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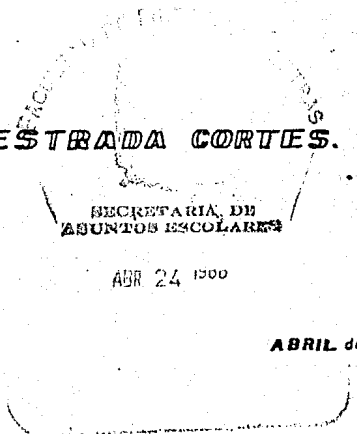
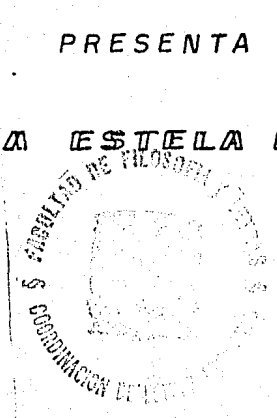
FACULTAD DE FILOSOFIA Y LETRAS

**COMENTARIOS AL EXAMEN DE COLOCACION EN INGLES,
APLICADO EN LA FACULTAD DE ESTUDIOS
SUPERIORES-CUAUTITLAN**

**COMO PARTE DE LOS REQUISITOS PARA
OPTAR AL TITULO DE
LICENCIADO EN LENGUA Y LITERATURA INGLESA**

PRESENTA

MARIA ESTELA ESTRADA CORTES.



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I N T R O D U C C I O N

- El objetivo principal de este trabajo es proporcionar una serie de comentarios sobre evaluación, que sirvan como una opción para mejorar el diseño del Examen de Colocación en Inglés de la Facultad de Estudios Superiores - Cuautitlán (FES-C), de la Universidad Nacional Autónoma de México. Con ello se intenta evaluar más acertadamente el grado de dominio lingüístico y/o comunicativo de los alumnos que ingresan a los cursos de inglés en dicha institución, a fin de colocarlos en un nivel adecuado.

Los procedimientos que se proponen para cumplir el objetivo anterior son fundamentalmente: el diseño de tareas evaluativas que se apeguen lo más posible a los criterios de evaluación y el análisis de la construcción del Examen de Colocación. Este trabajo está dividido en cuatro partes relacionadas entre sí.

En el Capítulo I se presentan los fundamentos teóricos de la evaluación, y los criterios valorativos que se han sustentado en la elaboración de exámenes de inglés como lengua extranjera.

En el Capítulo II se estudia el contexto del proceso de enseñanza-aprendizaje del idioma inglés en la FES-C.

En el Capítulo III se analiza el Examen de Colocación a la luz de los principales aspectos de los criterios valorativos y se formulan propuestas al respecto.

Por último, en el Capítulo IV se estudia la posibilidad de realizar el análisis crítico de la construcción del Examen de Colocación, antes y después de su aplicación.

Asimismo, se incluye un glosario de términos en donde se definen los conceptos más relevantes para el desarrollo del presente trabajo.

Se anexan apéndices y tablas comparativas con información complementaria y material de apoyo empleado en la realización de esta tesina.

CAPITULO I

FUNDAMENTOS TEORICOS DE LA EVALUACION

Entre las múltiples capacidades del ser humano, está la de emitir juicios cualitativos y cuantitativos acerca de un hecho u objeto de conocimiento, de acuerdo con uno o más criterios. Entre esos juicios se encuentra la evaluación, la cual se ha visto generalmente como un proceso cognoscitivo realizado natural y continuamente en los ámbitos tanto científicos como culturales. Existen múltiples formas de llevar a cabo dicho proceso, sin embargo, en un intento de buscar una forma más sistemática de evaluación en el campo de la didáctica, surge el concepto de examen o "test".

"A test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area ... there is a set of techniques, procedures, test items, which constitute an instrument of some sort." (D. Brown, 1980, p. 209).

Obviamente, esta serie de técnicas y procedimientos evaluativos sistematizados se ha llevado también al terreno de la enseñanza de idiomas, ya que según D. Brown:

"... your theory of second language acquisition can be put into practice every day in the classroom, but you will never know how valid your theory is unless you systematically measure the success of your theory-in-practice." (p. 209)

En efecto, los exámenes son uno de los instrumentos a través de los cuales un profesor o un examinador puede, por ejemplo, encontrar las áreas deficientes de un individuo o de

un grupo en cuanto al manejo del idioma en particular, advertir deficiencias en el programa de enseñanza, o bien, mejorar sus técnicas metodológicas. De ello se desprende la idea de que la evaluación no es un fenómeno aislado, sino que está íntimamente ligada al proceso educativo en su totalidad, como se verá a continuación (Brody y Gutiérrez, s/a, p.3).

1. Relación entre Evaluación y Enseñanza.

La evaluación no es sólo la fase inicial o final en el proceso de enseñanza-aprendizaje, antes bien, ella se relaciona estrechamente con cada uno de los factores que en él intervienen, sirviendo además de retroalimentación a dicho proceso. Es decir que, para llevar a cabo una evaluación o, más específicamente, el diseño de un examen, deben analizarse factores particulares en cada caso, tales como: tipo de enfoque teórico y metodológico, técnicas de enseñanza y evaluación, contenido y forma de aplicación del programa, materiales, tipo de población estudiantil con sus objetivos y necesidades, así como otros factores de diversa índole. Lo anterior influye principalmente en el contenido formal y en los objetivos del examen.

En primer lugar, el contenido de un examen depende, como ya se mencionó, de las consideraciones lingüísticas, metodológicas y didácticas que posea(n) su(s) constructor(es). Por ejemplo, en instituciones como la Facultad de Estudios Superiores - Cuautitlán (FES-C), donde la enseñanza del inglés parte de la concepción de que la lengua es una entidad toda separa-

ble y donde, por consiguiente, se hace una gradación de las normas morfosintácticas, las que a su vez, son tratadas en forma aislada, se tiende a diseñar exámenes que contengan puntos gramaticales específicos, o bien, se evalúan las habilidades y/o subhabilidades de la lengua aisladamente.

En segundo lugar, el objetivo de un examen varía radicalmente de acuerdo con los momentos de su aplicación, a lo largo del proceso de enseñanza-aprendizaje. En relación con los distintos objetivos de los exámenes se han elaborado taxonomías muy detalladas; no obstante, se pueden resumir en cinco grandes grupos: de aptitud, de diagnóstico, de colocación, de posesión o dominio del idioma y de aprovechamiento.

Para los fines del presente trabajo se hará referencia exclusivamente al examen de colocación.

2. Características de un Examen de Colocación.

En este inciso se delinearán en forma general, el concepto de examen de colocación y los criterios valorativos que sirven como base en la elaboración, aplicación y análisis de dicho examen.

2.1 Conceptualización y objetivos del examen.

El examen de colocación intenta determinar el grado de dominio lingüístico y/o comunicativo del idioma que posee un individuo, con el propósito de situarlo en un curso o nivel adecuado a sus conocimientos (Harris, 1969, p.3).

La interpretación de los resultados obtenidos en el examen de colocación es individual y no grupal. No se trata de

comparar la actuación de un individuo en relación con la del grupo; tampoco es un examen aprobatorio/reprobatorio; al contrario, el examen de colocación es una investigación de las capacidades y habilidades de cada alumno. Tal investigación es necesaria a fin de ofrecer al alumno un entrenamiento apropiado a sus necesidades y objetivos. Las características de este examen hace que se encuentre incluido en los exámenes con referencia a un criterio o a un dominio.

2.2. Criterios valorativos.

En lo referente a los juicios valorativos existentes para considerar que un examen satisface plenamente los requisitos para los cuales fue diseñado, se han establecido fundamentalmente tres criterios: viabilidad, confiabilidad y validez.

"If these axiomatic criteria [practicality, reliability and validity] are carefully met, a test should then be administerable within given constraints, be dependable, and actually measure what it intends to measure." (D. Brown, 1980, p. 210)

Estos criterios, a su vez, pueden clasificarse como lo indica el cuadro sinóptico a continuación.

CRITERIOS VALO- RATIVOS	<ul style="list-style-type: none"> a) Viabilidad (economía y utilidad práctica) b) Confiabilidad c) Validez 	En términos de: <ul style="list-style-type: none"> - Tiempo - Facilidad de aplicación y calificación - Facilidad de interpretación - Claridad en las instrucciones
		<ul style="list-style-type: none"> - En el examen (test/re-test) - En los puntajes (mark/re-mark)
		<ul style="list-style-type: none"> - De contenido - De construcción - Aparente o visual - Empírica

a) Viabilidad

El primer criterio valorativo se refiere a la viabilidad para realizar un examen en términos de su economía y obtener a la vez, la mayor cantidad de información requerida. Por economía se entiende: tiempo indispensable para administrar y calificar el examen, facilidad de aplicación y asignación de puntaje, facilidad en su interpretación y la claridad en sus instrucciones. (p. 211).

La duración es un factor que puede contribuir a que un examen de colocación sea inoperable. Por una parte, el examen puede requerir de una gran cantidad de muestras del material seleccionado para éste, con el objeto de elaborar un examen más completo y confiable. No obstante, un muestreo demasiado extenso puede resultar poco inconveniente si se aplica a grupos numerosos, ya que debe procurarse reducir el tiempo de administración del examen en forma adecuada y en la medida en que sea posible. Asimismo, deberá observarse un mínimo de tiempo para la lectura de las instrucciones, la repartición y recolección de hojas de preguntas y/o respuestas, y en la calificación del mismo.

Algunos diseñadores prefieren utilizar una hoja de respuestas por separado, porque así puede calificarse más rápidamente y el resto del examen puede usarse nuevamente. Sin embargo, el empleo de tal hoja puede presentar algunas dificultades: su empleo por separado requiere de una concentración mayor por parte del estudiante y en consecuencia, puede aumentar los errores, debido a que el candidato puede confundirse

al transferir mental y físicamente su respuesta del contexto del reactivo a la hoja de respuestas, sobre todo si no se sigue el mismo diseño en ambas hojas (Heaton, 1975, p. 158). En consecuencia, al diseñar un examen de colocación se deberán analizar las ventajas y desventajas del empleo de una hoja de respuestas por separado, según sea pertinente en cada caso.

La segunda consideración se refiere a la facilidad de aplicación y de calificación y examina aspectos tales como: la claridad de las instrucciones a los examinadores acerca de cómo administrar y calificar el examen, así como del empleo oportuno y eficiente, si es el caso, de equipo u otros materiales didácticos en una aula disponible y apropiada que provea las condiciones normales de aplicación.

En tercer lugar está la facilidad de interpretación, que se refiere a la información que debe proveer el diseñador del examen acerca de los grados de confiabilidad y validez, así como de los grupos específicos a los que se puede aplicar dicho examen (Harris, 1969, p. 22).

Finalmente, la claridad en las instrucciones para un examen de colocación es muy importante, ya que las órdenes deben ser expresadas en forma clara y sucinta a fin de que gran parte de los examinados pueda entenderlas.

Asimismo, en la motivación del estudiante influye la presentación del examen, por lo que se procurará que este sea impreso o escrito a máquina, limpio, sin errores, omisiones o correcciones de última hora.

b) Confiabilidad

El criterio valorativo de confiabilidad es otra cualidad deseable en un examen. Se puede decir que "una evaluación es confiable o segura cuando, aplicada repetidamente a un mismo individuo o grupo, o al mismo tiempo por investigadores diferentes, proporciona resultados iguales o parecidos" (Ander-egg, 1985, p.215). De esta concepción se derivan dos tipos de confiabilidad: en el examen (test/re-test) y en los puntajes (mark/re-mark).

El primer tipo de confiabilidad se refiere a la consistencia en los resultados del examen, que deberá obtenerse independientemente del día o del lugar en el que se aplique o califique, o bien, de la versión del examen que se administra. Esta confiabilidad depende de lo fidedigno de la información que se obtenga en el examen, acerca de los conocimientos del estudiante sobre su dominio de la lengua; depende también de las variables que puedan afectar las condiciones normales de aplicación.

Asimismo, otros factores que influyen en la confiabilidad del examen, son: la claridad de las instrucciones, que deben ser comprendidas; factores de tipo personal en el momento del examen (estados anímico y físico del alumno), entre otras.

La confiabilidad de la calificación se refiere a la similitud de resultados, ya sea en evaluaciones consecutivas de un mismo examinador a un mismo alumno, o bien, en el caso de que un mismo examen sea calificado por diferentes examinadores. En el caso de exámenes subjetivos, sin embargo, los re-

sultados serían diferentes.

Ambos tipos de confiabilidad pueden estimarse mediante técnicas de estadística. Para mayor información véase Apéndice No. 1.

c) Validez

La validez es un criterio de suma importancia en un examen, ya que en éste, la institución, el profesorado y los alumnos deben encontrar respuesta a una serie de exigencias metodológicas y/o evaluativas. Heaton define el concepto de validez como: "the extent to which it measures what it is supposed to measure and nothing else" (Heaton, 1975, p. 153). Asimismo, distingue cuatro tipos de validez: validez de contenido, de construcción, empírica y aparente. La primera trata de la estrecha relación que debe existir entre el contenido del examen y los contenidos específicos del curso. En el caso particular del Examen de Colocación, D. Brown menciona que:

"A placement test typically includes a sampling of material to be covered in the curriculum (that is, it has content validity), and thereby places the student into a level or type of class."

(D. Brown, 1980, p. 216).

Para que el contenido de un examen de colocación sea válido, debe basarse en un análisis detallado de las habilidades o puntos de enseñanza del programa y los reactivos del examen deben presentar adecuadamente cada porción de ese análisis.

La validez de construcción mide la capacidad del examen para evaluar ciertos puntos de enseñanza, siguiendo lo más

fielmente posible las teorías del lenguaje y de aprendizaje en las cuales se apoya el programa del curso (Heaton, 1975, p. 154).

Por consiguiente, el diseñador del examen tiene que seleccionar cuidadosamente el contenido más representativo del programa de enseñanza y buscar una correlación a nivel teórico y metodológico con dicho programa. No sería válido, por ejemplo, evaluar el aspecto oral en un alumno, si el programa del curso ha explotado únicamente otras habilidades como la comprensión de lectura o la producción escrita, en un contexto gramático - estructural de la lengua extranjera.

En relación con la validez aparente o visual, Heaton señala que: "if a test item looks right to other testers, teachers, moderators, and testees, it can be described as having at least face validity." (p. 153). Esta clase de revisión para confirmar la validez aparente, a pesar de su poco valor científico, resulta ser muy útil y rápida. Mediante un examen somero los maestros pueden darse cuenta de si las instrucciones son claras, si las preguntas o reactivos están bien elaborados y si el contenido del programa de enseñanza está reflejado o no en el examen.

Por último, la validez empírica se ocupa de la correlación entre los resultados del examen y un criterio externo. Este puede ser la opinión o evaluación personal del maestro del curso, acerca de un alumno. O bien, se puede comparar con el resultado en algún otro examen cuya validez haya sido comprobada. De este tipo de validez, se desprenden a su vez, la validez predictiva y la concurrente.

Para estimar la validez predictiva de un examen de colocación se comparan los resultados obtenidos con actuaciones subsecuentes del candidato, medidas por el maestro durante el curso. Dicha estimación es de suma importancia ya que puede contribuir a que la deserción disminuya y los cursos funcionen más ágilmente, en la medida en que cada alumno sea colocado apropiadamente (Valette, 1977, p. 319).

La validez concurrente se determina mediante la comparación entre los resultados obtenidos en el examen con los resultados de otro examen considerado como válido, o bien, con los resultados de otra evaluación independiente aplicada al mismo tiempo.

En el caso de un examen de colocación, los resultados podrían compararse con los obtenidos en los exámenes parciales y/o finales del curso. También se pueden comparar los resultados de un examen específico con los resultados obtenidos en algún otro examen, cuya validez haya sido comprobada.

Una vez que el alumno haya asistido a alguno de los cursos y presentado otros exámenes de aprovechamiento, puede realizarse un estudio retrospectivo para ver si el examen de colocación cumple con los propósitos para los cuales fue diseñado.

Hasta aquí se ha hecho una descripción teórica de los conceptos generales y criterios valorativos de un examen de colocación. En el siguiente capítulo se expondrá brevemente el marco contextual del proceso de enseñanza-aprendizaje del idioma inglés en la FES-C, a fin de proponer en el Capítulo III

algunos cambios al Examen de Colocación tendientes a reflejar más fielmente los conceptos y criterios valorativos estudiados en este capítulo.

C A P I T U L O I I

LA ENSEÑANZA - APRENDIZAJE DEL INGLÉS EN LA FES - CUAUTITLÁN

En este capítulo se describen a grosso modo, los distintos aspectos de la situación de enseñanza-aprendizaje del inglés en la FES-Cuautitlán, tales como: tipo de población, análisis general de necesidades, programas de enseñanza, libros de texto y las teorías metodológicas implícitas en éstos. Lo anterior, con el objeto de aportar un marco referencial a los comentarios y sugerencias sobre el Examen de Colocación que se exponen en el siguiente capítulo.

1. Tipo de Población y Análisis General de Necesidades.

Los grupos están constituidos generalmente por un número máximo de 30 personas y un mínimo de 15. Son grupos muy heterogéneos formados por estudiantes y profesores de las diversas disciplinas que se imparten en la FES-C, por alumnos provenientes de preparatorias, del C.C.H., de secundarias (mayores de 16 años) y público en general, entre el que se encuentran padres de familia y trabajadores.

Obviamente, la gama de expectativas del alumnado respecto a los cursos de inglés, es muy variada e imposible de describir con precisión. Sin embargo, aunque no se han realizado estudios rigurosos de un análisis de necesidades, a través de encuestas efectuadas al inicio de los cursos, se han detectado

algunos intereses comunes a la mayoría y algunos objetivos particulares del tipo de población. Cabe señalar que las expectativas van cambiando, pues el alumno se interesa por otros campos de estudio, tanto lingüísticos como culturales, a medida que va teniendo contacto con ellos.

En lo que respecta a los alumnos de la FES-C, su necesidad de aprender inglés es debido a que constituye un requisito académico, particularmente para los de Medicina Veterinaria y Zootecnia (M.V.Z.). Dicho requisito también puede ser allanado mediante la acreditación de un curso semestral en cualquier otro idioma. Para otros alumnos, el inglés constituye una necesidad ocasional, cuando sus maestros de carrera les encomiendan la lectura de un texto en lengua extranjera, actividad que realizan por equipos.

En lo que se refiere a la población externa, sus necesidades del idioma son diversas: los padres de familia desean poseer cierto dominio del idioma para ayudar a sus hijos en las tareas y en su educación en general; algunos profesionales y trabajadores requieren del idioma para fines culturales y curriculares, y los alumnos de diversas instituciones asisten a cursos de inglés como complemento a su educación.

Por lo anterior, cabe hacer notar que es problemático señalar objetivos homogéneos para una población tan heterogénea, como lo es la del Centro de Idiomas de la FES-C.

No obstante, de acuerdo a la información obtenida, se puede decir que los motivos principales para que la gran mayoría del alumnado se inscriba en los cursos de inglés son: uno,

a nivel de motivación, esto es, la posibilidad de actualizar sus conocimientos por medio de literatura extranjera; otro a nivel de motivación integrativa, es decir, su deseo de comunicarse por algún medio con personas extranjeras angloparlantes así como de conocer su cultura y sus costumbres.

En relación con lo anterior, D. Brown cita lo siguiente:

"Second language learning is rarely motivated by attitudes that are exclusively instrumental or exclusively integrative. Most situations involve a mixture of each type of motivation... Instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth. An integrative motive is employed when a learner wishes to integrate himself within the culture of the second language group, to identify himself with and become a part of that society." (D. Brown, 1980, p. 114).

Asimismo, considera que este aprendizaje implica, por un lado, una serie innumerable de variables afectivas; por otro lado, significa en cierto modo la adquisición de una nueva identidad (p. 115).

2. Programas de Enseñanza y Libros de Texto.

Existen dos tipos de programas para la enseñanza del inglés en la FES-C. Uno se aboca a la tarea de familiarizar a los alumnos con las estrategias de comprensión de lectura en el área de M.V.Z. y se desarrolla en un curso semestral de cuatro horas semanales. El otro programa, cuyos aspectos evaluativos constituyen uno de los temas centrales de este trabajo, está orientado a la enseñanza global de la lengua inglesa y se apoya en "The Intensive English Program at the University of Texas at Austin" (Ver Apéndice No. 2) así como en algunas publicaciones que auxilian al alumno en la preparación al

Examen de Inglés como Lengua Extranjera (TOEFL).

El programa de la Universidad de Texas está proyectado para cubrirse en siete semestres, dándose 15 horas de clase a la semana. Todos los cursos incluyen objetivos específicos propios, los cuales se resumen en cinco áreas: producción escrita, comprensión de lectura, gramática, comprensión auditiva y producción oral (vocabulario) (Educational Testing Service, 1983). Para cumplir este programa se han elegido los siguientes libros de texto: Robert Krohn et al, English Sentence Structure, USA, The University of Michigan, 1971 y H. B. Franklin et al., Vocabulary in Context, USA, Michigan, 1964. Ambos textos se emplean en forma simultánea a través de seis grados básicos con duración de un semestre cada uno y con un horario de cuatro horas a la semana para los tres primeros cursos, y de seis horas para los grados restantes (Ver Apéndice No. 3).

Tanto el texto English Sentence Structure como el Vocabulary in Context, pertenecen a una serie de cuatro libros elaborados específicamente para la impartición del Curso Intensivo en el English Language Institute de la Universidad de Michigan. Dichos textos se apoyan en las teorías sobre enseñanza y aprendizaje de la lengua expuestas por Robert Lado (1945) y Charles C. Fries (1964).

A continuación se mencionan algunos de esos principios, considerados los más relevantes: 1) La secuencia de presentación de las cuatro habilidades debe ser: comprensión auditiva, producción oral, comprensión de lectura y producción escrita. 2) Memorización de oraciones básicas utilizadas en conversa-

ciones. 3) Formación de hábitos como medio de aprendizaje y práctica de los patrones gramaticales. 4) Control riguroso del vocabulario. 5) Tratamiento de los problemas mediante un análisis comparativo entre ambas lenguas. 6) Inducción hacia cierto tipo de respuestas mecánicas y reforzamiento inmediato y, 7) Dominio del sistema de sonido y de las características que rigen la estructura del lenguaje a través de la repetición e imitación rigurosa de los patrones de producción del hablante nativo.

"The only "correctness" there can be in any language is the actual usage of the native speakers of that language. In learning English one must attempt to imitate exactly the forms, the structure, and the mode of utterance of the native speakers of the particular kind of English one wishes to learn."

(Charles Fries, 1964, p. 5).

De estos conceptos teórico-metodológicos se desprende, como una consecuencia lógica, el empleo de un enfoque estructural para llevarlos a la práctica. Los puntos más sobresalientes de este enfoque son: por un lado, el énfasis en el lenguaje oral y en los patrones gramaticales de oraciones aisladas; por otro lado, la internalización inductiva de dichos patrones mediante ejercicios mecánicos repetitivos encauzados a la formación de hábitos (Alderson et al., 1979, p. 47). Al respecto, los autores del libro Vocabulary in Context mencionan que:

"This structural approach has two advantages. First, the lessons can deal primarily with such things as tense, verb categories, noun categories, and groups of function words. Second, the lessons can follow a systematic development of the essential grammatical framework." (H. B. Franklin et al., 1964, p. vi)

Congruente con este enfoque y con los conceptos teórico-metodológicos antes citados, se observa que en los contenidos de ambos textos predominan las siguientes características (Ver Apéndice No. 4):

- 1) Gradación rigurosa de los patrones gramaticales y del vocabulario empleado comúnmente en ellos.
- 2) Énfasis en la producción oral de los modelos por parte del alumno, bajo la dirección del maestro.
- 3) Abundancia de ejercicios mecánicos y uso frecuente de ejercicios de memorización, diálogos cortos elaborados.

A este respecto, C.C. Fries, 1945, señala que:

"The fundamental matters of the language that must be mastered on a production level should, as soon as possible, be made unconscious habits. For this purpose many whole sentences, questions and responses, demand repetition and more repetition and this will become automatic reactions early... Only after much practice of the same "patterns" with diverse content do the patterns themselves become productively automatic. When the student has reached this level of achievement, within a satisfactorily useful but definitely limited range of vocabulary items, he has "learned the language."
(8-9 p.p.)

Los autores antes citados parten de la premisa de que la lengua es un corpus finito, divisible en habilidades y subhabilidades, y consideran también que, una vez hecha la presentación y explotación sistemática de cada uno de sus aspectos, el alumno podrá manejar el idioma eficientemente, ya que el proceso de aprendizaje supone la acumulación gradual de información gramatical hasta alcanzar un conocimiento total de la estructura de la lengua (D. A. Wilkins, 1979, p. 2).

Todos estos aspectos señalados anteriormente pueden observarse más específicamente a través de las 60 lecciones de

los libros de texto citados anteriormente.

Cabe mencionar que tanto el programa de la Universidad de Austin, como los libros de texto fueron adoptados para la enseñanza del idioma inglés en la FES-C sin realizar alguna investigación previa que incluyera un análisis de necesidades o un programa piloto previo, que sirvieran para adaptar el programa o los textos a la realidad particular de la enseñanza-aprendizaje en dicha institución. No se tomó en cuenta que la situación en la FES-C es diferente a la que priva en la Universidad de Austin, y en la de Michigan, entre otras cosas porque los alumnos de éstas últimas están en contacto con una comunidad angloparlante, lo cual favorece notablemente el aprendizaje del inglés.

Al término de los seis primeros semestres, se considera que el alumno puede egresar con un nivel intermedio - avanzado, para perfeccionarse posteriormente en dos cursos superiores en los que se le capacita para acreditar el Examen TOEFL. Este último está diseñado para evaluar el grado de dominio del inglés de un individuo y es comúnmente utilizado para fines de admisión o selección de becarios, por universidades, gobiernos, agencias o instituciones del extranjero.

El TOEFL está constituido por tres secciones: Comprensión Auditiva; Estructura/Gramática y Expresión Escrita y, Comprensión de Lectura y Vocabulario. Las secciones están diseñadas de acuerdo al formato de opción múltiple y tienen un tiempo límite para su realización (Educational Testing Service, 1983).

Aparte del Examen de Colocación, también se aplican

exámenes de aprovechamiento en los cursos de inglés de la FES-C. Estos exámenes se administran dos veces durante el semestre, uno a la mitad del curso y otro al término de éste.

Los distintos aspectos del marco referencial de la situación del proceso de enseñanza-aprendizaje del idioma inglés en la FES-C tratados en este capítulo, ofrecen un panorama con ciertos problemas de diversa índole, cuyas soluciones pudieran ser tema de varios trabajos de investigación. Sin embargo no es el objeto de esta tesina dar respuesta a esa problemática, sino que se analizan sus características más generales, en virtud de ser un factor más del proceso de enseñanza-aprendizaje que debe considerarse para llevar a cabo la tarea de elaboración y aplicación del examen de colocación.

C A P I T U L O I I I

COMENTARIOS Y PROPUESTAS AL EXAMEN DE COLOCACION

En este capítulo se analiza el Examen de Colocación a la luz de algunos aspectos principales de los criterios valorativos estudiados en el Capítulo I. Asimismo, se propone el diseño de ejercicios evaluativos que estén más orientados a reflejar adecuada y representativamente el contenido y el formato de los libros de texto.

1. Viabilidad.

1.1. Tiempo.

El Examen de Colocación presenta 17 ejercicios mediante los cuales se intenta evaluar siete distintos niveles en el dominio del idioma de un alumno (Ver Apéndice No. 5). El tiempo para la realización de estos ejercicios está estimado en un rango de 60 a 120 mins. y se requiere de un sólo sinodal para su aplicación y calificación. Con base en lo anterior, se puede decir que el Examen de Colocación es parcialmente viable en lo que se refiere a este primer aspecto o sea que, no obstante su economía en tiempo y en personal requerido para su aplicación, el reducido número de los ejercicios que lo constituyen no garantizan la obtención adecuada y confiable de la información acerca de los conocimientos del alumno.

Sería conveniente elaborar un examen de colocación dividido en tres fases: a) La primera evaluaría los conocimientos

adquiridos en los niveles 1 a 3, b) la segunda correspondería a la evaluación de los niveles 4 a 6, para aquellos alumnos que hubieran aprobado la primera fase y, c) la tercera fase examinaría sobre los niveles 7 y 8 correspondientes a la preparación para el Examen TOEFL. Lo anterior redundaría en exámenes más completos y confiables, con un mayor número de reactivos, los cuales proporcionarían mayor información acerca de los conocimientos y habilidades del alumno en el idioma inglés. De esta manera se seleccionaría el nivel más apropiado para el alumno.

1.2. Facilidad de aplicación y calificación.

La aplicación del Examen de Colocación es muy sencilla ya que no se requiere de equipo audiovisual y generalmente se administra a pequeños grupos de tres o cinco personas, en cualquier salón de clase y en cualquier momento.

No obstante, en lo que se refiere a la facilidad de calificación, resulta difícil asignar un puntaje preciso y determinar el nivel adecuado para el alumno. No existen indicaciones específicas sobre el valor de cada inciso, sólo se infiere que los números a la derecha de cada ejercicio, representan el grado de dominio que posee el candidato al contestar correctamente ese ejercicio. Además, no existen indicaciones en el caso de que el alumno no resuelva uno o varios ejercicios correspondientes a un X grado y dé solución a ejercicios pertenecientes a niveles superiores. Se discutirá con mayor detalle acerca de este punto en la sección de confiabilidad.

1.3. Facilidad de interpretación.

Se considera que este Examen de Colocación carece de facilidad de interpretación ya que no provee información sobre sus índices de confiabilidad y validez. En este sentido se estima conveniente la realización de análisis de reactivos mediante técnicas de estadística, a través de las cuales se pudieran diseñar nuevas y mejores versiones.

Cabe mencionar que en el desarrollo del presente trabajo no se incluye información sobre análisis estadísticos, debido a la insuficiencia de datos para su realización.

1.4. Claridad en las instrucciones.

En lo relativo a la claridad de las instrucciones en el Examen de Colocación, se observa cierta confusión en las instrucciones de algunos ejercicios, tal el caso de los ejercicios 6 y 8.

"6) Preposition-put in the correct. (Level 3)

Should _____
 May _____
 Might _____
 Ought to _____
 Have to _____
 Must _____."

"8) Give an example with each modal. (Level 4)

Should _____
 May _____
 Might _____
 Ought to _____."

Examinadores y examinados tienen el problema de interpretar lo que realmente se pide en estos ejercicios y de distinguir la diferencia entre ellos.

Asimismo, se observa cierta inconstancia en el formato de

las instrucciones en los ejercicios 9, 10, 12 y en el de las instrucciones deñ ejercicio 11, aun cuando se trata de la mis ma actividad.

Por último, se considera que la presentación del examen puede mejorar en gran medida si se supervisan los siguientes aspectos: ordenación correcta de los ejercicios, corrección de los errores ortográficos y tipográficos y la nitidez de las copias.

2. Confiabilidad.

La confiabilidad del Examen de Colocación aún no ha sido estimada mediante un análisis estadístico, sin embargo, pueden discutirse algunos aspectos de orden empírico. Como ya se mencionó, el reducido número de reactivos no permite un adecuado muestreo para determinar el dominio de la lengua por parte del estudiante; además, el número de reactivos diseñado para cada nivel presenta rangos muy extremos. Obsérvese la siguien te tabla.

Nivel	No. de ejercicios	Ejercicios
1	4	1, 2, 4, 5
2	1	3
3	7	6, 7, 8, 9, 10, 11, 12
4	0	- - - - -
5	3	13, 14, 15
6	2	16, 17
7	0	- - - - -

De ahí que se contemple la necesidad no sólo de mejorar

... el actual examen sino de dividirlo en tres partes, como ya se planteó anteriormente.

Otra variable que afecta a la confiabilidad del Examen de Colocación es el no contar con un lugar preciso para aplicarlo. Este examen se administra en el periodo de inscripciones a los alumnos que lo solicitan; este se les proporciona a los alumnos y en ocasiones ellos mismos buscan un lugar en donde acomodarse para la realización de su examen. De esto se derivan otras variables como, por ejemplo, el ruido excesivo en el momento de tomar el examen o la incomodidad, ya que incluso se ha llegado a realizar el examen de pie. Por último, si no existe vigilancia adecuada, el alumno puede llegar a consultar sus notas en un determinado momento.

La confiabilidad en las calificaciones asignadas a un examen puede verse afectada por el grado de claridad en las instrucciones; por la forma objetiva o subjetiva de calificar y por el estado anímico del alumno en el momento de hacer el examen.

Como ya se señaló en su oportunidad, las instrucciones en el Examen de Colocación no son muy claras y pueden llevar al alumno a una interpretación errónea de ellas. Por ello es necesaria una revisión inmediata de las mismas. En el Apéndice No. 5 se observan algunos cambios propuestos en las instrucciones de dicho examen.

A la imprecisión de las instrucciones se le agrega también otro problema: la asignación de puntaje no está bien delimitada y hay ejercicios como los número 2, 14, 16 que, por

su mayor grado de dificultad, requerirían de mayor puntaje para cada uno de los reactivos, en comparación con los ejercicios 1, 3 y 4. De tal manera que la evaluación de este examen se realiza subjetivamente, obteniendo cada uno de los examinadores un resultado diferente de acuerdo con sus propios juicios.

Dado que los ejercicios de los libros de texto son esencialmente objetivos, se recomienda que los ejercicios del Examen de Colocación también lo fueran, para incrementar el grado de confiabilidad.

3. Validez.

Para analizar la validez del Examen de Colocación, cabe recordar que "both testing and teaching are so closely inter-related that it is virtually impossible to work in either field without being constantly concerned with the other." (Heaton, 1975, p. 1), por consiguiente, se puede declarar como válido un examen si éste coincide con los elementos lingüísticos y el orden en que éstos son presentados en el programa y/o los libros de texto.

3.1. Validez de contenido.

En el caso del Examen de Colocación en cuestión, tiene una validez global de contenido relativa. Todos los reactivos del examen están contemplados en el programa y en las lecciones de los libros de texto, aunque algunos de esos reactivos no constituyen partes representativas o principales en dichas lecciones.

Si se compara el ejercicio 1 del Examen, en donde se pide el uso correcto de las preposiciones "at", "in", "on, son los contenidos de las Lecciones I a V de ambos libros de texto, se observa que estos elementos constituyen un aspecto gramatical importante en ellos, y es uno de los objetivos gramaticales para el primer nivel (Ver Tabla No. 1).

No obstante, se encuentra que los puntos de enseñanza evaluados en los ejercicios 9 a 17 parecen no ser los más representativos de entre una serie extensa de patrones y de vocabulario contenidos en los libros de texto. En este sentido, el Examen de Colocación debería considerar los puntos más relevantes del programa y de los textos.

En relación con lo anterior, se sugiere llevar a cabo una selección cuidadosa del material a evaluar, a fin de complementar o sustituir, si es el caso, los ejercicios que actualmente integran el examen. Con ello se pretende aumentar la validez de contenido del examen.

Si se estudia cada uno de los incisos del Examen, se halla que no todos corresponden al nivel para el cual fueron diseñados. Por ejemplo, el ejercicio 11 está diseñado para evaluar supuestamente el 5º grado, de acuerdo con los libros de texto. Este incluye la discriminación entre "hope", "expect" y "wait", sin embargo estos puntos de enseñanza están contenidos en el programa del tercer semestre, que abarca las Lecciones XI a XV del Vocabulary in Context (Ver Tabla No. 2).

Las correcciones de los señalamientos de los niveles correspondientes a cada ejercicio, se ilustran dentro del Examen

(Ver Apéndice No. 5),

3. 2. Validez de construcción.

El Examen de Colocación sólo en algunos casos cumple con este tipo de validez. En el caso de los ejercicios 9 a 15, cabe señalar que su formato es muy similar al empleado en el texto Vocabulary in Context para introducir y practicar los puntos de enseñanza incluidos en esos ejercicios. La presentación y evaluación conjunta de vocablos similares en significado o en estructura parten de la siguiente concepción:

"... that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture -both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives." (Lado, 1957, p. 2)

Así pues se considera que evaluar estos vocablos en forma comparativa como están presentados en el libro de texto, es congruente con las técnicas metodológicas allí implícitas y, por ende, posee cierto grado de validez de construcción. No obstante, también se pueden advertir dos grandes fallas de acuerdo con este criterio de validez de construcción. En primer lugar, los libros de texto introducen y practican sólo un punto de enseñanza a la vez, i.e. a través de ejercicios de tipo discreto. En el examen se observa que hay algunos reactivos que evalúan más de un sólo aspecto. Por ejemplo, en el ejercicio 17, reactivo 3 se tiene:

"REPEAT THE SENTENCES USING

MIS - DIS - UN

(7)

3. He didn't spell the words correctly.

Aquí la posible respuesta esperada sería "He spelled the words uncorrectly" o "He misspelled the words", en el caso de eliminarse el adverbio, para lo cual el alumno tendría que saber no sólo el correcto uso de los prefijos, sino también entender el contexto para efectuar un cambio en la estructura de la oración a fin de no alterar su significado. Es decir, que en este reactivo se evalúa el conocimiento de la regla gramatical y del uso correcto de los prefijos; lo cual está en franca discordancia con la orientación metodológica de los libros de texto.

El segundo factor que influye negativamente en la validez de construcción del Examen de Colocación, es que éste no refleja la tendencia, un poco velada, a emplear la lengua más comunicativamente, como se aprecia en el contenido del texto Vocabulary in Context y en los objetivos del programa (Ver Apéndices Núms. 3 y 4.2). En dicho texto se introducen y practican algunos puntos de enseñanza a nivel párrafo o de diálogo. Sin embargo, el Examen de Colocación sólo incluye ejercicios gramaticales a nivel de oración.

4. Ejercicios Evaluativos.

Los ejercicios evaluativos que a continuación se proponen están orientados hacia un cumplimiento más fidedigno de los criterios valorativos de viabilidad, confiabilidad y validez tratados anteriormente. En seguida se expondrán brevemente los fundamentos teóricos que sustentan la elaboración de dichos ejercicios.

Los ejercicios que se proponen intentan dar mayor objetividad al Examen de Colocación, para lo cual se ha seleccionado la técnica del "cloze" para su elaboración.

"Sometimes cloze tests or dictations serve as excellent global placement test. They are practical, reliable, and have construct validity: the skills a person uses to perform well on them are skills of overall proficiency." (D. Brown, 1980, p. 216).

La técnica del "cloze" consiste en suprimir comúnmente una palabra de cada n^x de palabras contenidas en un párrafo. Esta técnica se fundamenta en la función recurrente del lenguaje.

"Closure of blanks left in text is possible because of the redundancy of discourse and the internalized expectancy system that speakers of a language possess." (Oller, 1979, p. 375).

Por ejemplo, una variedad de esta técnica resulta útil cuando se quiere evaluar algún punto gramatical sin descuidar su función y significado dentro de un contexto. Así, el procedimiento puede variar, eliminando únicamente aquellas palabras con una función o contenido semántico especial dentro del texto como los verbos, los adjetivos, los adverbios, las preposiciones, las conjunciones. Esta variedad de la técnica "cloze" permite evaluar al alumno en el manejo de uno o varios aspectos gramaticales por medio de la completación de un texto escrito y la comprensión de lectura del mismo.

De hecho, completar una idea con una o más palabras es una actividad cotidiana del ser humano. A veces, por factores extralingüísticos, aunque se quiera, no se pueden percibir todas las palabras de un enunciado, pero sí se puede captar el mensaje a través de la conjugación de elementos lingüísticos

que anteceden y siguen a la(s) palabra(s) no percibidas. Cabe hacer notar que frecuentemente, en el habla cotidiana se tiende a omitir información implícita, sin que esto afecte a la comunicación.

En seguida, se presentan algunos ejercicios diseñados conforme a una variedad de la técnica del "cloze", variedad que consiste, como ya se mencionó, en la supresión de palabras con alguna función gramatical específica dentro del texto, a partir del segundo o tercer enunciado. Esto, a fin de que el alumno capte la idea general del párrafo, pueda distinguir la relación entre las oraciones subsecuentes y las primeras, y determine los elementos faltantes en el párrafo o párrafos.

El ejercicio 3 del Examen de Colocación evalúa el uso correcto de las preposiciones "to" y "at" que deben seguir a los verbos "to listen", "to talk", "to laugh" y "to look" respectivamente. El contenido de este ejercicio es válido, ya que coincide con el contenido específico del texto Vocabulary in Context para un segundo semestre (Ver Apéndice No. 3).

Otra manera de evaluar lo anterior utilizando la variedad de la técnica del "cloze" mencionada, sería a través del siguiente texto, que es una modificación de uno del libro Vocabulary in Context (Ver Tabla No. 3), por consiguiente, el formato no es desconocido para los alumnos. En este ejercicio, el examinado debe elegir de varias preposiciones, la correcta para los espacios en blanco de varios párrafos.

- * Use "at", "in", "to" or "for" to complete the following text.
 Situation: Flor is telling her classmates what she did last Sunday.

"Yesterday, I visited the new park. I saw many very interesting things.

I arrived ___ the park ___ nine o'clock ___ the morning. First I went ___ the Garden and looked ___ the flowers. They were really beautiful and smelled very nice. Then I went ___ the Aviary and listened ___ the birds. They sang lovely. Afterwards, I saw the seals. they did funny tricks and I laughed ___ them a lot.

After lunch, I entered the Zoo, I watched the monkeys ___ a long time. I looked ___ some of the other animals too. Finally, I attended a puppet show. I left the park ___ four-thirty and went home.

I enjoyed my visit ___ the park very much."

(LEVEL TWO - 12 points)

Otros ejercicios similares al anterior, con un mayor grado de dificultad, que también podrían incluirse en el Examen son los siguientes: (Tabla 4)

- * Complete the following text using "by", "for", "of", "in", "to", "through", "above", "under", or "down".

"The dependence on other living things is not confined to animals. Though plants manufacture their own food ___ photosynthesis, they are dependent ___ animal respiration ___ at least a part ___ the carbon dioxide which they use as raw material ___ this process. Supplies ___ mineral salts which they use ___ build up their substance can only be maintained ___ the activities ___ fungi and bacteria breaking ___ the organic matter left ___ the soil ___ other living creatures. Again, many plants are entirely dependent ___ animals ___ pollination or ___ the dispersal ___ their seeds. Moreover, despite the apparently peaceful relationships ___ plant communities, there is intense competition going on ___ water, nutrient salts, and ___ all, ___ light."

(LEVEL FOUR - 20 points)

- * Complete the following text with: "in", "about", "to", "on", "down", "at", "with", "of", or "toward".

"Americans are generally more interested in politics than in government; however, their interest seems to be different ___ that found ___ many other countries.

Let me explain. Americans get very stirred up ___ politics during presidential elections, which are held every four years. They listen ___ the candidates ___ the radio and television and read ___ them ___ newspapers and magazines. They argue ___ each other and often get very excited. However, as soon as the election is over, their interest dies ___ and they seem to forget ___ politics.

This attitude ___ politics often surprises foreign visitors, as does the general lack ___ political activity ___ American universities. Whereas the universities ___ some countries are centers ___ political activity, those ___ the United States seldom are."

(LEVEL SIX - 16 points)

Tomando en cuenta que "a few", "a little", "a lot", "much", "many" y "some", se presentan y practican en la unidad VI de los textos English Sentence Structure y Vocabulary in Context, a nivel de oración y de párrafo respectivamente (Ver Tabla No. 5), resulta válido evaluar esos elementos por medio de un "cloze".

* Complete the following text with: "a lot of", "a few", "little", "much", "some" or "many" according to the context.

"The Chávez family are very poor. Mr. Chávez does not have a permanent job. He has five children and his wife is sick. He needs to buy ___ milk, meat, and bread for his family, but he does not make ___ money. Mr Chávez' children go to school. They need ___ books, notebooks, and pencils. Because they have ___ classes every day.

Mr Chávez and his family are very nice people. They have ___ good friends. A neighbour brought a ___ sugar and ___ apples for Mrs Chávez. Another friend gave ___ fruit and bread to the children. An old lady sent ___ rice to the family, and a generous man lent ___ money to Mr Chávez to pay the rent and buy some goods."

(LEVEL TWO - 10 points)

Cabe señalar que algunos espacios pueden ser llenados con más de una opción. Por ejemplo: "They have many/some good friends". En tal caso, ambas tienen que ser consideradas correctas y calificadas apropiadamente.

Por otro lado, el ejercicio 7 del Examen de Colocación propone la evaluación de los verbos constituidos por dos palabras. Estos verbos seguidos de una partícula se estudian con detalle en la unidad 12 de ambos libros, por lo que este ejercicio corresponde a un tercer nivel y no al cuarto como lo indica el examen.

Este ejercicio está diseñado de acuerdo al tipo discreto y a nivel de oración, teniendo como fuente al inciso C.4. de la página 76 del libro Vocabulary in Context (Ver Tabla No. 6). Una forma de evaluar estos verbos de dos palabras y su uso en el tiempo pasado, dentro de un contexto más real de la lengua y a nivel de párrafo, es por medio del siguiente ejercicio:

- * Fill in the blanks with the verbs: "take off", "run into", "put on", "call up", "look up", "pick up", "run out of", or "look for" in the correct tense, according to the context.

Yesterday, John Jones ___ his girlfriend and they decided to go to a movie. John hung up the telephone and ___ his tie. He left his house to go to the store. There he ___ some things and he ___ his girlfriend's groceries. He ___ some friends in the store and spoke to them for a few minutes. He almost ___ money because the groceries were very expensive. Finally he arrived at his girlfriend's house, kissed her and put the groceries on the table. then, he ___ his coat.

(LEVEL THREE - 14 points)

El ejercicio a continuación es uno de una serie. El libro ha presentado las estructuras aisladamente; por ejemplo, primero el tiempo presente simple, después el pasado simple, luego el presente progresivo y así sucesivamente. En la serie de ejercicios que se mencionan, se ha tratado de ir incorporando poco a poco los elementos gramaticales y no tratarlos aisladamente. En este caso, se evalúa el uso de algunos tiempos verbales en conjunto, a fin de que el alumno pueda distinguir cuándo se emplea uno y cuándo otro, en un aspecto más práctico de la lengua (Ver Tabla No. 4).

- * Complete the following text with "make", "do", "lead", "prepare", "use", "invent", "look", "display", "be", "notice", "acquaint", "put", "explain", or "show" in its appropriate form.

"The electrical engineering students are putting on an exhibition in order to acquaint the public with some of the progress that ___ (1-3) with electricity during this century.

Robert, one of the students, ___ (4) the public the exhibition.

"We ___ (5) many things of historical interest. For example, here ___ (6) some of the first light bulbs that Edison ___ (7). Next to them ___ (8) some modern light bulbs. ___ (9) how different they ___ (10)

The development of electricity ___ (11, 12) living much easier for many people, especially the housewife. Today housewives ___ (13) electric stoves, mixers, and toasters ___ (14) food, and they ___ (15) electric irons, washing machines, and clothes driers ___ (16) the laundry.

Finally, electricity ___ (17-18) to the development of radios, phonographs, and television. These three things ___ (19-20) life more enjoyable for everyone."

(LEVEL FOUR - 20 points)

Con este tipo de ejercicios, se trata de ver si los alumnos realmente comprenden la forma en que se organizan los elementos del lenguaje para dar un mensaje significativo, aprovechando al máximo sus conocimientos sobre las reglas formales de la lengua.

En el desarrollo de este capítulo se ha manejado en forma implícita el concepto de evaluación, como una fase del proceso de enseñanza-aprendizaje que se relaciona estrechamente con los demás aspectos de éste. Se considera que un examen es sólo un corte artificial en el desarrollo de dicho proceso, por lo que las propuestas anteriores están orientadas hacia una mayor y mejor vinculación entre la enseñanza y la evaluación, en el caso particular del Examen de Colocación.

En lo relativo a los comentarios sobre la validez aparente y la validez empírica del Examen de Colocación, se exponen en el Capítulo IV con el objeto de complementarlas con los aspectos allí tratados.

C A P I T U L O I V

ANALISIS DE LA CONSTRUCCION DEL EXAMEN DE COLOCACION

La propuesta planteada en este capítulo se refiere al intercambio de ideas y juicios entre el (los) diseñador(es) del Examen de Colocación que debiera realizarse antes y después de cada aplicación. En primer lugar, el formato y el contenido de este examen se verían enriquecidos a través de la captación y discusión sobre los diversos puntos de vista al respecto. Se detectarían las áreas problemáticas en el examen, en lo relativo a aspectos teórico-metodológico y lingüísticos. Heaton (1975) alude a lo anterior, en cierta forma, cuando menciona que:

"It is essential, therefore, that the test writer submits his test for moderation to a colleague or, preferably, to a number of colleagues... The purpose of such a board is to scrutinise as closely as possible not only each item comprising the test but also the test as a whole, so that the most appropriate and efficient measuring instrument is produced for the particular purpose at hand. ... moderation is also frequently concerned with the scoring of the test and with the evaluation of the test results." (p. 181)

En segundo lugar, un intercambio de ideas previo y posterior al Examen de Colocación redundaría en evaluaciones: más fidedignas de los alumnos de primer ingreso a los cursos de inglés, más acordes con la situación general de enseñanza-aprendizaje en la FES-C, más orientadas hacia los objetivos de los alumnos y, por último, pero no menos importante,

evaluaciones más apegadas a los criterios valorativos de viabilidad, confiabilidad y validez.

1. Intercambio de Ideas Previo a la Aplicación del Examen.

La realización de este intercambio se vincula directamente al criterio de validez aparente o visual de un examen.

En el caso del Examen de Colocación, se puede observar a simple vista que no cumple con dicho criterio, debido a varios factores como: instrucciones confusas y mal elaboradas, evaluación de elementos del lenguaje con mínima relevancia en los cursos, y un uso constante de la forma indirecta para la evaluación de las cuatro habilidades en todos los grados (Ver Apéndice No. 5). Es decir, se evalúa el manejo general del idioma por parte del estudiante, a través de sus conocimientos sobre algunos aspectos de la gramática inglesa. Esto es insuficiente, pues si se considera que: "a language test samples language behaviour and infers general ability in the language" (D. Brown, 1980, p. 210), se pedirá que un examen contenga elementos lingüísticos representativos tanto del programa como de los materiales didácticos.

A este respecto, y como una medida preventiva para próximas aplicaciones, se estima conveniente solicitar a varios profesores del área, y a varios alumnos, que resuelvan el Examen de Colocación; sólo así podrán detectarse, entre otros problemas, las incongruencias metodológicas, los reactivos mal elaborados, las instrucciones o preguntas confusas, la complejidad en la asignación de puntaje y los errores lingüísticos.

Una vez descubiertas esas fallas por cada uno de los moderadores, se procederá a un vaciado de datos que llevará al diseñador y a los profesores a realizar un análisis cuidadoso del Examen de Colocación. Aquí se estudiarán proposiciones para añadir, reemplazar o eliminar algún punto del examen, de acuerdo a su forma, contenido y relevancia. De igual manera, se tratará de unificar criterios para aplicar y calificar el examen. Esto último es de suma importancia, sobre todo si después de la aplicación del examen no se convoca a los docentes a otra reunión.

En el caso de la Sección de Inglés de la FES-C, se considera que la realización de esta primera fase de intercambio de ideas y juicios acerca de la forma y del contenido del Examen de Colocación, contribuiría favorablemente en la eliminación de las fallas antes mencionadas.

Este proceso de supervisión o moderación previo a la aplicación del examen es factible en la FES-C, ya que la mayoría de los profesores se reúnen con frecuencia en el Campo I de esta institución.

2. Intercambio de Ideas Posterior a la Aplicación del Examen.

Después de administrado el examen, tendría lugar un segundo intercambio de ideas, el cual se sustentaría principalmente con los resultados obtenidos por los alumnos; esto, con el objeto de modificar nuevamente el Examen de Colocación en base a las propuestas formuladas previamente. Dicho estudio también podría fundamentarse en un análisis estadístico formal,

empleando medidas de tendencia central y de dispersión, así como un análisis de reactivos (índices de facilidad y discriminación). De igual modo, esta investigación podría apoyarse en análisis de resultados a nivel empírico, comparando la actuación de los alumnos en el Examen de Colación con la del curso, lo cual requeriría de un seguimiento escolar sistematizado a través de los niveles en los cuales se haya colocado a los examinados.

En la FES-C se presentarían algunas dificultades para realizar un seguimiento escolar, debido a que la Sección de Inglés es muy reducida en comparación con otras instituciones en donde el personal docente es más numeroso. Sería necesario, entre otras cosas, la programación de horas de investigación conjuntas para que varios profesores se dedicaran al análisis de construcción de los exámenes, y que ellos a su vez, instrumentaran las medidas y procedimientos pertinentes para la optimización de tales exámenes.

No obstante, el segundo intercambio de juicios valorativos es muy recomendable, sobre todo en el caso específico del Examen de Colación. Este examen se emplea más frecuentemente que los de aprovechamiento, los cuales se usan rara vez en más de dos ocasiones.

El constante análisis de construcción del Examen de Colación, con base en los resultados provistos por los alumnos -considerando también las experiencias de los maestros- permitiría mejorar la función de dicho examen, la cual consiste en colocar adecuadamente a los alumnos, ofreciéndoles

al mismo tiempo, un panorama general de la situación de enseñanza-aprendizaje del inglés en la FES-C que les permita vislumbrar el alcance de sus propias metas.

3. Sugerencias Generales.

Para que el intercambio de ideas y juicios entre el (los) diseñador(es) del Examen de Colocación y los profesores se lleve a cabo, en forma metódica y sistemática, se sugiere elaborar un cuestionario que oriente la investigación hacia cuestiones relevantes, por ejemplo:

1. ¿Se ha discutido si los reactivos que integran al Examen de Colocación son los más adecuados a los criterios de viabilidad, confiabilidad y validez?

2. ¿Se ha discutido si el este examen está diseñado de acuerdo con el marco que guarda el proceso de enseñanza-aprendizaje del inglés en la FES-C?

3. ¿Se han establecido sistemas de valoración adecuados que permitan abarcar todo el campo del idioma a estudiar, y que valoren los aspectos a incluir en el Examen de Colocación, con base en su adecuación, relevancia y grado de dificultad?

4. ¿Se ha estudiado la posibilidad de construir exámenes de colocación estándar o modelos en la FES-C, los cuales a través de la experiencia, adquirida, de las innovaciones sobre teorías de aprendizaje de la lengua y metodología de la enseñanza, se perfeccionen?

Por último, sería deseable la realización del examen de aptitud, con el fin de evaluar la capacidad del alumno para

aprender un idioma extranjero, pero lamentablemente es una actividad que no se realiza en México por lo común. Los resultados de este tipo de examen complementarían a los obtenidos en el Examen de Colocación y servirían para señalar el curso o nivel más adecuado al alumno de acuerdo con su capacidad y dominio del idioma.

CONCLUSIONES

A partir de la aceptación de que la evaluación, dentro de la enseñanza de lenguas extranjeras, no es sólo la fase inicial o terminal del proceso de enseñanza-aprendizaje, sino un fenómeno cognoscitivo que se relaciona estrechamente con cada uno de los factores que en él intervienen, se procedió al análisis del Examen de Colocación en Inglés que se aplica en la FES-Cuautitlán. Para llevar a cabo dicho análisis se sentaron, en general, las bases teóricas principales que fundamentan la elaboración de los exámenes de inglés como lengua extranjera; y, en lo particular, se planteó una caracterización del Examen de Colocación de acuerdo con los criterios valorativos de viabilidad, confiabilidad y validez. Asimismo, se describió, a grosso modo, la situación de enseñanza-aprendizaje del inglés que priva en la FES-Cuautitlán.

Al realizar el análisis del Examen de Colocación se encontró que por un lado, el marco de enseñanza-aprendizaje del inglés presenta algunas incongruencias y fallas de diversa índole y, por otro, en lo que respecta al examen, se vio que este cumple parcialmente con los criterios valorativos antes mencionados. En torno al primer punto, cabe señalar que esta tesis no tiene el carácter resolutivo en lo que se refiere a la problemática expuesta, más bien intenta iniciar la crítica y las soluciones para mejorar y actualizar el Examen de

Colocación en la FES-C.

En lo relativo al segundo punto, se formularon propuestas para mejorar la eficacia del Examen de Colocación mediante la elaboración de reactivos que se apeguen más fidedignamente a los criterios valorativos de viabilidad, confiabilidad y validez y a través de un análisis de construcción sistematizado previo y posterior a su aplicación.

Se considera que las propuestas planteadas en el presente trabajo constituyen, como ya se mencionó, un punto de partida para mejorar no sólo el Examen de Colocación en Inglés, sino también la situación general de enseñanza-aprendizaje de lenguas extranjeras en la FES-C. Lo anterior aunado a una metodología de la enseñanza más eficiente coadyuvaría a la formación de mejores profesionales en esta institución.

GLOSARIO DE TERMINOS

Evaluación.- Se le concibe como una comparación entre lo realizado y los objetivos propuestos previamente, e incluye un análisis de los factores que influyeron en los resultados, (Ander-egg, 1985, p. 213).

Tipos de Exámenes.-

- de aptitud.- Se realiza con el fin de evaluar la capacidad de una persona para aprender un idioma extranjero. Este examen incluye factores extralingüísticos, tales como tests psicométricos y de asociación matemática.

- de diagnóstico.- Sirve para detectar las áreas óptimas y deficientes del alumno en cuanto a su manejo del idioma extranjero, con el fin general de programar actividades en el salón de clases que compensen esas deficiencias.

- de posesión o dominio del idioma.- Evalúa los conocimientos lingüísticos/comunicativos de un individuo a la luz de lo que será su actuación futura en una actividad determinada.

- de colocación.- Se aplica con el fin de determinar el grado de conocimientos de la lengua extranjera que posee un alumno, a fin de colocarlo en un determinado curso o nivel.

- de aprovechamiento.- Tiene como propósito evaluar el grado en que un alumno ha avanzado en sus conocimientos del idioma a través de la enseñanza formal de éste, con un programa y técnicas metodológicas específicos.

(D. Brown, 1980, p.215).

Exámenes con referencia a un dominio o criterio.- Se enfoca primordialmente a la investigación de las capacidades y habilidades de cada alumno en particular, la interpretación de los resultados es individual y no global, por lo que el alumno recibe mayor atención con fines de un mejoramiento personal.

Exámenes con referencia a una norma o patrón.- Se estudia y evalúa el desarrollo de todo un grupo como entidad, o la actuación de sus integrantes con respecto a ese grupo, los resultados de la evaluación se analizan y repercuten en el proceso de enseñanza-aprendizaje de manera globalizada.

(Valette, 1977, p. 11).

APENDICE N.º 1

Existen varios métodos para la estimación de la Confiabilidad, a saber: (Heaton, 1975; 156-157 p.p.)

- 1º Reexaminar a los mismos sujetos con el mismo examen en un intervalo mediano de tiempo.
- 2º Aplicar versiones paralelas de un examen, equivalentes en longitud, dificultad, formato, límite de tiempo, etc. al mismo grupo.
- 3º Procedimiento de división por mitad de los reactivos de un examen, obteniendo dos calificaciones por cada alumno y comparándolas, lo cual nos lleva a una medida de la adecuacidad en la obtención de las muestras.
- 4º Método de Equivalencia-Racional por Kuder y Richardson que evalúa la consistencia interna de los reactivos por medio de la fórmula:

$$r_{11} = \frac{N}{N - 1} \left(1 - \frac{m(N - M)}{N\bar{x}^2} \right)$$

Siendo:

N = no. de reactivos.

m = media

x = desviación estándar

A P E N D I C E N° 2

THE INTENSIVE ENGLISH PROGRAM

AT THE

UNIVERSITY OF TEXAS AT AUSTIN

The objectives for the Intensive English Program levels include those minimal skills one would expect in a 15-week semester of an "A", "B", or strong "C" student with 90% attendance. Students who receive a "B+" or an "A" grade are those who have greater mastery and those with lower than a "C" grade are those who have not reached the minimum level of the objectives. (Note: A fast-moving class will sometimes complete more than the usual curriculum for that level.)

The curriculum has a spiral design to accommodate the needs of students of varied language preparation and language-learning abilities; i.e., the second half of a level covers the same material, but in a different guise than the first half of the succeeding level; so, a student can either advance one level or skip a level without losing continuity. Also, while some content may be repeated from one level to the next, the depth and breadth increases and the texts and exercises change.

Keep these factors in mind when reading the following outlines of objectives for the seven Intensive English Program levels.

Writing

By the end of a 15-week semester a student should be able to:

- Write or print legibly between the lines
- Make capitals, periods, question marks, and apostrophes
- Spell correctly words introduced at the level using basic spelling rules and sight memorization
- Write contractions
- Write dictations from the material being studied
- Copy correctly
- Identify basic parts of speech in simple sentences (n, v, adj.)
- Address envelopes
- Fill out registration/application forms (basic content such as name and address)
- Write checks
- Use correct format of a paragraph: title, margins and indentation.
- Write very uncomplicated descriptive and narrative compositions based on guided composition lessons
- Organize and write very simple one-paragraph unguided compositions

Reading

By the end of the semester, with materials of a beginning level, a student should be able to:

- Identify the Latin alphabet
- Alphabetize (by first letter)
- Sound out items taught in phonics
- Recognize appropriate sight words

Grammar

By the end of the semester the student should be able to use effectively, in oral and written work of a beginning level, the following:

- Parts of speech: pronouns (subject, object, possessive, indefinite, demonstrative), articles (definite and indefinite), prepositions (location, direction, time), adverbs (frequency, time, manner), adjectives (position and quantity), nouns (count and non-count), conjunctions (co-ordinating)
- Present tense, past tense (a little), future (active voice in affirmative statements, questions and short answers)
- Imperative mood
- Interrogatives (Wh-/yes-no)
- "can"

Listening/Speaking (Vocabulary)

3

By the end of a 15-week semester a student should be able to do the following with beginning level proficiency:

- Recognize and produce the sounds and intonation of English
- Perform culturally appropriate greetings and introductions
- Tell time
- Give simple directions
- Make simple personal telephone calls
- Order food in a restaurant
- Shop for food and clothing
- Describe daily routines
- Describe members of the family
- Use body, number, money, season, weather, date, calendar, holiday, job, leisure activity (sports and hobbies) and travel vocabulary for basic functional needs

Writing

By the end of a 15-week semester a student should be able to:

- Write or print legibly between the lines
- Use correct paragraph indentation and margination in compositions and dictations
- Use capital and small letters appropriately *
- Use correct end-of-sentence punctuation
- Use correct spelling of beginning-level vocabulary
- Identify basic parts of speech in and write simple sentences
- Fill out elementary application and registration forms and address envelopes
- Write with reasonable speed dictations incorporating advanced-beginning-level vocabulary and grammar
- Write uncomplicated descriptive and narrative compositions based on guided composition lessons*
- Organize and write simple one-paragraph unguided narrative and descriptive compositions*

Reading

By the end of a 15-week semester, with materials of an advanced beginning level a student should be able to:

- Alphabetize
- Begin guessing meaning from contextual clues*
- Scan for specific information*
- Skim for the main idea*
- Read simplified magazine and news articles, short stories, and novelettes*

Grammar

By the end of a 15-week semester a student should be able to use with advanced beginning proficiency, in oral and written work, the following:

- Parts of speech: pronouns (subject, object, possessive, indefinite, demonstrative), articles (definite and indefinite), prepositions (location, direction, time), adverbs (frequency, time, manner), adjectives (position, quantity, and descriptive), nouns (count and non-count), conjunctions (co-ordinating)
- Present and past tenses,* future, present perfect (active voice in affirmative, negatives, questions, short answers, and tags)
- Imperative mood
- Modals and semi-modals (present)*
- Interrogatives (Wh-/yes-no/tags)*
- Comparatives (as...as, -er, more)*and simple superlatives*

*Items which are in addition to those of Level 100

By the end of a 15-week semester, a student should be able to do the following with advanced beginning proficiency:

- Perform culturally appropriate greetings and introductions
- Tell time
- Give simple directions
- Make simple personal and information telephone calls
- Order food in a restaurant
- Shop for food and clothing
- Describe their daily routine
- Describe members of the family
- Use health, medical care and body, numbers, money, seasons, weather, dates, calendar, holidays, jobs, leisure activities (sports and hobbies), travel, and education vocabulary for basic functional needs
- Recognize and produce a select number of two-word verbs, verb contrasts (e.g. make/go), verbal expressions (e.g. multiple meanings of "get"), and time phrases*

Writing

By the end of the semester a student should be able to:

- Demonstrate correct use of basic English writing mechanics, e.g. indentation and punctuation
- Use correct spelling of low intermediate level vocabulary
- Identify and produce simple and simple-complex sentences using the grammar taught
- Write with reasonable speed dictations incorporating low intermediate level vocabulary and grammar
- Fill out application/registration forms
- Write low intermediate level compositions based on guided composition lessons
- Organize and write simple letters to friends and letters of inquiry*
- Organize and write simple narrative, descriptive and expository* paragraphs of a low intermediate level which include good topic sentences and supportive details arranged in logical order*

Reading

By the end of the semester, with materials of an advanced beginning/ low intermediate level a student should be able to:

- Alphabetize in timed exercises
- Recognize statement, question, and negative patterns
- Scan for specific information and skim for main ideas
- Read in phrase units rather than word-by-word
- Identify parts of speech from sentence position
- Read novelettes, short stories, and simplified or uncomplicated newspaper and magazine articles
- Use tables of contents and indexes*
- Use a dictionary and context to discover word meanings*

Grammar

By the end of the semester a student should be able to use with low intermediate proficiency, in oral and written work the following:

- Parts of speech: pronouns (case and agreement), prepositions (location, direction, time, 'be' + adj. + prep. constructions*) adverbs (frequency, time) of manner vs. adjectives, conjunctions (co-ordinating and subordinating in time clauses*), articles, and adjectives and nouns of an adv. beginning index
- Present and past tenses, future, present perfect and past perfect, imperative, and passive voice*
- Modals and semi-modals (present)
- Basic forms of comparatives and superlatives and "the same...as" construction*
- Interrogatives (Wh-/yes-no/tags/negative)
- Certain common imbedded-clause sentences, e.g. "Can you tell me what time it is?"*
- Passive understanding of the subjunctive*
- Reported speech (if, that)*

By the end of the semester a student should be able to do the following with low intermediate proficiency:

- Use the functional vocabulary reviewed (See level 101 objectives)
- Understand and use 100 two-word verbs
- Use problem verb contrasts (e.g. make/do, take/waste)
- Use some basic suffixes and prefixes in understanding word meanings
- Understand short narratives, stories, factual discourse
- Understand persons speaking at normal speed on familiar topics with some restatement
- Demonstrate understanding by answering content questions dealing with material heard
- Demonstrate understanding by writing short dictations which incorporate the grammar and the vocabulary of the course with only minor errors in spelling and punctuation
- Retell materials read or heard
- Give directions
- Tell how to perform a simple process
- Express ideas

Writing

By the end of a 15-week semester a student should be able to do the following with upper intermediate level proficiency:

- Use English writing mechanics and conventions
- Recognize and avoid writing "fragments" and "run-ons"
- Write complete simple, compound and complex* sentences
- Write a descriptive and a narrative composition
- Write a meaningful expository paragraph expressing a central (main) idea*
- Develop the main idea of an expository paragraph with a minimum of three supporting statements (specifics/reasons)*
- Provide examples or explanations for each supporting statement of an expository paragraph*
- Make use of appropriate conjunctions and sentence connectors to tie ideas of a paragraph together*

Reading

By the end of a 15-week semester, with materials of an upper intermediate level a student should be able to:

- Read and understand texts, newspapers, narrative and descriptive articles, and stories with moderate speed
- Use an all-English dictionary to comprehend words which the student cannot discern from context (minimum of 70% accuracy in guessing meanings from the context)
- Read word groups (phrases and clauses), rather than reading word by word
- Understand the main idea of a paragraph, story or article
- Demonstrate at least 70% comprehension of in-class readings
- Draw conclusions and make logical deductions*
- Read with satisfactory comprehension at an upper intermediate speed

Grammar

By the end of the semester a student should be able to use with upper intermediate proficiency, in oral and written work, the following:

- Parts of speech: See level 102 objectives. Prepositions with selected list of verbs
- Present and past tenses, future, present and past perfect
- Imperative-passive voice (all forms)
- Subjunctive (e.g. It is necessary or advise + that + subject + base verb)*
- Conditional (if, wish- present, past, future)*
- Modals and semi-modals (present and past*)
- Verb + gerund/infinitive constructions* with selected list of verbs

*Items which are in addition to those of Level 102

Grammar, cont'd

- Causatives (e.g. make + pronoun + base verb)
- Reported speech and embedded questions/statements*
- Comparisons (all forms)
- Interrogatives (all forms)
- Participle ("ed" and "ing" endings) constructions
- Subordinate clauses (adverbial, relative, noun, etc.)*

Listening/Speaking

By the end of a 15-week semester, a student should be able to do the following with upper intermediate proficiency:

- Understand questions, statements, and conversations on familiar topics spoken distinctly at normal speed (occasionally requiring some restatement)
- Understand the main idea and take notes of important details on factual and short narrative materials of intermediate-level difficulty*
- Comprehend and take notes (one or two words per item) on short newscasts, and answer questions about same with 70% accuracy*
- Write short dictations (sentences and paragraphs) with only minor errors in spelling and punctuation
- Understand and take notes on short lectures (20-30 min.) on topics of general interest (pollution, medicine, transportation, etc.)*
- Converse intelligibly, but with frequent circumlocutions, in most social situations
- Express relatively complex ideas, but without complete control of structures and pronunciation
- Demonstrate command of intermediate-level English vocabulary (primarily academic and also 7 sets of two-word verbs and selected idioms*)
- Present a well-prepared 5-minute speech to the class on a self-selected topic*

Writing

By the end of a 15-week semester a student should be able to do the following with advanced level proficiency:

- Use English writing mechanics and conventions
- Write complete simple, compound, and complex sentences with correct subject-verb agreement and pronoun agreement.
- Recognize proofreading symbols and correct writing errors of subject-verb agreement, sentence fragments, run-on sentences, pronoun agreement, parallelism, and coordination/subordination
- Write paragraphs with topic sentences and supporting sentences
- Develop paragraphs by use of facts, examples, incidents*, anecdotes*, stories*, definition*, comparison and contrast*
- Arrange details in a paragraph according to importance, time, or location*
- Outline major topics and subtopics*
- Summarize brief readings and paraphrase sentences*
- Write a short research essay with a thesis, emphasizing various aspects of organization and using necessary connectors.*
- Write a short research essay (about two pages) on an assigned topic, utilizing library resources such as the Readers' Guide, encyclopedias, and the card catalog*
- Write a short book report on an assigned novel*

Reading

By the end of a 15-week semester, with materials of an advanced level a student should be able to:

- Read various types and lengths of materials
- Read extensively for the main idea and overall organization
- Read intensively for facts and details with 70% accuracy.
- Begin to recognize the author's point of view*
- Begin to make inferences from reading*
- Read unsimplified newspapers, simple novels*, and short stories for pleasure*
- Guess the meanings of words from context or find the meanings in an English dictionary
- Understand the main idea of difficult material by making "educated guesses"*
- Skim and scan

By the end of the semester a student should be able to use with advanced level proficiency, in oral and written work, the following:

- All verb forms and tenses
- Passive voice
- Subjunctive mood
- Conditionals
- Modals and semi-modals (present and past)
- Verb + gerund/infinitive constructions (number of selected verbs increased over level 103)
- Reported speech and embedded questions/statements
- Comparisons (all forms)
- Interrogatives (all forms)
- Prepositions (with selected verbs* and nouns*)
- Subordinate clauses (restrictive and non-restrictive adjective and adverb clauses and appositives*)
- Word order (direct objects, adverbs, time expressions, adjectives, etc.)
- Causatives. (e.g. have + pronoun + base verb)
- Recognize in a TOEFL-design format the structures studied

Note: While most of the grammar content has been previously introduced if the student has come from Level 103, the Level 104 student adds more forms and moves toward greater active use of items.

Listening/Speaking

By the end of a 15-week semester, a student should be able to do the following with advanced level proficiency:

- Understand normal speed, non-technical speech directed at him/her (only occasionally requiring restatement)
- Listen to, comprehend, and take clear, useful general notes of various types of short clearly-organized oral presentations (recorded, teacher or student presented)
- Answer questions over lectures or discussion material with and without notes with 70% accuracy
- Write sentence and paragraph dictations with only minor errors in spelling and punctuation
- Participate in social and limited academic conversations
- Give well-organized speeches
- Demonstrate command of upper intermediate level English vocabulary (social and academic and also selected two-word verbs, and idioms*)

Writing

By the end of a 15-week semester a student should be able to do the following with near college level proficiency:

- Use English writing mechanics and conventions
- Write complete simple, compound, and complex sentences with correct subject-verb agreement and pronoun agreement
- Write outlines
- Write summaries
- Write paragraphs representing paragraphs using chronological or spatial order, comparison/contrast, description, definition and cause and result*
- Write essays explaining a process, constructing a definition, or arguing an opinion
- State theses precisely
- Do library research with note-cards containing paraphrase, quote and summary, and bibliography cards*
- Write a research paper (about 5 pages) with end notes and bibliography*
- Write short letters request information and apply to a university*

Reading

By the end of a 15-week semester, with materials of a near college/college level a student should be able to:

- Recognize and restate topic sentences, main ideas, thesis statements, supporting details, transitions and connectives, main arguments and conclusions
- Read for details and inferences
- Preview, skim, and scan
- Read textbooks, novels, newspapers, magazines, etc.
- Read with satisfactory comprehension under the pressure of time
- Recognize a point of view and draw conclusions
- Distinguish between fact and opinion
- Guess the meanings of words from context or find the meanings in an English dictionary
- Complete TOEFL-type reading tests with at least 80% accuracy*
- Meet the reading skill and speed demands of a college-level course*

*Items which are in addition to those of Level 104.

Grammar

By the end of the semester a student should be able to use with near college/college level proficiency the grammatical features listed for level 104 in oral and written work. The main difference between the two levels is one of degree of control in uncontrolled situations, but the advanced level student also uses the structures with a greater semantic index and develops a better understanding of the subtleties of usage.

Listening/Speaking

By the end of a 15-week semester, a student should be able to do the following with near college/college level proficiency:

- Communicate fluently with native speakers
- Take dictation
- Have 80% listening comprehension of recorded materials and university lectures on general topics
- Make notes to be used as study aids
- Speak extemporaneously* and formally on a given topic
- Use idiomatic expressions*
- Understand the principles of debate procedures and participate in a formal debate*

Writing

By the end of a 15-week semester a student should be able to do the following with near college/college level proficiency:

- Use English writing mechanics and conventions
- Write complete sentences (all types) with correct subject-verb agreement and pronoun agreement
- Write outlines (standard and numerical systems)
- Write summaries of materials from scholarly journals*
- Write book reviews*
- Make reports of a technical nature*
- Write expository essays
- Write argumentative essays with emphasis on content and organization
- Write a university graduate level research paper* with end notes and bibliography
- Do graduate library research* and prepare bibliography and note cards
- Analyze and compare well-written and poorly written papers*
- Evaluate a writing sample for content and style*
- Write a variety of letters, both formal and informal, in standard form

Reading

By the end of a 15-week semester, with materials of a near college/college level a student should be able to:

- Meet all the objectives of level 105
- Use graduate reference books for research*
- Evaluate sources*
- Make valid judgments on content and style*
- Analyze organization of longer readings
- Preview and skim textbooks*
- Meet the reading skill and speed demands of a graduate level university class

Grammar

See level 105 grammar objectives for explanation. In addition a student should be able to use grammar books as sources of reference and be able to proofread own writing samples, identify and correct grammatical errors.

*Items which are in addition to those in Level 105.

By the end of a 15-week semester, a student should be able to do the following with college level proficiency:

- Communicate fluently with native speakers
- Take dictation
- Have 90% listening comprehension of recorded materials, primarily university-type lectures
- Make well-organized notes to be used as study aids
- Defend a point of view*
- Use a wide range of idiomatic expressions
- Identify and know the meaning of selected Latin, Greek, and Anglo-Saxon prefixes, suffixes and roots*
- Control sufficient vocabulary to function satisfactory in academic conversations*
- Understand the principles of debate procedure and participate in a formal debate

*LIBROS DE TEXTO **

An Intensive Course in English
English Language Institute

an intensive course in English
English Language Institute

**English
Sentence
Structure**

Robert Krohn
And the Staff of the
English Language Institute

Ann Arbor The University of Michigan Press

Vocabulary in Context

Harry B. Franklin
Herbert G. Meikle
and Jeris E. Strain

Ann Arbor The University of Michigan Press

* Se presenta simultáneamente el contenido de ambos libros, por niveles, a efecto de que el lector compare.

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LEVEL TWO.

- A. Verb and indirect object: Give *her* a book. Give a book *to her*.
- B. Past tense forms of irregular verbs: eat, ate; give, gave.

A.1 Notice the position of *to Mary* and *Mary*:

A	He is going to give	a book	to Mary.
B	He is going to give	Mary	a book.

COMMENTS

(1) Two patterns are possible when a direct object (*a book*) and an indirect object (*Mary*) follow a verb such as *give*.

A. VERB + D.O. + I.O.
give the object to the person

B. VERB + I.O. + D.O.
give the person the object

(2) Some other verbs which are like *give* are: *write, read, show, teach, tell, sell, send, lend, bring, take, pass*. These can be used in either pattern A or B.

NOTE: The opposite of *to* is expressed by *from* in sentences like "He borrowed something from us." Verbs like *demand, steal, and take* are used in this way. The preposition *from* in such cases cannot be omitted, i.e. only pattern A is possible.

NOTE TO THE TEACHER: In order to simplify the presentation, the following exercise requires the students to master only one pattern for pronunciation: the pattern with *to*. The other pattern can also be practiced if Exercise 1 is changed so that the stimulus sentences include the preposition *to*. For example:

John often gives books to Mary. JOHN OFTEN GIVES MARY BOOKS

Exercise 1. Form sentences which include *to* and the indirect object *me*.

John often gives Mary books. HE NEVER GIVES ANY BOOKS TO ME.

John often writes Mary letters. HE NEVER WRITES ANY LETTERS TO ME.

APENDICE N.º 4.1

LECCIONES MUESTRA DEL

TEXTO

ENGLISH SENTENCE STRUCTURE

- John often sells Mary pencils.
- John sometimes lends Mary books.
- John sometimes brings Mary flowers.
- John sometimes gives Mary newspapers.
- John sometimes brings Mary books.
- John sometimes reads Mary his letters.
- John sometimes lends Mary his books.
- John often teaches Mary new words.

Exercise 2. For advanced students. When the direct object is a personal pronoun like *it* or *them*, the indirect object usually has *to* with it (pattern A). In the following exercise, answer the questions changing all the object noun phrases to pronouns. Use pattern A in your response, i.e., the pattern with *to*.

Is he going to give us
the history book?

YES, HE IS GOING TO GIVE **IT** TO US
TOMORROW.

Is he going to give Mr. Miller
the new books?

YES, HE IS GOING TO GIVE **THEM** TO
MR. MILLER TOMORROW.
(YES, HE IS GOING TO GIVE **THEM** TO
HIM TOMORROW.)

- Is he going to read us *the letter*?
- Is he going to teach us *the new words*?
- Is he going to lend Mr. Miller *his car*?
- Is he going to tell Mr. Miller *the news*?
- Is he going to lend Mary *his pen*?
- Is he going to bring us *the new magazines*?
- Is he going to pass Mr. Miller *the butter*?
- Is he going to read us *the letter from Mr. Miller*?
- Is he going to sell Mr. Miller *his car*?
- Is he going to show us *his new radio*?

A.2 Notice the use of the indirect object after the verb *ask*.

B	He asked <i>the teacher</i> a question.
B	Please ask <i>him</i> his telephone number.

COMMENTS

For indirect objects after the verb *ask*, only pattern B is possible.

NOTE: There are only a very few verbs like *ask*. Among them are *cost*, *save*, *charge*, and *wish*.

The book cost me ten dollars.
John saved me fifteen dollars.

The man charged me five dollars.
He wished us a pleasant journey.

Exercise 3. Add the name *Mr. Miller* to the following statements.

- He asked a question.
He asked his name.
- HE ASKED MR. MILLER A QUESTION.
HE ASKED MR. MILLER HIS NAME.
- He asked his address.
 - He asked his telephone number.
 - He asked some questions.
 - He asked a favor.
 - He asked, "What time is it?"
 - He asked the time.
 - He asked the name of the grammar.
 - He asked the price of the grammar.

A.3 Notice the use of *to* with the verb *explain*.

A	He explained the lesson <i>to me</i> .
---	--

COMMENTS

- For indirect objects after the verb *explain*, only pattern A is possible.
- Other verbs which are like *explain* are: *announce*, *describe*, *introduce*, *mention*, *prove*, *repeat*, *say*, *speak*, *suggest*, *report*. These verbs use pattern A only.

ILLUSTRATIVE EXAMPLES

- The teacher announced the examination to his students.
- We described our class to him.
- He introduced his father to us.
- He mentioned the money to Mr. Miller.
- He didn't prove anything to us.
- We repeated our names to him.
- He always says "Hello" to me.
- He is speaking English to me.
- He didn't suggest anything to us.
- The students reported their progress to the teacher.

Exercise 4. Practice the use of verbs like *explain* and also the verb *ask*. Repeat statements, and add *to* or *to us* in the proper position.

He often speaks.	HE OFTEN SPEAKS TO US.
He explained the lesson.	HE EXPLAINED THE LESSON TO US.
He repeated it.	HE REPEATED IT TO US.
He usually says "yes."	HE USUALLY SAYS "YES" TO US.
He asked, "Where are you going?"	HE ASKED US "WHERE ARE YOU GOING?"
They asked some questions.	THEY ASKED US SOME QUESTIONS.

1. send
2. to me
3. give
4. me
5. the sugar
6. pass
7. to me
8. sell
9. his car
10. me
11. some books
12. to me
13. to us
14. they
15. send
16. us
17. some letters
18. some news
19. fell
20. a story
21. the answers
22. explain
23. the questions
24. ask
25. repeat
26. send
27. us
28. the lesson
29. explain
30. give

9. The director described the English course.
10. Mr. Gomez described South America.
11. He asked our telephone numbers.
12. The people explained their customs.
13. He repeated the words.
14. The teacher asked some questions.

Exercise 5. Practice the use of verbs like *explain* and also the verb *ask*. Listen to the verbs and the statements after them. Include the words in the statements.

- The student, Mary asked some questions.
- The student, John is explaining a problem.
- Him. I'm going to speak English.
- Mr. Brown. I'm going to repeat the news.
- Them. I asked some questions.
- MARY ASKED THE STUDENT SOME QUESTIONS.
- JOHN IS EXPLAINING A PROBLEM TO THE STUDENT.
- I'M GOING TO SPEAK ENGLISH TO HIM.
- I'M GOING TO REPEAT THE NEWS TO MR. BROWN.
- I ASKED THEM SOME QUESTIONS.

1. Us. He described South America.
2. Us. She talked.
3. The policeman. I asked the direction to Chicago.
4. The boys. He asked their names.
5. Me. She described her new dress.
6. The teacher. We asked a question.
7. Mary and me. They explained the customs of Argentina.
8. John and Paul. He asked some questions.
9. Mary. He always says "hello."
10. The secretary. He repeated the words.
11. Mr. and Mrs. Brown. I'm going to ask a favor.
12. My father. I'm going to introduce you.
13. Our friends. We're going to describe our house.

Exercise 6. Summary exercise for advanced students. Practice the use of three types of verbs: (1) verbs like *give*, (2) *ask*, (3) verbs like *explain*.

- He's going to ask me a favor.
- HE'S GOING TO ASK ME THE QUESTION.
- the question
- explain
- HE'S GOING TO EXPLAIN THE QUESTION TO ME.
- HE'S GOING TO EXPLAIN THE LETTER TO ME.
- HE'S GOING TO READ THE LETTER TO ME.
- HE'S GOING TO READ ME THE LETTER.
- read
- ME

A.4 Notice the use of *for* Mary:

Previous patterns:	
A	B
(1) Give a book to Mary.	Give Mary a book.
(2) Explain the lesson to Mary.	Ask Mary a question.
New patterns:	
A	B
(1) Buy a book for Mary.	Buy Mary a book.
(3) Open the door for Mary.	

COMMENTS

- (1) Some verbs pattern with *for* instead of *to*. The preposition *for* is used in front of the indirect object.
- (2) Some of the most important verbs that are used with *for* are the following:

(1)	buy	(3)	open
	get		answer
	make		close
	find		cash
	do		change
			pronounce
			prescribe

NOTES:

- (1) Two patterns are possible with verbs such as *buy*; only one pattern is possible with verbs such as *open*. However, in order to simplify the above discussions, the pattern with *for* should be emphasized. The pattern without *for*, e.g. "Buy Mary a book," can be mentioned as an alternative, important for recognition but not for production.

In the pattern of A.4, *for* usually means "for the benefit of." In addition, *for* sometimes means "in place of" or "instead of" as in "Alice is writing my letters for me because my arm is broken." This use of *for* cannot be expressed without the preposition.

Exercise 7. Answer the questions. Include *for Mary* in your answer.

- Who did John open the door for? **HE OPENED IT FOR MARY.**
- Who did John close the windows for? **HE CLOSED THEM FOR MARY.**

1. Who did the man cash the check for?
2. Who did the man change the money for?
3. Who did the teacher pronounce the word for?
4. Who did John pronounce the words for?
5. Who did the doctor prescribe the medicine for?
6. Who is John going to open the door for?
7. Who is John going to buy the book for?
8. Who is John going to get the chair for?

Exercise 8. Change the sentences, using *for* or *to*.

- Please buy me a book. **PLEASE BUY A BOOK FOR ME.**
- Please pass John the salt. **PLEASE PASS THE SALT TO JOHN.**

6. Please get John some books.
7. Please buy Mary a cup of coffee.
8. Please let John a favor.
9. Please give the teacher the homework.
10. Please teach the class new words.

Please give John a pen.

Exercise 9. Summary exercise. Include the words in the statements. Use personal pronouns for the subjects and indirect objects.

John. The teacher explained the **SHE EXPLAINED THE LESSON TO HIM.**

Mary. The professor is going to ask some questions. **HE'S GOING TO ASK HER SOME QUESTIONS.**

The professor. Mary's going to ask some questions. **SHE'S GOING TO ASK HIM SOME QUESTIONS.**

The patients. The doctor prescribed medicine. **HE PRESCRIBED MEDICINE FOR THEM.**

1. John. The bank cashed a large check.
2. John. Mary's going to make a cake.
3. Me. The doctor prescribed medicine.
4. Me. Mr. Jones is going to give a book.
5. Mr. Jones. I'm going to sell a house.

6. John. I'm going to buy a cup of coffee.
7. The director. I asked a favor.
8. The professor. I asked a question.
9. The children. I'm going to tell a story.
10. The new students. The teacher explained the lesson.
11. Mr. Miller. I always say "How are you?"
12. The engineers. I'm going to speak.
13. The engineers. Mr. Wilson described Alaska.
14. My mother. I'm going to write a letter.
15. Me. My mother is going to write a letter.

B.1 Notice the irregular past tense forms (with vowel difference).

Previous pattern:

SIMPLE PRESENT
We study every day.
PAST
We studied yesterday.

New pattern:

SIMPLE PRESENT
We eat every day.
PAST
We ate yesterday.

COMMENTS

Most verbs have the regular -ED ending in the past tense. Many verbs, however, have irregular forms. These forms must be learned individually.

ADDITIONAL EXAMPLES

Exercise 9. Open your books and read all the following questions and answers in unison. Then close your books and answer the questions as the teacher reads them. (Two answers are possible.)

- Did John eat an apple or an orange? **He ate an apple.**
- Did John give a book or a magazine? **He gave a book.**
- Did John come last night or this morning? **He came last night.**
- Did John become a doctor or a lawyer? **He became a doctor.**
- Did John meet Mary or Alice? **He met Mary.**
- Did John read a book or a newspaper? **He read a book.**
- Did John sit here or in the library? **He sat here.**
- Did John begin lesson eight or lesson nine? **He began lesson eight.**
- Did John drink ten or coffee? **He drank tea.**

- Did John get a chair or a table?
 Did John forget a book or a pencil?
 Did John see a car or a train?
 Did John tear his shirt or a piece of paper?
 Did John wear a suit or a sportcoat?
 Did John speak to George or Paul?
 Did John break a cup or a plate?
 Did John wake up at six o'clock or seven?
 Did John write a letter or a postcard?
 Did John choose a banana or an orange?
 Did John take a pencil or a pen?
 Did John know the verbs or the nouns?

Exercise 10. Listen to the statements with the adverb *yesterday*. Make corresponding statements about repeated action, using the adverbial *every day*.

- They came yesterday. THEY CAME EVERY DAY.
 He ate breakfast yesterday. HE EATS BREAKFAST EVERY DAY.
 I met him yesterday. I MEET HIM EVERY DAY.
1. He gave me a cigarette yesterday. 9. I saw your car yesterday.
 2. He read it yesterday. 10. I tore my paper yesterday.
 3. It became dark at six o'clock yesterday. 11. I wore my new shoes yesterday.
 4. I sat here yesterday. 12. I spoke English yesterday.
 5. I began to write yesterday. 13. Mary broke some dishes yesterday.
 6. I drank eight glasses of water yesterday. 14. I woke up at six yesterday.
 7. I got a letter yesterday. 15. We wrote letters yesterday.
 8. I forgot my book yesterday. 16. We chose a leader yesterday.
 17. He took his book yesterday.
 18. He knew the lesson yesterday.

Exercise 11. Repeat the teacher's statement and add either *every day* or *yesterday*.

They write it. THEY WRITE IT EVERY DAY.
 They wrote it. THEY WROTE IT YESTERDAY.

1. They see it. 8. They got it.
 2. They saw it. 9. They see it.
 3. They drink it. 10. They tear it.
 4. They get it. 11. They tore it.
 5. They took it. 12. They wear it.
 6. They forget it. 13. They break it.
 7. They drank it. 14. They choose it.
 15. They chose it.
 16. They broke it.
 17. They take it.
 18. They wore it.
 19. They forgot it.
 20. They read it.
- (simple present or past)

Exercise 12. Repeat the negative statement with *didn't*, and add the corresponding affirmative statement, using the adverbial *this morning*. Do not change the tense.

- He didn't come yesterday. HE DIDN'T COME YESTERDAY.
 He didn't give it to me yesterday. HE GAVE IT TO ME THIS MORNING.
 He didn't eat the pie yesterday. HE DIDN'T EAT THE PIE YESTERDAY.
 He didn't meet him yesterday. HE MET HIM YESTERDAY.
 He didn't choose the flowers yesterday. HE CHOSE THE FLOWERS YESTERDAY.
 He didn't break any dishes yesterday. HE BROKE SOME DISHES YESTERDAY.
 He didn't read it yesterday. HE READ IT YESTERDAY.
 He didn't tear my shirt yesterday. HE TOOK MY SHIRT YESTERDAY.
 He didn't become president yesterday. HE BECAME PRESIDENT YESTERDAY.
 He didn't meet him yesterday. HE MET HIM YESTERDAY.
 He didn't give him any money yesterday. HE GAVE HIM SOME MONEY YESTERDAY.
 He didn't sit here yesterday. HE SAT HERE YESTERDAY.
 He didn't speak French yesterday. HE SPOKE FRENCH YESTERDAY.
 He didn't begin my work yesterday. HE BEGAN MY WORK YESTERDAY.
 He didn't forget our books yesterday. HE FORGOT OUR BOOKS YESTERDAY.
 He didn't see his wife yesterday. HE SAW HIS WIFE YESTERDAY.
 He didn't drink the coffee yesterday. HE DRANK THE COFFEE YESTERDAY.
 He didn't get the letter yesterday. HE GOT A LETTER YESTERDAY.
 He didn't wear my new shoes yesterday. HE WORE MY NEW SHOES YESTERDAY.
 He didn't wake up at six yesterday. HE WOKE UP AT SIX YESTERDAY.
 He didn't write any letters yesterday. HE WROTE LETTERS YESTERDAY.
 He didn't know any answers yesterday. HE KNEW THE ANSWERS YESTERDAY.
 He didn't choose the correct answer yesterday. HE CHOSE THE CORRECT ANSWER YESTERDAY.

B.2 Notice the irregular past tense form (without vowel difference).

SIMPLE PRESENT

PAST

We spend some money every day.
 We spent some money yesterday.

ADDITIONAL EXAMPLES

- Did John send a letter or a postcard? He sent a letter.
 Did John spend \$5 or \$10? He spent \$5.
 Did John lend a book or a newspaper? He lent a book.
 Did John make one sandwich or two? He made one.
 Did John have coffee or tea? He had coffee.

40 DIFFERENCES:

- Did John *cut* paper or cloth? He *cut* paper.
- Did John *put* the book on the table or under it? He *put* it on the table.
- Did the book *cost* \$3 or \$4? It *cost* \$3.

Exercise 13. Make statements using the adverbial *every day*.

- Mary sent a letter yesterday. SHE SENDS A LETTER EVERY DAY.
- Mary spent \$5 yesterday. SHE SPENDS \$5 EVERY DAY.
- Mary cut the cake yesterday. 4. Mary put the book here yesterday.
- Mary made breakfast yesterday. 5. Mary lent John her book yesterday.
- Mary had coffee yesterday. 6. Mary spent an hour in the library yesterday.

Exercise 14. Respond with affirmative statements which include the adverbial *Sunday*.

- They didn't send the letter on Sunday. THEY SENT THE LETTER ON SUNDAY.
- She didn't spend the money on Saturday. SHE SPENT THE MONEY ON SUNDAY.

- 1. She didn't cut the cake on Saturday.
- 2. I didn't make breakfast on Saturday.
- 3. We didn't have coffee on Saturday.
- 4. We didn't put the papers here on Saturday.
- 5. I didn't lend him the money on Saturday.
- 6. The tickets didn't cost \$3 on Saturday.
- 7. They didn't spend time in the park on Saturday.
- 8. She didn't make sandwiches on Saturday.

Exercise 15. Free response.

- What did you send? I SENT A BOX.
- Where did you spend \$5? I SPENT IT IN CHICAGO.
- When did you lend it? I LENT IT THIS MORNING.

- 1. What did you make? 8. How much did you lend?
- 2. What did you have? 9. When did you make it?
- 3. What did you cut? 10. When did you have it?
- 4. Where did you put it? 11. When did you cut it?
- 5. How much did it cost? 12. When did you put it there?
- 6. Where did you send it? 13. When did it cost \$5?

B.3 Notice the irregular past tense form (with vowel and consonant differences).

SIMPLE PRESENT

We buy something every day.

PAST

We bought a book yesterday.

ILLUSTRATIVE EXAMPLES

Did John do his homework last night? He did it last night.
or this morning?

Did John feel happy or sad? He felt happy.

Did John sleep until seven o'clock or eight? He slept until seven.

Did John mean "ship" or "sheep"? He meant "ship".

Did John leave early or late? He left early.

Did John say "Hello" or "How are you?" He said "Hello."

Did John go to Chicago or New York? He went to Chicago.

Did John hear a cat or dog? He heard a cat.

Did John think fast or slowly? He thought fast.

Did John bring a pencil or a pen? He brought a pencil.

Did John buy a book or a magazine? He bought a book.

Did John teach grammar or vocabulary? He taught grammar.

Did John tell Mary or Alice? He told Mary.

Did John stand here or at the door? He stood here.

Did John understand everything or only something? He understood everything.

Exercise 16. Make statements using the adverbial *every night*.

John did his homework last night. HE DOES HIS HOMEWORK EVERY NIGHT.

John felt fine last night. HE FEELS FINE EVERY NIGHT.

- 1. John said "Hello" last night.
- 2. John went to the library last night.
- 3. John left the library at 10 o'clock last night.
- 4. John heard a train last night.
- 5. John thought about his plans last night.
- 6. John brought his friend last night.

8. Mr. Miller taught the new vocabulary last night.
9. Mr. Miller told us the answers last night.
10. Mr. Miller sold John a cup of coffee last night.
11. Mr. Miller stood here last night.
12. Mr. Miller understood the explanation last night.
13. Mr. Miller slept well last night.

Exercise 17. Listen to the negative statements. Form corresponding affirmative statements using *yesterday*.

They didn't do the exercises today. **THEY DID THEM YESTERDAY.**
 I didn't feel well today. **I FELT WELL YESTERDAY.**
 He didn't mean that today. **HE MEANT THAT YESTERDAY.**

1. They didn't leave school at noon today.
2. They didn't say "Thank you" today.
3. He didn't go to class today.
4. We didn't hear the speeches today.
5. I didn't think about it today.
6. We didn't bring our books today.
7. We didn't buy the books today.
8. Mr. Brown didn't teach mathematics today.
9. He didn't tell me the answers today.
10. I didn't sell him those books today.
11. I didn't stand there today.
12. The students didn't understand today.
13. I didn't sleep today.

Exercise 18. Repeat the teacher's statement and add either *every day* or *yesterday*.

They do it. **THEY DO IT EVERY DAY.**
 They did it. **THEY DID IT YESTERDAY.**

8. They bought it. 15. They sent it.
9. They teach it. 16. They lend it.
10. They taught it. 17. The spent it.
11. They tell it. 18. They make it.
12. They told it. 19. They lent it.
13. They sold it. 20. They made it.
14. They thought it.

Exercise 19. Review exercise.

Did he give Alice any stamps? **YES, HE GAVE HER SOME, BUT HE DIDN'T GIVE ME ANY.**
 Did he send Alice any postcards? **YES, HE SENT HER SOME, BUT HE DIDN'T SEND ME ANY.**

1. Did he lend Alice any money?
2. Did he tell Alice any stories?
3. Did he teach Alice any new words?
4. Did he give Alice any books?
5. Did he write Alice any letters?
6. Did he bring Alice any food?
7. Did he buy Alice any ice cream?
8. Did he sell Alice any tickets?
9. Did he cut Alice any cake?
10. Did he make Alice any sandwiches?

Exercise 20. Summary exercise.

I wanted breakfast yesterday.

ate
 every day
 make
 coffee
 we

- | | | |
|------------------|----------------|----------------------|
| 1. yesterday | 8. yesterday | 15. he |
| 2. had | 9. bought | 16. every year |
| 3. every day | 10. a car | 17. chooses |
| 4. drink | 11. every year | 18. several days ago |
| 5. yesterday | 12. I | 19. saw |
| 6. every morning | 13. sell | 20. every 5 minutes |
| 7. bring | 14. a year ago | |

I ATE BREAKFAST YESTERDAY.
I EAT BREAKFAST EVERY DAY.
I MAKE BREAKFAST EVERY DAY.
I MAKE COFFEE EVERY DAY.
WE MAKE COFFEE EVERY DAY.

For more complete practice continue the exercise with these substitutions: a letter, writes, two weeks ago, got, every week, reads, a book, yesterday, the book, forgot, every morning, I, the answer, yesterday, knew, now, a week ago, heard, the speech, every month, yesterday, understood, now, all speeches, every speech, a year ago, English, spoke, every day, teach, a year ago, wrote, a letter, began, every day, send, yesterday, some paper, lent, every day, cut, yesterday, tore, this shirt, every week, wear, a week ago, took, my friend, every day, meet, a year ago, left, New York, they, every day, see, a lot of money, give, a year ago, spent, every year, lend, cost, it, a year ago, meant, every year, a lot of food, needs, he, eats, yesterday, we, some food, I, had, a pain, felt, every day, have, a problem, study, do, yesterday, had, a typewriter, broke, every month, yesterday, saw, a desk, a doctor, told, a lawyer, every year, a year ago, became, they, were, he.

(Continue the exercise with this sentence. "We come here every day.")

- | | | |
|------------------|----------------|----------------|
| 1. yesterday | 6. slept | 11. stood |
| 2. sat | 7. every night | 12. every day |
| 3. every morning | 8. there | 13. I |
| 4. wake up | 9. go | 14. put it |
| 5. a week ago | 10. yesterday | 15. a week ago |

LEVEL FIVE LESSON 23

- A. Subordinators: *if, unless, because, although, whether, whenever.*
 B. *because of, in spite of, regardless of.*

1. Notice the use of the subordinators *if* and *unless*.

John will stay home *if* the weather isn't nice.
 John will stay home *unless* the weather is nice.

COMMENTS

- (1) *If* and *unless* are used to introduce subordinate clauses, that is, embedded statements. These clauses have a subject, e.g. *the weather*, and a verb phrase.
 (2) The essential meaning of *unless* is "if . . . not."

Exercise 1. Change the statements with *if* to corresponding statements with *unless*. Change those with *unless* to statements with *if*.

- JOHN WILL BUY A NEW BICYCLE IF HE CAN'T FIX HIS OLD ONE TODAY.
 JOHN USUALLY GOES TO THE MOVIES ON FRIDAY UNLESS HE HAS TO STUDY.
 JOHN MIGHT GO TO NEW YORK UNLESS IT COSTS TOO MUCH.
 PAUL WILL NEVER KNOW WHERE YOU LIVE IF YOU DON'T TELL HIM.
 I AM GOING TO FLORIDA UNLESS I GET A GOOD JOB HERE.
 I CAN'T BUY ANY NEW SHOES IF YOU DON'T GIVE ME ANY MONEY.
 JOE WILL TAKE THE BUS UNLESS HE HAS A DATE.
 I CAN'T WORK THESE ALGEBRA PROBLEMS IF YOU DON'T HELP ME.
 (Instead of changing the second clause, change the first clause in the following sentences.)
 JOHN WON'T GO SWIMMING IF THE SUN COMES OUT.
 JOHN WON'T GO SWIMMING UNLESS THE SUN COMES OUT.

8. John will call Mary if he has time.
 9. He won't study unless he has to.
 10. I like to go swimming if the water is warm enough.
 11. I can't work these algebra problems unless you help me.
 12. I'll go to the movies if I finish my homework.

A.2 Notice the use of the subordinators *because* and *although*.

Situation: It was raining.

Mary wore a raincoat *because* it was raining.
 John wanted to go out *although* it was raining.

COMMENTS

- (1) *Because* introduces a fact or explanation to support the idea of the clause.
 (2) A clause introduced by *although* states a contrary fact or an argument *against* the idea of the main clause.

NOTE: *Though* and *even though* are similar in meaning to *although*. Use *even if* to introduce a supposition rather than a fact: "Even if the weather is bad tomorrow, John will want to go out."

ADDITIONAL EXAMPLES

1. Although the traffic held us up, we got to the airport on time. (Even though the traffic held us up.)
 2. I forgot my appointment although my secretary reminded me of it. (Even though she reminded me of it.)
 3. We don't know who he is, but even if he is the mayor we won't let him talk.

Exercise 2. Make new sentences using *because* or *although*. Use the word which is the most appropriate.

- JOHN WENT TO BED EARLY LAST NIGHT BECAUSE HE WAS TIRED.
 MARY CAME TO CLASS TODAY ALTHOUGH SHE WASN'T FEELING WELL.
 She wasn't feeling well.
 JOHN WENT TO BED EARLY LAST NIGHT BECAUSE HE WAS TIRED.
 MARY CAME TO CLASS TODAY ALTHOUGH SHE WASN'T FEELING WELL.
 She wasn't feeling well.
 1. John went swimming yesterday. The weather was nice.
 2. Mary stayed at home yesterday. She had a headache.
 3. Mr. Miller worked hard. It was very hot.
 4. John completed the course. It was difficult.
 5. Everyone likes John. He is very friendly.

6. Juan can't go home for two years. He is very homesick.
7. Juan is studying English here. His father wants him to.
8. Juan wrote to the university. It was difficult for him.
9. John helped Mary write the letter. It was easy for him.
10. Susan drove from New York to California. Her car was very old.
11. Mary feeds her cat the best cat food. It is very expensive.
12. Mr. and Mrs. Miller want to sell their furniture. They are moving to New York.
13. Alice is going to Florida. She wants to visit her sister.

A.3 Notice the use of the subordinator *whether* or *not*.

Situation: I wear a raincoat *if* it is raining.
I wear a raincoat *if* it isn't raining.

I wear a raincoat *whether* or *not* it is raining.

COMMENTS

- (1) *Whether* is similar in meaning to *if*. Both words introduce conditions.
- (2) *Whether* or *not* introduces a condition and its opposite.

NOTE: *Whether* or *not* can be separated.

I wear a raincoat *whether* it is raining or *not*.

Exercise 3. Answer the questions, using *whether* or *not*.

Do you study if you are tired? I STUDY **WHETHER** OR NOT I AM TIRED.
Are you going to go to Chicago if John goes? I AM GOING TO GO TO CHICAGO
WHETHER OR NOT JOHN GOES.

1. Can John understand Americans when they speak fast?
2. Can you finish your homework before the movies if I help you?
3. Do you like to study before dinner if you are tired?
4. Can you study when your friends are talking?
5. Do you like your friends to visit you when you are studying?
6. Do you continue to study if there is a good television program?
7. Do you want to go to the movies if there is a good television program?
8. Do you want to get something to eat after the movie if it isn't too late?

NOTE: Subordinate clauses may precede the main clause:

John will call Mary *if he has time*.
If he has time, John will call Mary.

Mary wore a raincoat *because* it was raining.
Because it was raining, Mary wore a raincoat.

John didn't wear a raincoat *although* it was raining.
Although it was raining, John didn't wear a raincoat.

NOTE: *Whenever* means "at any time" or "every time." It is used like the other subordinators.

I go swimming *whenever* the weather is nice.
I wear a rain coat *whenever* it rains.
I read *whenever* I have time.

B. Notice the use of *because of*, *in spite of*, *regardless of*.

Mary wore a raincoat *because* it was raining.
Mary wore a raincoat *because of* the rain.
John didn't wear a raincoat *although* it was raining.
John didn't wear a raincoat *in spite of* the rain.
I wear a raincoat *whether* or *not* the weather is nice.
I wear a raincoat *regardless of* the weather.

COMMENTS

- (1) The meaning of the two members of each pair of sentences is essentially the same.
- (2) The subordinators *because*, *although*, and *whether* introduce clauses that are equivalent to independent statements. On the other hand, *because of*, *in spite of*, and *regardless of* precede noun phrases (*the rain, the weather*).

Exercise 4. Make sentences with *because of*.

I stayed home *because* it was raining.
I came here *because* I wanted to take the English course.
I STAYED HOME **BECAUSE** OF THE RAIN.
I CAME HERE **BECAUSE** OF THE ENGLISH COURSE.

1. Mary stayed home yesterday *because* she had a headache.
2. Mr. Miller is going to move to California *because* he likes the weather there.
3. George couldn't answer the letter immediately *because* he had a lot of homework to do.
4. Alice is going to Florida *because* she wants to visit her sister.
5. John can't go to the movies tonight *because* he has an exam tomorrow.
6. Mr. Jones moved to Arizona *because* the state has a dry climate.

7. John got home late because the traffic was heavy.
8. The classes were cancelled because it was a holiday.

Exercise 5. Make sentences with *in spite of*.

We went on a picnic
although the weather was cool.
Jack went with us
although he had a lot of work to do.
Ruth went too
although she had a cold.

WE WENT ON A PICNIC
IN SPITE OF THE COOL WEATHER.
JACK WENT WITH US
IN SPITE OF HIS WORK.
RUTH WENT TOO IN
SPITE OF HER COLD.

1. Betty went too although her mother didn't want her to.
2. George went too although he had a class.
3. We didn't wear coats although the weather was cool.
4. We went in George's car although the engine was in bad condition.
5. We decided to go to Fish Lake although the distance was great.
6. We wanted to go there although the road was not very good.
7. We got there in an hour although George's car was very old.
8. We swam in the lake although the water was cold.
9. We sat on the ground although the grass was wet.
10. We enjoyed our lunch although the coffee was cold.
11. We stayed all afternoon although it began to rain.
12. We started home at 6:00 although Betty wanted to stay longer.

SUMMARY EXERCISE

Consider the following situation. Then complete the statements by continuing the same theme.

"Oscar is friendly and carefree. He is happy to give everything to his friends who spend most of his large amounts of money."

1. Oscar has many friends because --
2. A few of his friends like him only because of --
3. Most of his friends like him because --
4. He likes all of them although --
5. He spends his money freely if --
6. He gives away his books when --
7. He acts like a poor man in spite of --
8. He is still happy at the end of the month although --
9. He is always carefree whether or not --
10. He can't take his friends to parties at the end of the month because --
11. Oscar's uncle should send him clothes in place of the check because --
12. Oscar can't buy any clothes in spite of --
13. He doesn't have any good shirts because --

APENDICE No. 4.2

LECCION MUESTRA DEL

TEXTO

VOCABULARY IN CONTEXT

Lesson VI

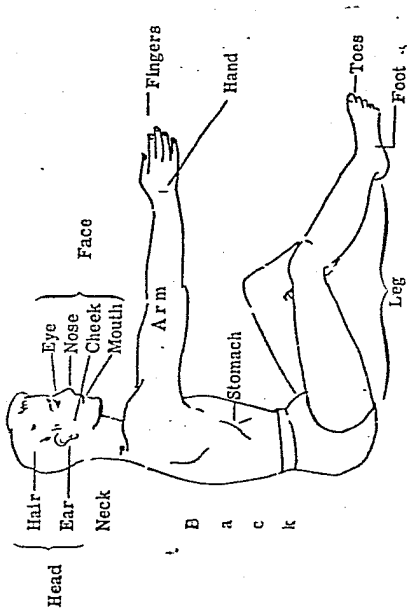
LEVEL TWO

- A. The Human Body; SEE, HEAR, SMELL, etc.
- B. WEAR, Clothing, Colors.
- C. A FEW, A LITTLE, A LOT OF, MUCH, MANY, SEVERAL.
- D. MISS, LOSE, WASTE.
- E. AS FAR AS, UNTIL.

Review Dialogue.

- Teacher: Are the books in the desk or on the desk?
Student: Both. One book is in the desk and one is on the desk.
- Teacher: Does a person ever sit in a table?
Student: No. He always sits at a table.
- Teacher: Doesn't he sometimes sit on a table?
Student: Yes, but very seldom.

A.1 Observe the words for parts of the Body.¹



NOTE: The parts of the MOUTH are the LIPS, the TEETH, and the TONGUE.

NOTES TO TEACHER: ¹ Refer to a picture of a desk. (See Lesson X.)

² Additional items for advanced classes: forehead, chin, shoulder, elbow, wrist, fingernail, chest, waist, hip, knee, ankle, toenail.

Examples: Teacher

Student

(touching his head) Is this my arm?
(showing his fingers) Are these my toes?
(pointing at his nose) Is this my nose?
No, it's your head.
No, they're your fingers.
Yes, it is.

1. (ear) Is this my eye?
2. (stomach) Is this my back?
3. (teeth) Are these my toes?
4. (toes) Are those my toes?
5. (hand) Is this my arm?
6. (cheek) Is this my cheek?
7. (foot) Is that my leg?
8. (mouth) Is this my mouth?
9. (lips) Are these my teeth?
10. (head) Is this my leg?

III A.2 Observe TOUCH, HEAR, SEE, etc.

Situation: Paul is telling a story.

This morning a hand TOUCHED me and I HEARD, "Paul, wake up. It's time for class." I opened my eyes and SAW several students. They all LAUGHED.

My roommate said, "Good morning. Are you going to sleep all day? Here's some breakfast."

I SMILED and said, "Thank you. You are very kind." The coffee SMELLED very good and the doughnuts TASTED excellent.

Exercise 6.2 Practice TOUCH, HEAR, SEE, etc.

Examples: Teacher

Did an arm touch Paul?
Does Paul hear with his eyes?
Do you see with your ears?
No, it was a hand.
No, he hears with his ears.
No, I see with my eyes.

Student

1. Do you laugh with your hands?
2. Do you smile with your ears?
3. Do you smell with your cheek?
4. Do you taste with your tongue?
5. Do you see with your arms?
6. Do you touch with your fingers?
7. Do you hear with your nose?
8. Do you walk with your arms?
9. Do you taste with your fingers?
10. Do you touch with your toes?

Teacher: What am I WEARING?

Student: You're wearing a SUIT, a SHIRT, a TIE, SHOES, SOCKS, GLASSES, and a WRISTWATCH.

(Please look at the pictures, page 40.)

Teacher

Student

- | | |
|----------------------------------|------------------------------------|
| Picture 1. What is John wearing? | 1. He's wearing...(a SUIT) |
| Picture 2? | 2. He's wearing...(a SHIRT) |
| Picture 3? | 3. He's wearing...(SLACKS) |
| Picture 4? | 4. He's wearing...(a SPORT JACKET) |
| Picture 5? | 5. He's wearing...(a HAT) |
| Picture 6? | 6. He's wearing...(SLIPPERS) |
| Picture 7? | 7. He's wearing...(a TIE) |
| Picture 8? | 8. He's wearing...(PAJAMAS) |
| Picture 9. What is Mary wearing? | 9. She's wearing...(a SUIT) |
| Picture 10? | 10. She's wearing...(a BLOUSE) |
| Picture 11? | 11. She's wearing...(a SKIRT) |
| Picture 12? | 12. She's wearing...(a DRESS) |
| Picture 13? | 13. She's wearing...(a SCARF) |
| Picture 14? | 14. She's wearing...(SHOES) |
| Picture 15? | 15. She's wearing...(a SWEATER) |
| Picture 16? | 16. She's wearing...(a COAT) |

III B.2 Observe Colors.

Situation: Dave and Tom are talking about a party.

Dave: What did Paul wear to the party last night?

Tom: He wore a BLACK suit, a WHITE shirt, a BLUE and ORANGE tie, dark BROWN shoes, and a GRAY overcoat.

Dave: What did his wife wear?

Tom: She wore a GREEN dress, a YELLOW scarf, brown high-heel shoes, and a RED coat.

Exercise 6.3 Practice Colors and Clothing.

Examples: Teacher

What are your wearing, Mr. A? I'm wearing a sport coat, a green shirt, and dark blue slacks.

Student

1. What are you wearing, Mr. B?
2. Are you wearing a dress, Mr. C?
3. Is he wearing a gray sport coat?
4. Are you wearing pajamas?
5. Are you wearing green socks?
6. Did you wear a white shirt yesterday?
7. Did you wear orange shoes yesterday?
8. Did you wear yellow slacks yesterday?
9. What are you going to wear tomorrow?
10. What is he going to wear tomorrow?

Situation: Marie and Susan live in an apartment. Marie bought some groceries.

Susan: Did you buy any fruit this morning?
 Marie: Yes. I bought a FEW apples and A LOT OF cherries.
 Susan: What else did you buy?
 Marie: I bought A LITTLE meat and A LOT OF rice.
 Susan: What about bread, potatoes, and cookies?
 Marie: I didn'T buy MUCH bread or MANY potatoes, but I bought SEVERAL kinds of cookies.
 Susan: HOW MUCH money did you spend?
 Marie: NOT MUCH. Seven dollars and seventeen cents.

Exercise 6.4 Practice A FEW, A LITTLE, etc.

Examples: Teacher Student

Did Marie buy a lot of apples? No, she bought a few apples.
 Did she buy a lot of bread? No, she didn't buy much bread.

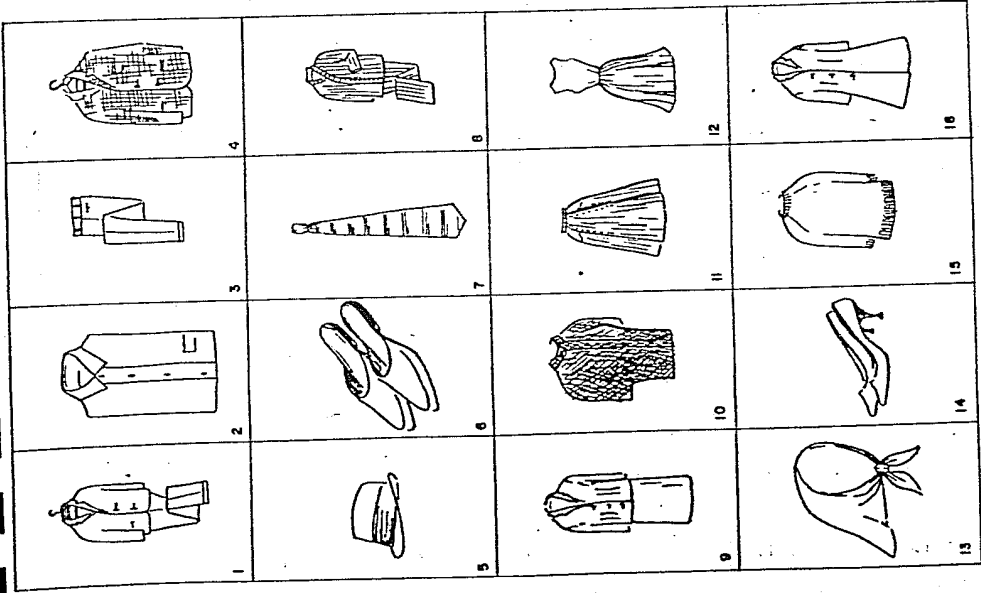
1. Did she buy a lot of meat? 6. How much meat and how many apples did she buy?
2. Did she buy a few cherries? 7. How much rice and how many cherries did she buy?
3. Did she buy a little rice? 8. How much bread and how many potatoes did she buy?
4. Did she buy a lot of potatoes? 5. Did she buy one kind of cookies?

E. D. Observe MISS, LOSE, WASTE.

Situation: Dave is writing a letter.

This morning I woke up late and MISSED breakfast. I also missed my bus and my first class. During my second class I missed several examination questions. My grade was 60.

This afternoon I LOST my pen. I bought a new, inexpensive one, but it wasn't very good.
 It was a very bad day. I WASTED my time this morning and I wasted my money this afternoon.



Examples: Teacher

- 1. Which class did Dave miss? He missed his first class.
- 2. How did he waste his money? He bought a cheap pen.
- 3. What did Dave lose? 6. What did you lose yesterday?
- 4. What did he waste? 7. Did your friend lose his coat yesterday?
- 5. How did Dave waste his money? 8. Do you sometimes miss breakfast?
- 6. Did you lose your book yesterday? 9. Do your friends ever miss dinner?
- 7. 10. How many questions are you going to miss on the next examination?

E. Observe Distance and Time expressions.

Situation: Don is asking Bob about his trip to Chicago.

Don: HOW FAR did you drive Saturday?
 Bob: I drove AS FAR AS Chicago. It's about TWO HUNDRED AND FIFTY MILES from here.

Don: HOW LONG did you drive?
 Bob: SIX HOURS. I left at three and drove UNTIL nine.

NOTE: AS FAR AS indicates distance; UNTIL indicates time.

Exercise 6.0 Practice AS FAR AS and UNTIL.

Examples: Teacher

- | | |
|------------------------|------------------------------|
| How far did Bob drive? | He drove as far as Chicago. |
| How long did he drive? | He drove until nine o'clock. |
1. How far did Bob go?
 2. How far do you walk every noon?
 3. How far did you drive last weekend?
 4. How long did you drive?
 5. How long do you study every night?
 6. How far did you walk last Saturday?
 7. How long did you watch TV last night?
 8. How far are you going to walk next Sunday?
 9. How long are you going to study tomorrow night?
 10. How long are you going to be here?

Situation: Mr. and Mrs. Brown are shopping. It's Friday night.

- Mr. Brown: How late is it?
 Mrs. Brown: It's eight thirty. The stores close in half an hour.
- Mr. Brown: Did you finish your shopping?
 Mrs. Brown: No, I only found a few things.
- Mr. Brown: What did you buy?
 Mrs. Brown: I bought a nail file, a few needles, two spools of thread, and a pair of shoes.
- Mr. Brown: I looked at the typewriters, the cameras, and the record players. They're all very expensive.
- Mrs. Brown: Shall we go?
 Mr. Brown: No, let's have a cup of coffee first.
- Mrs. Brown: How long will it take?
 Mr. Brown: Only a few minutes.
- Mrs. Brown: All right.

Homework.

Write a short conversation. Use: Clothing and Colors, Parts and Functions of the body, Quantity and Distance expressions, and the verbs MISS and LOSE.

EXAMEN DE COLOCACION INGLES

NOMBRE DEL ALUMNO (A) _____

FECHA: _____ NIVEL _____

APLICADO POR: _____

1. ^{IN} FILL WITH IN - ON - AT [LEVEL I] (1)

* VC COMPLETE THE FOLLOWING STATEMENTS WITH: IN, ON, AT.

LESSON IV, VC

1. Where's the piece of chalk? It's _____ the drawer.
2. I saw her _____ Sunday morning.
 MARY
3. They left _____ 6:30 P.M.
4. We live _____ 14 New Road.
 MY FAMILY AND I
5. Paul likes to study _____ night.

2. FORM QUESTIONS FROM THESE SENTENCES [LEVEL I] (1)

COMPLETE EACH QUESTION ACCORDING TO ITS ANSWER

EJEMPLO 1. WHEN DID PAUL ARRIVE?

PAUL ARRIVED IN JUNE.

1. The girls are from the U.S.A.
 Where _____?
2. Mrs. "E" is helping Mrs. "F".
 Who _____?
3. Her hair looks very nice.
 How _____?
4. Bob's a dentist.
 What _____?
5. Alice earns \$12.00 an hour.
 How much _____?

LESSON 4, ESS

*ESS = English Sentence Structure

*VC = Vocabulary in Context

3--ADD THE CORRECT PREPOSITIONS.

[LEVEL 2] (2)

FILL IN WITH THE CORRECT PREPOSITIONS

LESSON VIII

1. Listen _____ him speak.
2. Don't look _____ it now.
3. What are you laughing _____?
4. They were talking _____ animals.

4-CHOOSE THE CORRECT FORM. ~~UNDERLINE~~

[LEVEL 1] (3)

UNDERLINE THE CORRECT FORM

Joe { Played
Is played
Play
Was play } football yesterday

5-UNDERLINE ONLY THE CORRECT FORM.

[LEVEL 1] (3)

LESSONS 3 AND 3 ESS

Do
Does
Is
Did
Was
Is
Are
Were

[They eat at 1:00 P.M. every day ?

[th He in class?

6- PREPOSITIONS--PUT IN THE CORRECT.

[LEVEL 3] (3)

Should _____

May _____

Might _____

Ought to _____

Have to _____

Must _____

LESSON VII

VC FILL IN

TWO

7. FILL IN THE SPACES WITH A 2 - WORD VERB.

[LEVEL 3 (4)]

LESSON 12 AND 13

1. Peter is _____ his tie to go out.
2. When I get home from work I _____ my coat.
3. What are you _____ in that dictionary, John?
4. We plan to _____ some friends this evening.

8. GIVE AN EXAMPLE WITH EACH MODAL.

[LEVEL 3 (4)]

VC
LESSON XI

WRITE AN APPROPRIATE SENTENCE FOR EACH MODAL

Should _____

May _____

Might _____

Ought to _____

HAVE TO _____

MUST _____

9. USE HIGH OR TALL IN ITS CORRECT FORM.

[LEVEL 3 (4)]

TALL

HIGH - OR - TALL

VC
LESSON XV, 16

1. Tom is 6 feet _____.
2. How _____ is that boy?
3. That pine tree is _____ than the apple tree.

COUPLE - PAIR

[LEVEL 3]

10. USE "COUPLE" OR "PAIR" IN THE FOLLOWING SENTENCES.

1. He ate a _____ of hamburgers.
2. We like that _____ of shoes.
3. Give me the _____ of gloves - please.

VC
LESSON XII

11. USE THE CORRECT FORM OF

(LEVEL 3)(5)

Hope - Expect - Wait

1. She is _____ for a friend now
2. I Don't _____ him to be on time.
3. I was _____ he'd come.
4. We don't _____ any rain today

LESSON XIII. VC

12. USE REMIND OR REMEMBER IN IT'S CORRECT FORM.

(LEVEL 3)(5)

USE REMIND / REMEMBER IN ITS CORRECT FORM

1. An elephant always _____.
2. Please _____ to bring the book.
3. _____ me to pick up the letter, please.

LESSON XIV. VC

13. USE THE CORRECT FORM OF ONE OF THE VERBS.

(LEVEL 5)(5)

USE CALL UP / CALL ON IN ITS CORRECT FORM.

CALL UP - CALL ON

1. We are going to _____ our friends tonight at their home.
2. _____ me any time.
3. Try to _____ me _____ this week.

LESSON XXII. VC

14. USE THE CORRECT FORM OF ONE OF THE VERBS.

(LEVEL 5)(6)

RUN OVER - TAKE OVER

USE RUN OVER / TAKE OVER TO REPLACE THE UNDERLINED WORDS

1. Tom should have done Mr. Smith's Job.

LESSON XXII. VC

2. The car could have killed the cat.

15. USE THE CORRECT FORM OF (ONE OF THE VERBS.) (LEVEL 5) (6)

LESSON XXIII . VC

USE THE CORRECT FORM OF: WAIT - ON, HAVE ON, DEPEND ON.

1. Because of the cold, she _____ a coat.
2. People don't like to _____ him.
3. She _____ us at the café last night.
4. Please _____ your shirt.

16. REPEAT THE SENTENCES USING IN - IM (LEVEL 6 (7))

LESSON XIX . VC

REWRITE THE SENTENCES USING THE PREFIXES "IN-" OR "IM-" IN THE UNDERLINED WORDS

1. It isn't proper to interrupt.

2. He was not polite.

3. They didn't cost very much.

17. REPEAT THE SENTENCES USING (LEVEL 6 (7))

MIS - DIS - UN

REWRITE THE SENTENCES USING THE PREFIXES "MIS-", "DIS-", "UN-" IN THE UNDERLINED WORDS

LESSON XIX . VC

1. I like him very much. (neg.)

2. The test was not satisfactory.

3. He ~~didn't~~ spell[?] the words correctly[?].

4. She ~~isn't~~ always pleased with her.

TABLA COMPARATIVA N.º 1

"EXAMEN DE COLOCACION"

FILL WITH _____ IN - ON - AT

(1)

1. Where's the piece of chalk? It's _____ the drawer.
2. I saw her _____ Sunday morning.
3. They left _____ 6:30 P.M.
4. We live _____ 14 New Road.
5. Paul likes to study _____ night.

PROGRAMA

Grammar

By the end of the semester the student should be able to use effectively, in oral and written work of a beginning level, the following:

- Parts of speech: pronouns (subject, object, possessive, indefinite, demonstrative), articles (definite and indefinite), prepositions (location, direction, time), adverbs (frequency, time, manner), adjectives (position and quantity), nouns (count and non-count), conjunctions (co-ordinating)
- Present tense, past tense (a little), future (active voice in affirmative statements, questions and short answers)
- Imperative mood
- Interrogatives (Wh-/yes-no)
- "can"

CONTENIDO DEL LIBRO VOCABULARY IN CONTEXT

Lesson II

- | | |
|---|----|
| A. AT, ON, IN with hour, day, month, year; IN THE morning; AT night | 8 |
| B. Meals; WOULD LIKE, A CUP OF, etc.; PUT, STIR, etc.; SPOON, KNIFE, FORK | 10 |
| C. ALWAYS, USUALLY, OFTEN, etc. | 12 |
| D. WHAT KIND OF; LIKE, WANT | 13 |
| E. HOW MUCH, TAX, CHANGE; Money | 13 |

Lesson III

- | | |
|--|----|
| A. Numbers; ON with Dates | 15 |
| B. YESTERDAY, THIS, LAST, AGO | 17 |
| C. EVERY, ALL | 20 |
| D. WHAT TIME IS IT; EARLY, LATE, ON TIME | 21 |

Lesson IV

- | | |
|--|----|
| A. AT, ON, IN: addresses; AT, IN: location | 23 |
| B. TO THE store, TO school, home | 25 |
| C. WHO, WHAT, WHICH, WHEN, WHERE | 26 |
| D. NEAR, FAR FROM; THE NEXT evening | 27 |
| E. DRUGSTORE, BANK, LIBRARY, etc. | 27 |
| F. EXPENSIVE, WIDE, FAST, OLD, SHORT, etc. | 28 |

TABLA COMPARATIVA N.2

"EXAMEN DE COLOCACION"

- 4 -

USE THE CORRECT FORM OF

Hope - Expect - Wait

(5)

1. She is _____ for a friend now
2. I Don't _____ him to be on time.
3. I was _____ he'd come.
4. We don't _____ any rain today

CONTENIDO DEL LIBRO VOCABULARY IN CONTEXT

Lesson XI	
A-H. CAN, MAY, MUST, etc.	78
Lesson XII	
A. LOOK UP, PUT ON, TAKE OFF, etc.	85
B. Men's Clothing Sizes; COUPLE, PAIR.	86
C. INTEND. TRY.	87
D. PASS, SPEND.	88
Lesson XIII	
A. TAKE.	90
B. WAIT FOR, EXPECT, HOPE.	91
C. HAVE TO, BE ABLE TO, OUGHT TO.	92
D. HAVE GOT.	94
Lesson XIV	
A. SEASONS, Thermometers.	95
B. WindY, cloudY, icY, sunnY, etc.	96
C. REMEMBER, FORGET, REMIND.	97
Lesson XV	
A. LIKE, LOOK LIKE, LOOK.	100
B. WHO. . .LOOK LIKE, WHAT. . . LIKE, HOW.	101
C. Measurements, Dimensions, Weights, Liquid Measures.	102

TABLA COMPARATIVA N. 3

TEXTO FUENTE DEL LIBRO VOCABULARY IN CONTEXT

≡ C. Observe Verbs With Prepositions and Without Prepositions.

Situation: A young boy is writing a story for his teacher.

My sister and I went to the park last weekend. We saw many very interesting things.

We arrived at the park at nine o'clock in the morning. First we went to the Garden and LOOKED AT the flowers. They were very beautiful and smelled very nice. Then we went to the Aviary and LISTENED TO the birds. They sang very beautifully. Then we saw the seals. They did funny tricks and we LAUGHED AT them a lot.

After lunch we ENTERED the Zoo. We WATCHED the monkeys for a long time. We looked at some of the other animals too but we didn't watch them. They were all taking their afternoon naps. Then we ATTENDED a puppet show. We left the park at four-thirty and went home.

We ENJOYED our visit to the park very much.

NOTES: The verbs with prepositions are LOOK AT, LISTEN TO, LAUGH AT.

The verbs without prepositions are: ENTER, WATCH, ATTEND, ENJOY.

VOCABULARY IN CONTEXT

<i>x</i> Contents	Vocabulary in Context
Lesson VIII	
A. Introductions.	54
B. Irregular Past Forms of Verbs.	56
C. LOOK AT, LISTEN TO, etc.; ENTER, ATTEND, etc.	58
D. SPEAK, TALK; SAY, TELL.	59
E. Discussion, introduction, etc.	60

TEXTOS FUENTE DE LOS EJERCICIOS DE LAS PÁGS. 34, 35 y 36.

This dependence on other living things is not confined to the higher plants. Many of them derive their own food by absorbing nutrients which are dependent on animals for their supply. At least a part of the carbon dioxide which they use as raw material in this process is supplied by animals, salts which they use to build up their substance can only be obtained through the activities of fungi and bacteria breaking down the organic matter left in the soil by other living animals. Again, many plants are entirely dependent on animals for pollination or for the dispersal of their seeds. Moreover, despite the apparently peaceful relationships in plant communities, there is intense competition going on for water, nutrient salts, and above all, for light.

READING AND THINKING IN ENGLISH, 1979, P. 29.

Americans are generally more interested in politics than in government; however, their interest seems to be different from that found in many other countries.

Let me explain. Americans get very STIRRED UP about politics during presidential ELECTIONS, which are held every four years. They listen to the CANDIDATES on the radio and television and read about them in newspapers and magazines. They argue with each other and often get very excited. However, as soon as the election is over, their interest dies down and they seem to forget about politics.

This ATTITUDE toward politics often surprises foreign visitors, as does the general lack of political activity at American universities. Whereas the universities in some countries are centers of political activity, those in the United States seldom are.

FRANKLIN ET AL., VOCABULARY IN CONTEXT, 1980, P. 173.

Situation: Bob Jones is explaining an exhibition.

"The electrical engineering students are putting on this exhibition in order to acquaint the public with some of the progress that has been made with electricity during this century.

"We are displaying many things of historical interest. For example, here are some of the first light bulbs that Edison invented. Next to them are some modern light bulbs. Notice how different they look.

"The development of electricity has made living much easier for many people, especially the housewife. Today housewives use electric stoves, mixers, and toasters to prepare food, and they use electric irons, washing machines, and clothes dryers to do the laundry.

"Finally, electricity has led to the development of radios, phonographs, and television. These three things have made life more enjoyable for everyone."

FRANKLIN ET AL., VOCABULARY IN CONTEXT, 1980, P. 131.

TABLA COMPARATIVA N. 5

EJERCICIOS MUESTRA

Situation: Marie and Susan live in an apartment. Marie bought some groceries.

Susan: Did you buy any fruit this morning?

Marie: Yes. I bought a FEW apples and A LOT OF cherries.

Susan: What else did you buy?

Marie: I bought A LITTLE meat and A LOT OF rice.

Susan: What about bread, potatoes, and cookies?

Marie: I didn'T buy MUCH bread or MANY potatoes, but I bought SEVERAL kinds of cookies.

Susan: HOW MUCH money did you spend?

Marie: NOT MUCH. Seven dollars and seventeen cents.

VOCABULARY IN CONTEXT LESSON VI PAGE 41

Exercise 10. Substitute a few, and a little in place of a small number or a small quantity. Substitute a lot of in place of a large number or a large quantity. (When students respond individually, much and many may also be used.)

John drinks a large quantity of coffee. JOHN DRINKS A LOT OF COFFEE.

I need a small quantity of sugar. I NEED A LITTLE SUGAR.

Mary has a small number of good friends. MARY HAS A FEW GOOD FRIENDS.

I didn't see a large number of students. I DIDN'T SEE A LOT OF STUDENTS. (I DIDN'T SEE MANY STUDENTS.)

1. They have a small quantity of money.
2. He has a small number of apples.
3. We don't have a large number of classes today.
4. We need a large quantity of bread.
5. Do you drink a large quantity of milk?
6. Does John have a large number of ties?
7. Mary drinks a small quantity of coffee.
8. We usually buy a small quantity of soap.
9. We usually buy a small number of bars of soap.
10. He doesn't usually buy a large number of pencils.
11. John doesn't eat a large quantity of fruit.
12. Americans don't drink a large quantity of tea.
13. Mary doesn't have a large number of books.
14. Children need a large quantity of milk.
15. John doesn't drink a large quantity of fruit juice in the morning.
16. This newspaper doesn't give a great deal of news.

ENGLISH SENTENCE STRUCTURE, LESSON 6, PAGE. 61

PROGRAMA

LEVEL TWO

Grammar

By the end of a 15-week semester a student should be able to use with advanced beginning proficiency, in oral and written work, the following:

- Parts of speech: pronouns (subject, object, possessive, indefinite, demonstrative), articles (definite and indefinite), prepositions (location, direction, time), adverbs (frequency, time, manner), adjectives (position, quantity, and descriptive), nouns (count and non-count), conjunctions (co-ordinating)
- Present and past tenses,* future, present perfect (active voice in affirmative, negatives, questions, short answers, and tags)
- Imperative mood
- Modals and semi-modals (present)*
- Interrogatives (Wh-/yes-no/tags*)
- Comparatives (as...as, -er, more)*and simple superlatives*

TABLA No. 6

TWO-WORD VERBS

- III C.4 Verbs with ON, INTO, etc. sometimes form a *single unit*. We call these "two-word" verbs.

(Please look at the pictures on page 77.)

- Picture 1. What's he doing?
 Picture 2. What's he doing?
 Picture 3. What're his friends doing?
 Picture 4. What's he doing?
 Picture 5. What's she doing?
 Picture 6. What's she doing?
 Picture 7. What's he doing?
 Picture 8. What did he do?
 Picture 9. What did she do?
1. He's...(PUTTING ON his tie)
 2. He's...(TAKING OFF his overcoat)
 3. They're...(CALLING ON them)
 4. He's...(LOOKING UP a word)
 5. She's (LOOKING FOR something)
 6. She's...(PICKING UP her groceries)
 7. He's...(CALLING UP his girl friend)
 8. He...(RAN INTO some friends)
 9. She...(RAN OUT OF money)

Exercise 10.6 Practice Two-word Verbs.

Example: Teacher

Student

Is the man in Picture 1 taking off his tie?

No, he's putting it on.

1. Is the man in Picture 2 putting on his overcoat?
2. Are the people in Picture 3 calling up their friends?
3. Picture 4. Is he picking up a word?
4. Picture 5. Is she looking up something in her purse?
5. Picture 6. Is she looking up her groceries?
6. Picture 7. Is he calling on his girl friend?
7. Picture 8. Did he run out of friends in town today?
8. Picture 9. Did she run into money at the grocery store?

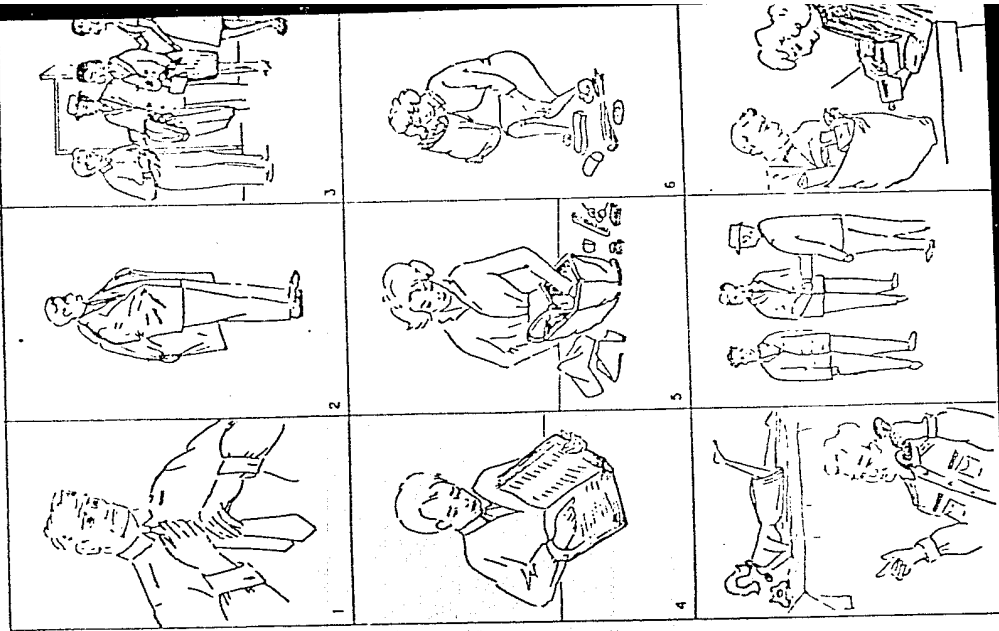


TABLA N.º 6 (CONTINUACION)

LESSON 12

A. Verb + preposition + object: He called <i>on</i> them.	
Verb + particle + object: He called them <i>up</i> .	121
B. Adverbials of purpose: He went <i>to buy some books</i> .	125
C. Adverbials of means: He came <i>by plane</i> .	
Adverbials of instrument: He wrote <i>with a pen</i> .	126

ENGLISH SENTENCE STRUCTURE

Lesson XII

A. LOOK UP, PUT ON, TAKE OFF, etc.	85
B. Men's Clothing Sizes; COUPLE, PAIR.	86
C. INTEND, TRY.	87
D. PASS, SPEND.	88

VOCABULARY IN CONTEXT

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