tr>
<td>students who answered correctly</td>
<td>47, 49, 50, 51,</td>
<td></td>
</tr>
<tr>
<td>decreased; the group fell or</td>
<td>52, 58</td>
<td></td>
</tr>
<tr>
<td>remained below the 75% level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group lost mastery (the group</td>
<td>16, 20, 25</td>
<td>23</td>
</tr>
<tr>
<td>began the semester with a 75% or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>over level and decreased to below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the 75% level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter IV presented the results of a pilot study conducted to implement the Manual for Teaching Writing to English as a Second Language to Hispanic College Students. The chapter also detailed the goals and performance objectives of the manual together with the pre- and post-test items designed to measure these objectives, and the degree of mastery achieved by the groups in each objective. This degree of mastery was categorized into seven different criteria. The seven criteria are: (1) the group achieved full mastery, (2) the group achieved mastery, (3) the group kept mastery, (4) over half of the group achieved mastery, (5) the group remained with lack of mastery, (6) group reversion, and (7) the group lost mastery. Tables indicated the number and percentage of students, in each of the four groups, who mastered the objective as evidenced by a correct response in the item which measured the objective. Lastly, the groups were compared in their achievement to the goals set up in the manual.
Chapter V will analyze these findings in order to determine the effectiveness of the manual and to ascertain the changes, if any, needed to improve it for the fulfillment of its pedagogical purpose. The analysis that follows will compare the results of the pre- and post-tests administrations using the seven criteria as a frame of reference.

**Discussion of Findings: Low Elementary Level**

The control group in this level achieved full mastery, defined as 100 percent of the group taking the post-test answering the item correctly, in three performance objectives when the pre- and the post-tests were compared. All three performance objectives showed an increase in students' correct responses when both tests were compared while the experimental group achieved full mastery in eleven performance objectives. All eleven performance objectives reflected an increase in students' correct responses when both tests were compared. Both groups achieved full mastery in Performance Objectives 1, 4, and 45.

In the second criterion, defined as 75 percent of the group taking the post-test answering the item correctly, the control group achieved mastery in five performance objectives. All five performance objectives
presented an increase in students' correct responses when the two tests were compared while the experimental group achieved mastery in eight performance objectives. All eight performance objectives reflected an increase in students' correct responses. Both groups achieved mastery in Performance Objective 20.

In the third criterion, defined as an increase or decrease in the number of students answering the item correctly with the group as a whole maintaining its level at 75 percent or more, the control group kept the mastery it had evidenced in the pre-test when the post-test was administered, in seven performance objectives. Of these, three performance objectives exhibited an increase in the students' correct responses when the two tests were compared, two performance objectives showed a decrease in correct responses, and two students did not evidence any gain or loss. The experimental group achieved eight performance objectives in this category. Six of these performance objectives evidenced an increase in students' correct responses, and two did not show any gain or loss in the number of correct responses. Both groups achieved this mastery in Performance Objectives 6 and 8.

In the fourth criterion, defined as an increase to over 50 percent in the number of students answering the
item correctly with the group as a whole maintaining its level below 75 percent, the control group achieved one performance objective in this category while the experimental group achieved eight performance objectives in this category. All 8 performance objectives evidenced an increase in students' correct responses when the two tests were compared. The two groups did not share any performance objective in this category.

In the fifth criterion, defined as an increase in the number of students answering the item correctly which does not reach the 75 percent level, the control group remained with lack of mastery in 19 performance objectives. Eighteen performance objectives exhibited an increase in students' correct responses. One performance objective that remained did not evidence any gain or loss. The experimental group achieved 13 performance objectives in this category. Of these, nine performance objectives manifested an increase in students' correct responses, and 4 performance objectives did not evidence any gain or loss. Six performance objectives, 29, 30, 36, 47, 51, and 60, in this category were shared by both groups.

The sixth criterion has been denominated group reversion. This category is defined as a decrease in the
number of students answering the item correctly in the post-test when compared with the pre-test with the overall average remaining below the 75 percent level. The control group had eleven performance objectives in this category while the experimental group held two performance objectives in this category. Performance Objectives 51 and 52 were shared by both groups in this category.

The last category in this analysis is that category where the group lost the mastery it had presented in the pre-test. The control group had four performance objectives in this category. All of these performance objectives evidenced a decrease in the students' correct responses when both tests were compared while the experimental group did not have any performance objective in this category.

The control group as a whole manifested increases in students' correct responses in 30 performance objectives, evidenced decreases in 17 performance objectives and did not evidence any gain or loss in three performance objectives. The experimental group manifested increases in students correct responses in 42 performance objectives, manifested decreases in two performance objectives, and did not evidence any gain or loss in 6 performance objectives.
It can be said that although there is no significant statistical difference between the two groups, the results show that the experimental groups achieved mastery in more performance objectives than the control group and presented less performance objectives where a decrease of mastery was evidenced, thus giving support to the position that the manual, with the revisions to be recommended, serves its purpose. Tables 1 through 4 illustrate these findings.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Mastery</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Mastery not lost 50%</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mastery Lost</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Reversion Group</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Mastery Over</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Mastery</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 2
Breakdown of Students' Responses by Criteria--Low Elementary Level

<table>
<thead>
<tr>
<th></th>
<th>1 100% Mastery</th>
<th>2 75% Mastery</th>
<th>3 Mastery not lost</th>
<th>4 Over 50%</th>
<th>5 Kept Mastery</th>
<th>6 Reversion</th>
<th>7 Mastery Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase in</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students'</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Experimental</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Control</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Decrease in</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students'</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Experimental</td>
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<tr>
<td>Control</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td><strong>No Gain,</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No Loss in</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students'</strong></td>
<td></td>
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<tr>
<td><strong>Correct</strong></td>
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</tr>
<tr>
<td><strong>Response</strong></td>
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<td>Criteria</td>
<td>Performance Objectives</td>
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</tr>
<tr>
<td>-------------------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 100% Mastery</td>
<td>1, 4, 45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 75% Mastery</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Mastery not lost</td>
<td>6, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Over 50% Mastery</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Kept Mastery</td>
<td>29, 30, 36, 47, 51, 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Group Reversion</td>
<td>51, 52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Mastery Lost</td>
<td>none</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Table 4

Overall Comparison—Low Elementary Level

<table>
<thead>
<tr>
<th></th>
<th>Increase in Students' Correct Responses</th>
<th>Decrease in Students' Correct Responses</th>
<th>No Gain No Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>
Discussion of Findings: High Elementary Level

The results of the pilot test in the high elementary level present a similar picture. In the first criterion, the control group achieved full mastery in six performance objectives. All six performance objectives indicated an increase in the students' correct responses. The experimental group achieved full mastery in seven performance objectives. All seven performance objectives in this category showed an increase in students' correct responses. Both groups achieved full mastery in Performance Objectives 5 and 11 in this category.

In the second criterion, the control group achieved mastery as defined in this dissertation, in six performance objectives. All six performance objectives reflected an increase in students' correct responses. The experimental group achieved mastery in ten performance objectives. All ten performance objectives reflected an increase in students' correct responses. Performance Objectives 15, 42, and 44 achieved this type of mastery in both groups.

In the third criterion, the control group kept the mastery it reflected in the pre-test in ten performance objectives. Of these, five performance objectives reflected an increase in students' correct responses, three
reflected a decrease in students' correct responses, and two did not show any gain or loss in students' responses. The experimental group kept its mastery in seven performance objectives. Of these, five showed an increase in students correct responses, and two did not reflect gain or loss in students' responses. Both groups shared Performance Objectives 6 and 45 in this category.

In the fourth criterion, over half of the control group achieved mastery in two performance objectives. Both performance objectives showed an increase in students' correct response. The experimental group had 12 performance objectives in this category. Of these, 11 performance objectives reflected an increase in students' correct responses, and one performance objective reflected a decrease in students' correct response. Both groups achieved this type of mastery in Performance Objective 48.

In the fifth criterion, 12 performance objectives remained with lack of mastery in the control group. All 12 performance objectives presented increases in students' correct responses. The experimental group had nine performance objectives in this category. Of these, seven performance objectives reflected an increase in students' correct responses and two performance objectives did not
reflect gain or loss in the students' responses. Both groups shared Performance Objectives 21, 57, and 60 in this category.

The control group exhibited reversion in ten performance objectives. The experimental group exhibited reversion in four performance objectives. Both groups shared Performance Objectives 51 and 52 in this category.

In the seventh criterion, the control group lost the mastery exhibited in the pre-test in three performance objectives. The experimental group had one performance objective in this category. All performance objectives in this criterion reflected a decrease in students' correct responses. No performance objective was shared by the groups in this category.

The control group as a whole manifested increases in correct students' responses in 31 performance objectives, evidenced decreases in 16 performance objectives, and did not evidence any gain or loss in two performance objectives. The experimental group manifested increases in 40 performance objectives, evidenced decreases in six performance objectives, and did not evidence any gain or loss in four performance objectives.

In this level, the experimental group also evidenced more performance objectives with mastery and less
performance objectives where mastery was lost, therefore, supporting the manual's efficiency. Tables 5 through 8 illustrate these findings.
Table 5

Total of Performance Objectives Achieved by Criteria--High Elementary Level

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 100% Mastery</th>
<th>2 75% Mastery</th>
<th>3 Mastery not lost</th>
<th>4 Over 50%</th>
<th>5 Kept Mastery</th>
<th>6 Group Reversion</th>
<th>7 Mastery Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Control</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>
### Table 6

Breakdown of Students' Responses by Criteria—High Elementary Level

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% Mastery</td>
<td>75% Mastery</td>
<td>Mastery not lost</td>
<td>Over 50%</td>
<td>Kept Mastery</td>
<td>Group Reversion</td>
<td>Mastery Lost</td>
</tr>
<tr>
<td>Increase in Students' Correct Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Control</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Decrease in Students' Correct Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Control</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>No Gain, No Loss in Students' Correct Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Control</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7

Performance Objectives Shared by Both Groups by Criteria—High Elementary Level

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 100% Mastery</td>
<td>5, 11</td>
</tr>
<tr>
<td>2 75% Mastery</td>
<td>15, 42, 44</td>
</tr>
<tr>
<td>3 Mastery not lost</td>
<td>6, 45</td>
</tr>
<tr>
<td>4 Over 50% Mastery</td>
<td>48</td>
</tr>
<tr>
<td>5 Kept Mastery</td>
<td>21, 57</td>
</tr>
<tr>
<td>6 Group Reversion</td>
<td>51, 52</td>
</tr>
<tr>
<td>7 Mastery Lost</td>
<td>none</td>
</tr>
</tbody>
</table>
### Table 8

**Overall Comparison—High Elementary Level**

<table>
<thead>
<tr>
<th></th>
<th>Increase in Students' Correct Responses</th>
<th>Decrease in Students' Correct Responses</th>
<th>No Gain, No Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td>42</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>32</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>
Conclusions

It is evident that the manual had a positive pedagogical impact on the experimental groups. Even though the gains evidenced in the experimental groups cannot be classified as statistically significant, they were so frequent and so definite as to lead us to the conclusion that the manual had a decisive impact on the experimental groups.

When comparing both groups at the overall level, the low elementary experimental group evidenced a larger number of performance objectives with an increase in the number of correct responses (42 versus 30), and a lower incidence of reversions (2 versus 17). The high elementary experimental group also exhibited a larger number of performance objectives with an increase in the number of correct responses (40 versus 31) and a lower incidence of reversions (6 versus 16).

Comparing the groups at the criteria level, this impact is also noticeable. The low elementary experimental group excelled the control group in the four positive criteria (1 through 4) and lost ground in the three negative criteria (5 through 7) at the level of performance objectives achieved, see Table 1. It also exhibited gains in the level of increases in the correct number of students'
responses in the four positive criteria and lost ground in the three negative criteria of this level, see Table 2.

The high elementary experimental group also evidenced this impact. It excelled the control group in three out of the four positive criteria and lost ground in two of the three negative criteria at the level of performance objectives achieved, see Table 5. The experimental group also portrayed an advantage in three out of the positive criteria at the level of increases in the correct number of students' responses, see Table 6.

Trends Presented by all the Levels. Several conditions appeared in the groups which fell within the expectancy levels of the researcher. First, Performance Objective 7, which deals with the syntactical position of adjectives and nouns, presented a very poor performance in all the four groups involved in the pilot study. This condition was probably due to language interference. Second, Performance Objectives 29 through 36 achieved poorly. These performance objectives deal with adverbs. A reason for this poor performance could be that adverbs are some of the most confusing English structures for Hispanic ESL students.
Trends Presented within Levels. The curricula for the low elementary level, both for the control and the experimental groups, do not cover grammatical structures studied after Performance Objective 46. Therefore, it was expected that both low elementary groups would evidence a poor performance in Objectives 47 through 60. This expectancy was reflected in the results of the study.

Performance Objectives 1 through 46 were considered review performance objectives in the curricula of both high elementary groups. So, it was expected that the groups would have a mastery of these performance objectives in the pre-test. The results of the study corroborated these expectations with a few exceptions.

Unexpected Performances. The analysis of the data presented a few unexpected results to the researcher.

(1) The small number of performance objectives where mastery was achieved through the pedagogical efforts of the curricula. Mastery was achieved, for the first two criteria, in performance objectives in the low elementary control group, 19 in the low elementary experimental group, 12 in the high elementary control group, and 16 in the high elementary experimental group. These results could be explained for the control groups with the fact that syntax was not the main focus of their curricula. For the
experimental group, it can be said that due to time constraints there was not sufficient time to study adequately the contents of the manual.

(2) Group reversion was another phenomenon that was not expected by the researcher. The results of the post-tests appeared to indicate that there were instances where the students appeared to have lost the knowledge they demonstrated in the pre-test. Correct items in the pre-test were scored incorrectly in the post-test. The low elementary control group presented this phenomenon in 15 performance objectives. In ten of these instances, the reversion seriously affected the criteria level of the performance objective. The high elementary control group also presented this phenomenon in 15 performance objectives with 10 of them also seriously affecting the criteria level of the performance objective.

This phenomenon was less serious in the experimental group. The low experimental group had three instances where reversion occurred. Two of these seriously affected the criteria level of the performance objectives. The experimental high elementary group showed five instances of this phenomenon. Four performance objectives were seriously affected at the criteria level by this phenomenon.
No performance objective was shared by all four groups. Performance Objective 46 was shared by both control groups. Performance Objective 52 was shared by both experimental groups.

Reasons for this phenomenon could be found in an inability to understand lexical aspects of an item, in item grammatical ambiguity, in the phenomenon of guessing, in affective or circumstantial conditions at test-taking time, or in some act of deceit on the part of the student.

(3) In some performance objectives the students did unexpectedly well. Under this category, the researcher includes any performance objective which had an increase of 40 percent or over when the two tests were compared. In the low elementary level, the control group had four performance objectives that fell within this category (18, 19, 31, and 32). The experimental low elementary level had four performance objectives which also fell within this category (26, 27, 30, and 47). In the high elementary level, the control group had one performance objective (14) which fell within this category. The experimental high elementary group had four performance objectives (21, 27, 28, and 40) which fell within this category. No performance objective in this category was
shared by all four groups. Performance Objective 27 was shared by both groups in the high elementary level.

Recommendations for Further Research. One of the most important results in an effort of this nature is the guidance it can offer for future studies. The following recommendations are offered here:

(1) a study that would try to determine the causes of the phenomenon of group reversion,
(2) a follow-up pilot test that would try to study the effects of the manual on writing in context,
(3) an analysis of the results of the pilot-test from the socio-linguistic standpoint using the demographic material presented in this dissertation,
(4) a follow-up survey of the students involved in this pilot study to ascertain affective attitudes toward this study and/or the manual, and
(5) a more rigorously experimentally controlled study in which the variables could be held under more control.

Recommendations for the Revision of the Manual. The pilot study indicated that the following revisions could be made to the manual:

(1) In view of the fact that the study revealed that a large percentage of the low elementary students involved had mastery of Performance Objectives 1 through 12,
excluding Performance Objective 7, a revision of the manual could be effected that would devote less efforts to Unit I. Other performance objectives need further study to determine whether the relatively high performance during pre-testing was or was not symptomatic of the particular population of the study.

(2) More exercises and pedagogical efforts could be devoted to the units covering adjectives, Unit II, and adverbs, Unit IV.
BIBLIOGRAPHY

TEXTS


ARTICLES


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Addendum 1
Addendum 1

TEST 1

NAME ___________________________________________ Odd Version
DATE ___________________________________________

Construct sentences and phrases using the given structures. Pay special attention to syntax. ( Construya oraciones y frases usando las siguientes estructuras poniendo especial atención a la sintaxis. )

Model Sentence:

take/to my school/can/you/I

I can take you to my school.

1. in the morning/sing/to brighten the day/the birds

2. twice a week/gives/an assignment/the teacher/Roberto/in class

3. hour/an

4. near/is/going

5. him/by
6. bingo/every night/my sons/in the house/play

7. their home/that boat/is

8. a/house/near

9. went to the movies/Santos and Antonia

10. not/eating that food/are

11. buys/Carlos/during the week/in the suburbs

12. park/around/the

13. they were/while/in the store

14. the bill/the President/last night/signed

15. paints/he

16. drinks/who/coffee/in this table/?
17. my brother does not sleep/we had/in my house/the fight/since

18. in the room/is/Carlos/?

19. fast/a/car

20. flying/over the city/the jet plan/is

21. we/go/never

22. that radio station/rock music/only plays

23. is/in the morning/the English course

24. she/what color car/buying this time/is/?

25. the teacher/I/correcting my papers/saw
26. just/has/started

27. horses/those

28. to bring/car/the new

29. the books/Jorge/this morning/for Juana/in the store/brought

30. sing/every night/performers/to earn money/ballads/in the theaters

31. are/they/not/in this room

32. a/tree/there/in the yard/is

33. is coming/Flora/to school

34. the good/news/to hear

35. he/the teacher/is
36. that/the test/my son passed

37. father/their

38. almost/mine/exclusively

39. your personal/opinion/presenting

40. sing/to

41. fairly/building/high

42. money/is/there/in the bank

43. the subway/every day/ride/does/he/?

44. flower/red/the

45. the old/watching/movie

46. lovable/very/girl
47. they are leaving/the teachers to the subway/
the students are taking/for/the city

48. tall/the buildings/are

49. are/on the table/there/lamps

50. a boat/has/the old man

Write a 10-sentence composition on the given subject.
(Escriba una composición de 10 oraciones sobre el tema indicado.)
Addendum 2

TEST II

NAME ________________________________ Even Version
DATE ________________________________

Construct sentences and phrases using the given structures. Pay special attention to syntax. (Construya oraciones y frases usando las siguientes estructuras poniendo especial atención a la sintaxis.)

Model Sentence:

is/in the auditorium/the class

The class is in the auditorium.

1. a/good/sharing/meal

2. arrives/the plane/at 3:00 P.M.

3. to read/novel/the exciting

4. is/here/the new typewriter

5. read/last night/the magazine/in his room/the nurse/to Betsy

6. study/in Manhattan/do not/we
7. in the battlefield/heroic acts/soldiers/in time of war/do/to earn fame

8. piano/my

9. come/to this college/they do/?

10. is/the letter to/she/whom/writing/?

11. will write/a letter/every month/his family/in army stationery/the army officer

12. there/salt/is/in the shaker

13. brother/my other/to see

14. does/study psychology/the teacher/where/?
15. beautiful/for/sister/my

16. loud/unexpectedly/quite

17. hit/me/the car

18. money/that

19. ballet/the difficult/dancing

20. her/beside

21. they matriculated/before/in college

22. only/are/reading

23. every week/a movie/Josef a/in this theater/sees

24. work/they/here

25. in/refrigerator/the
26. is/a good lawyer/their uncle

27. drives/my/father

28. well/the dog/not/is

29. apple green/the

30. in the airport/rents/Rebecca/the car

31. are/black/the cats

32. tree/the

33. read/rarely/they

34. am/in Manhattan/I/during the night

35. England/after/to drink tea/they left/the boys continued
36. he/learning conversational English/in college/is

37. in the trial/asked/the judge/the witness/to take the stand

38. and/them/on the rug all day/the dogs did not bother/the cats played

39. in the closet/are/coats/there

40. see TV/not/do

41. he left/the bags/where

42. the seminary/attends/Félix

43. you/are/a student/?

44. studies at night/Rita
Write a 10-sentence composition on the given subject.
(Escriba una composición de 10 oraciones sobre el tema indicado.)

45. is/there/in the sink/a cup

46. big/my/car

47. table/the/on

48. closer/is/coming

49. run/to

50. serious/person/particularly
Addendum 3
Addendum 3

DEMOGRAPHIC DATA

The data given below will only be used for statistical purposes.

1. Name
2. Country of Origin
3. Citizenship
4. Date of Birth
5. Age
6. Sex
7. Years studied English out of the United States*
8. Years studied English in the United States
9. Years studied English at the college level
   In the United States
   Out of the United States
10. Type of High School Diploma
    High School Graduation
    Academic Diploma
    Commercial Diploma
    General Diploma
    High School Equivalency
11. Years have been out of school
12. Years have lived in the United States

*Please note to the students that two semesters make up a year. Students are to put the number of months if they have studied less than a year.
Addendum 4
Addendum 4

DATOS DEMOGRAFICOS
(SPANISH QUESTIONNAIRE FOR DEMOGRAPHIC DATA)

Favor de darnos la siguiente información. Esta información será confidencial y solo se usará para fines estadísticos.

1. Nombre ________________________________________________
2. País de Procedencia ______________________________________
3. Es ciudadano de los Estados Unidos  Sí____  No ___
4. Fecha de Nacimiento ______________________________________
5. Edad ___________________________
6. Sexo ___________________________
7. Años estudió inglés fuera de los Estados Unidos* _____
8. Años estudió inglés en los Estados Unidos _____________
9. Años estudió inglés al nivel universitario _____________
  Estados Unidos ___________________________
  Fuera de los Estados Unidos _________
10. Tipo de Diploma
    Graduación de la Escuela Superior _____________
        Académico _____________
        Comercial _____________
        Vocacional _____________
        Equivalencia ___________________________
11. Años que usted ha estado fuera de la escuela _________
12. Años que ha vivido en los Estados Unidos ____________

* Un año escolar está compuesto de dos semestres. Si estudió menos de un año, favor de indicar el número de meses o de semestres que estudió. Si el número no se refiere a años, favor de indicarnos si son semestres o meses.