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TESTING AND TEACHING GRAMMATICAL CONNECTIVES IN A SPECIAL GRADE SIX CLASS

by

© Stephen William Anderson, B.A., B.Ed.

A Report submitted in partial fulfillment
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ABSTRACT

The main purpose of the internship was to test students in a special grade six class for their understanding of connectives in print and to teach those students who indicated a need on the basis of test scores, how connectives signify certain mental operations essential to the act of comprehension.

All of the students in the class were given a reading connectives test adapted from Watts (1944). Understanding of fourteen connectives was tested by having the students complete sentence fragments ending in a connective. Students had to choose the one logical and grammatical completion from the four presented. Those students who failed to score at least three out of four correct in a particular connective received instruction in that connective.

Each of the instructional periods was thirty minutes in length and emphasized how connectives signify relationships of a specific kind. The instructional period was followed up the next day with a thirty-minute period of reinforcement that called upon the students to practice the relationship signified by the connective. This practice involved the skills of listening, writing, speaking, and reading.

The outcome of the internship suggested that comprehension of connectives in print depends upon more than

knowing the mental operation signified by the connective. One of the more notable factors seemed to be an understanding of the syntactic and semantic nature of the clauses joined by the connective.

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CHAPTER I

THE NATURE OF THE STUDY

I. Introduction

This internship was concerned with identifying and assisting students who lacked comprehension of connectives in print. Remediation involved instructing the students in the exact relation indicated by the connective. Identification of the connectives not understood was based on a test similar to that used by Watts (1944). Students were provided the opportunity to practice the meaning of connectives in exercises that included the various language skills of listening, speaking, and writing. Because a connective functions as a form that relates one language structure to another, emphasis throughout the internship was placed upon the importance of thinking in the act of reading.

II. Purpose

The main purpose of the internship was to teach students how connectives signify certain mental operations essential to the act of comprehension. To achieve this it was necessary to demonstrate that:

1. connectives signify relationships between clauses;

2. the relationship signified depends upon the connective used;

3. because precise relationships are indicated by connectives, careful thinking is an important part of reading.

III. Need for the Internship

The need for the internship grew out of the intern's experience as a reading consultant involved to a considerable extent in teaching reading to remedial children in grades four to six.

Listening to these children read aloud and noting in many the absence of proper phrasing, particularly in those sentences containing connectives, seemed to indicate that one of the factors might have been a non-awareness of the role played by the connective. A typical example where word recognition presents no problem but where the reading is awkward is found in the following sentence:

> "Mary played ball although her mother told her not to."

The intern has observed some students read the above as if it were two separate sentences, or hesitate after <u>although</u>, or even after <u>mother</u>. While one might possibly structure contexts in which these pauses might be legitimate, one does not consider them to be so in examples such as the above. It seems likely that a major factor contributing

to such improper phrasing lies in an imperfect understanding of the connective. This seems a likely explanation because the student shows better phrasing in those sentences not employing connectives.

Perhaps a clearer indication of poor comprehension can be shown in students' answers to questions based upon a sentence such as the following:

"He brushed his teeth when he got the time."

Even though the student can recognize all of the words, the intern has found instances where the question "When did he brush his teeth?" has been met with responses such as "In the morning?", "After dinner?", and so on. These rather disconcerting replies are not restricted to the experience of the intern, as many teachers have verified similar experiences occurring in their classrooms.

Often, in situations like these, instructing the child to read the sentence more carefully has satisfactory results. However, it is the opinion of the intern that connectives are of such significance that their presence in a sentence should command the instant recognition and comprehension of the reader.

IV. Objectives

The objectives of the internship were:

1. To diagnose the extent to which students deficient in language arts skills understood connectives in sentences.

2. To improve their comprehension of poorly understood connectives by providing outside of regular classroom instruction a 30-minute teaching unit which

   A. emphasized how connectives signify relationships by providing a specific kind of link;

   B. showed how the kind of link varies with the connectives used.

3. To reinforce their understanding of poorly understood connectives by providing on the day following instruction a 30-minute follow-up unit which emphasized practice of a particular connective in activities and exercises using the language skills of listening, speaking, writing, and reading.

4. To encourage careful thinking in the reading act.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. Defining Connectives

In this internship a connective has been defined as a linguistic form that links a clause to another clause or to some word in the other clause (Robertson, 1968:393).

Robertson (1970) feels that difficulties in comprehension may rest with connectives. She suggests that the words themselves as words are not the problem but that the mental operations required by the words may be.

To examine the kinds of mental operations involved, it is useful to look at the way Gleason (1965: 342-343) classifies connectives. The first classification he describes is on the basis of the units (for example, words or clauses) that they may connect. The second classification is on the basis of the kinds of connection they show. This, in effect, indicates the kind of mental operation necessary to perceive the relation or make the connection between the units. In other words, the cumulative classification below describes the relation as one of simply adding one idea to another, the adversative would indicate a relation of some kind of opposition between ideas, and so on. This second classifi-

cation is not exhaustive by any means, and some of the categories overlap. However, it contains all of the connectives used in testing the students involved in this internship, and it is a useful framework to identify the types of mental operations required in understanding precisely how the connectives function, or connect. The Specificative and Spatial categories have been added by the intern to accommodate those connectives which Gleason does not mention in his exemplary classification which follows:

Cumulative:	and
Disjunctive:	or
Adversative:	but, however, yet
Illative:	so, thus
Conditional:	if
Concessional:	although
Temporal:	when, while
Specificative:	that, which
Spatial:	where

II. Significance of Connectives

Werner and Kaplan (1963: 179) believe such morphemic devices as form words or particles have value for thought and communication in that they serve to polarize two events (or thoughts), while uniting the polarized moments in an

integrated utterance. In complex utterances lacking the full explication of relationships via form words, the utterance is united only through concrete context or intonation, whereas the conceptualized events become more clearly segregated and self-contained and are shown as clearly linked to each other in specific ways when form words are used. They add that as the context of the utterance becomes more remote from the context of occurrence, the explicit expression of relations becomes necessary for communication.

Pearson (1974: 190) found that grade four children preferred the structure "Because the chain broke, the machine stopped" to "The chain broke. The machine stopped." Pearson reasons that the reduced grammatical complexity and sentence length of the second structure placed an inferential burden on the reader that is not present in the explicitness of the first structure.

Considerable research (Hunt, 1965; Loban, 1963) into the acquisition and use of subordinate clauses shows that the use of subordination is an important predictor of reading ability. These studies indicate that a child with a superior ability in subordination in language tends to be a superior reader as well. A vital factor in subordination is the link provided by the connective. It is the connective that defines precisely the type of relationship between the clauses being linked. Thus, it seems logical that a brief examination of

the research in the acquisition and use of clauses by children would indicate a kind of parallel development in the acquisition and use of connectives which typically introduce these clauses.

Hunt (1965), in examining the writings of 18 students in each of grades four, eight, and twelve, found the frequency of subordinate clauses to all clauses, both subordinate and main, to increase from grade four to grade eight, and from grade eight to grade twelve.

Loban (1963), who examined the achievement in reading, writing, listening, and speech of 338 students over a span of seven years, found the incidence of subordination to increase consistently from Kindergarten through grade six, in high, low, and random groups.

LaBrant (1933), in a sample of 482 in grades four to nine inclusive, found dependent clauses to increase in proportion to the total number of clauses used, with the increasing age of the writers.

Watts (1944), in an examination of the writing of "several hundred" children aged 7 to 15, found the percentage of dependent clauses employed to increase consistently from 16.2 percent in children aged 7 to 8 to 43.2 percent in children aged 14 to 15.

Templin (1957), in speech samples of 275 children ages three to eight, found that the number of subordinate clauses used increased substantially with age. For example,

three-year-olds used 111 such clauses whereas the eight-year-olds used 580.

Robertson (1968) found a significant relationship between a child's understanding of connectives in reading and factors of sex, mental age (verbal and nonverbal) and ability in listening, reading, and written language.

Despite the increase in subordination found to accompany an increase in chronological age, two types of subordinate structures were considered to remain low. Loban (1963), Templin (1957), Davis (1941), and Watts (1944) found adjectival clauses used less than adverb or noun clauses by children ranging in age from 3 to 11. It is interesting to note that LaBrant (1933) found only adjective clauses and clauses of comparison to cause structural difficulty.

In addition, Templin (1957), Watts (1944), and LaBrant (1933) found that adverbial clauses of condition, concession, place, manner, purpose, and comparison were used very rarely by children ranging in age from 3 to 11. However, Templin (1957) and Watts (1944) found in general that adverb clauses were used more frequently than either adjective or noun clauses within the same age range of 3 to 11.

Heider and Heider (1940) also found that clauses containing content expressing possibility rather than actuality were items of difficulty for deaf children, causing them to use these structures less in their writing than hearing children. Such structures would no doubt include

adverbial clauses of condition or concession.

Other problems these deaf children demonstrated in their composition stemmed from an inability to choose connectives to differentiate meaning; trouble in determining if the subordinate clause affected the meaning of the entire main clause or a word therein; difficulty in changing the word order to that of a subordinate clause from that of the corresponding simple form; and difficulty in forming structures which required organization of the whole sentence (i.e., a preceding or interrupting clause).

Because adjective clauses and certain adverb clauses (condition, concession, place, manner, and purpose) are structures used less by the children described above than are some other adverb clauses and noun clauses, it seems only logical to conclude that the connectives which introduce these adjective and certain adverb clauses would correspondingly be used less as well. Indeed, it is quite possible that the reason the clauses described above are not used is that the child does not understand the connectives that introduce adjective or certain adverb clauses. Thus, in the development of a child's language proficiency, it appears that connectives may not only be significant generally, but that some connectives are more significant than others.

Watts (1944), in a reading connectives test, found that pupils at the age of eight to eight and one-half scored 50 percent of the answers correct. This increased to 66

percent for pupils at nine and nine and one-half, and to 79 percent for those at eleven years. A breakdown of the connectives that were most difficult was not included in Watts' study, but he did show that it was not until nine years of age that 50 percent of the pupils employed although correctly.

Brent and Katz (1967) found that adversative connectives such as but and although were harder for children to master than causal connectives like because. Robertson (1968: 406) found although, and, yet, which, however, and thus to be the six connectives that caused the greatest difficulty for students in grades four to six.

Robertson (1968: 405) also found that the total student group she tested in grades four to six understood 67 percent of the sentences containing connectives. The understanding level rose from 57 percent in grade four, to 66 percent in grade five, to 75 percent in grade six. She interpreted this to mean that comprehension at the fourth and fifth grade levels was inadequate.

Stoodt (1972: 502) found a significant relationship between reading comprehension and comprehension of conjunctions at the grade four level. In identifying 21 conjunctions as the most frequently used through the fourth grade, she found when, so, but, or, where, while, how, that, and if to be the most difficult for the grade four students she tested.

An additional consideration in the development of connectives comprehension is that knowledge of how connectives function may contribute to increased mental ability. Rawson (1971) says that understanding connectives can contribute to overall intellectual advancement. She maintains that the bridge to discovering the generality of the rules of thinking appears to be the printed symbol, with words like and, or, although, whenever, but, therefore, if, and then, signifying the appropriate operation.

Perhaps the significance of connectives can be best summed up by emphasizing their role in indicating the kinds of connection between syntactic structures and in signifying the accompanying mental operations important to comprehension. As Brooks (1964: 182) indicates, words such as but and although are words that have little meaning in themselves but "serve to particulatize items in an utterance and to relate them to each other as well as to change and guide the direction of the thought."

III. The Difficulty With Connectives

Research (Piaget, 1966) shows that children acquire language structures using connectives early in life. Piaget noted, for example, the use of because and since in children aged three. Piaget (1966) and Menyuk (1969) claim that the reason some conjunctions appear before others is related to

the manner in which certain logical operations appear in the thinking of children before others. For example, Piaget (1966: 32) maintains that up to the age of seven or eight, the use of logical justification remains at a very imperfect stage, which explains why the word therefore is not found in the language of the child. In the same vein, Menyuk (1969) suggests that "cause" conjunctions appear before "if" conjunctions because the direct and consequential relationships expressed in "cause" conjunctions are probably easier to acquire and understand than the conditional relationships expressed in "so" and "if" conjunctions.

Both Robertson (1968: 416) and Menyuk (1969: 93) indicate that children use connectives before completely understanding them. Robertson (1968: 416) claims that children use clauses in speech before they go to school but do not develop a sufficient understanding of the meanings of connectives in print for a number of years after that. Menyuk (1969) feels, as well, that before children observe the set of logical restrictions involved in using conjunctions they are merely adding sentences together, observing the frame but not the content.

Piaget (1966) comments on this tendency to add sentences together in his theory of juxtaposition which claims that children who fail to observe logical restrictions fail, in effect, to make explicit a relationship between propositions which imply just such a relation. Piaget maintains that the

child's difficulty in certain uses of because, therefore, and then, or in the terms of discordance (for example, although) is the result of logical difficulties. The use of these words, he says, seems to presuppose the capacity for observing rules in reasoning and consequently the power to make use of formal deduction. For Piaget (1966: 57) verbal confusion, when it is concerned with a relation and not simply with an unknown word, is always the sign of logical confusion:

> If children never make use of explicit discordance and do not understand implicit discordance until after the age of seven to eight, this is obviously because the notion of an exception to a rule which is presupposed in the notion of discordance between cause and effect is not a primitive notion, and is not one that is familiar to them. For there to be exceptions, there must obviously have been rules, and if the child fails to understand the fact that there are exceptions, it must be because he has never formulated any rules.

Piaget considers it no coincidence that the capacity for discordance appears at the same moment as that for formal deduction, for both are the result, he claims, of an advance in the child's capacity for generalization.

Piaget (1926) identifies three points which characterize a mind incapable of logical thinking: absence of conscious realization, absence of general propositions, and absence of deduction. He traces these logical difficulties to an absence of the desire to argue and collaborate--the initial factor in the delay of acquisition of the verbal

forms necessary for expressing logical relations.

Vygotsky (1962: 106-107) also maintains that a lack of "conscious awareness of relationships" accounts for the eight- to nine-year-old using because correctly less often in completing sentence fragments employing everyday concepts as compared with sentence fragments involving scientific concepts. For example, a child of eight or nine who uses because correctly in spontaneous conversation would not be expected to say that "A boy fell and broke his leg because he was taken to hospital." Yet Vygotsky found this occurring in his experiments (of completing sentence fragments) until the child became fully conscious of the concept involved in the relation.

The explanation for this, he reasons, is that the scientific concepts are taught in school to the child. Here the teacher has made the student conscious of relationships in the scientific subject taught. The teacher, Vygotsky says, has explained, supplied information, questioned, corrected, and made the pupil explain.

The obvious implication is that there is no one doing that with regard to "everyday" concepts; thus, the child of eight to nine does not perform as well in completing the sentence fragments containing these concepts.

On the other hand, educational factors may account for an unnecessary delay in comprehension of connectives. Robertson (1970), citing Rawson, cautions us that teachers

often consider connectives too simple to teach except as sight words. She found that connectives appear in about 37 percent of the sentences read by children aged eight to twelve. However, she claims the amount of subordination produced by these same children ranges from 10 to 30 percent of their total sentences, with the amount increasing from year to year.

Dale et al. (1971) reminds teachers that many connectives (such as yet, which, where, and so on) have more than one meaning, and that these connectives should be presented in a variety of contexts to make their meaning clear.

In a study of sixty grade four children, Bormouth et al. (1970) found significant numbers unable to demonstrate a comprehension of the most basic syntactic structures by which information is signalled. An examination of the structures which caused the greatest difficulty reveals that the lowest scores were realized on those structures which consisted primarily of sentences employing connectives.

It appears to the intern that the poor scores found by Bormouth et al. may be due in large part to the students' failure to understand certain connectives and the relationships these connectives signify. If this is so, especially since the success or failure of the educational process depends heavily upon a student's mastery of language comprehension skills, it would seem that comprehension of connectives

is important in achieving these skills.

IV. Summary of the Related Literature

It seems certain that connectives play a vital role in reading comprehension. Proper use of connectives leads to more explicit and precise communication. It also appears that connectives play a role in the development of thinking ability. While maturation is important to the acquisition and understanding of connectives, other factors such as mental age, sex, language ability, and the ability to think logically appear to be significant as well. In addition, educational factors such as teaching connectives only as sight words, not showing the multiple meanings of connectives and failing to make a child consciously aware of the function of connectives apparently delay the comprehension of connectives in print. Despite the fact that children do acquire structures using connectives at a young age, their understanding and use of them grows throughout their school years. As an adequate understanding of connectives in print seems to develop after the use of clauses in speech, it seems likely that children might benefit from systematic instruction about connectives in print. Students who have a low IQ or who lack language skills probably need special consideration in developing an understanding of connectives.

CHAPTER III

METHODOLOGY

I. Identification of the Students

The subjects for this internship included all of the students in a special grade six class at A.P. Low Elementary School. These students were designated as slow learners.

An indication of the students' language ability as measured by the Canadian Test of Basic Skills (CTBS) appears in Table 1.

TABLE 1

CTBS language scores (October 1976) of students involved in the internship

STUDENT	AGE	VOCABULARY Grade Level	VOCABULARY %ile	COMPREHENSION Grade Level	COMPREHENSION %ile	TOTAL LANGUAGE[1] Grade Level	TOTAL LANGUAGE[1] %ile
A	14	4.0	7	5.6	31	5.3	29
B	13	2.8	1	3.7	4	5.0	22
C	13	absent		absent		5.2	27
D	11	4.4	11	5.2	20	5.4	32
E	12	4.4	11	5.3	23	3.6	2
F	13	2.6	1	4.5	9	4.1	5
G	11	5.2	23	5.5	28	-	-
H	12	absent		absent		-	-
I	12	2.6	1	3.2	1	3.7	2
J	14	5.2	23	5.1	18	4.7	16
K	13	5.4	27	3.7	4	3.4	1
L	12	4.2	9	5.1	18	4.8	23

[1]Total language scores include results in usage, punctuation, and spelling as well as vocabulary and comprehension.

II. Procedures

All of the students were subjected to a reading connectives test devised by the intern and based upon a test appearing in Watts (1944). One hundred and twenty sentences were prepared using 14 different connectives, each connective appearing eight times. Using the split-half reliability formula, four sentences for each connective were chosen at random supplying 56 sentences each for the pretest and post-test. The fourteen connectives used were those identified by Robertson (1968) and Stoodt (1972) as causing difficulty for students in grades four to six. The vocabulary of the sentences was restricted to the Dolch Basic Sight Vocabulary, Dolch's 95 Most Common Nouns, and the first 300 of Fry's Instant Words. The test was composed of sentence fragments ending in a connective with a choice of four completions, only one of which was logically and grammatically correct. Only those students who failed to score at least three out of four correct (as indicated in Table 2, p. 25) in a particular connective received instruction in that connective.

III. Basis of Instruction

In planning the instruction, three vital concerns were kept in mind: the children involved in the internship, the nature of connectives, and the nature of language in general.

As the children involved in this internship were special in that they had been designated as slow learners, the intern, in his teaching, went beyond verbal explanations and pen and paper exercises only. All connectives were taught in as concrete a context as possible and occasionally were reinforced in a concrete manner as well. That is, students usually had to do something such as handle items, carry out actions, observe an experiment, or play a game that in some way manifested the nature of the connective. This can be noted in the first step of each lesson plan.

The nature of connectives is such that they join words, phrases, and clauses. Primarily, this internship was concerned with the way connectives link clauses. As connectives derive their meaning from the kind of link they signify, the intern developed the meaning of connectives by instructing the ways in which clauses are related or connected. For example, there were cumulative links expressed by and, explanatory links expressed by thus, spatial links indicated by where, and so on.

It is now generally accepted that reading is but one important aspect of overall language ability. The nature of the language arts program in the school takes this into consideration in its attempt to integrate as much as possible all of the language skills. Practice in comprehension of connectives in listening exercises, and using connectives in speech activities and written work should reinforce

comprehension of connectives in print. The intern implemented all of these language facets in developing student understanding of connectives.

The responsibility for instruction belonged primarily to the intern. However, the classroom teacher assured him of his interest and full cooperation. Instruction took place in the reading center. Only those students who scored fewer than three out of four on the pretest were subjected to instruction in that connective. Two one-half hour sessions (one for instruction, followed the next day with one for practice) were employed with one exception--the teaching and practice units on thus were doubled.

Outline of the Lesson Plans

Each of the lesson plans had the following in common (see Appendix A for lesson plans):

1. The function of the connective was defined in the Purpose. All functions were defined in terms of "first and second idea" rather than "first and second clause," as the scope of this internship did not include instruction in the nature of clauses. The connective always appeared in the "middle" of the sentence for purposes of consistency, and with the thinking that this pattern would assist the students in understanding the linking aspect of connectives.

2. There was a concrete application of the function of the connective in the Procedure.

3. Following this, student verbalization of the connective's function was sought through discussion. Primarily the purpose of the discussion was to help the students discover the nature of the connection afforded by

the connective through recall of the experiences in number two above. If the student, at this stage, actually used the connective being taught, it was jotted down for referral later in the lesson. Patient and varied questioning was often necessary to draw the students into verbalizing their experiences in terms of the function being taught. For example, in the lesson on thus, it was evident that the students would never have said, "I deduced the answer on the basis of the evidence," but rather they said, "I figured it out because...." An attempt was always made to take the verbalization as far as possible. In the above situation, for example, the discussion continued until one student said, "I realized..." and another, "I decided...."

4. The actual connective which signified the function was identified. The use of context seemed to help as it provided a framework in which the thought was transmitted. Difficulty was frequently encountered here as different connectives often could be used to join the same two clauses; however, success usually resulted when the students were reminded of the type of connection they had to make. For example, in Lesson I in "Mother washed the clothes _____ put them in the dryer." where the relationship sought is cumulative and therefore required and. It is clear in the above example that there is a possible temporal relationship as well. If a student suggested then, he was reminded that "Then shows what happens next; how can we link these two ideas by just adding them?" It helped to explain to the student, for example, that Mother didn't have to put the clothes in the dryer after washing them, but that information could have been added for a particular purpose--for instance, to show the chronological order of Mother's working morning. At the time of instruction it was thought by the intern that discussion on the differences indicated by various connectives was adequate; however, final testing suggested that such was likely not the case, and this aspect of connectives

should probably have been approached in a fuller and deeper fashion.

5. The connective was then used to create one sentence out of two separate sentences which related the ideas encountered in the concrete application of number two above. This part of the Procedure seemed to help the students focus on the function of the connective because a link had to be made rather than discovered.

6. The function of the connective was applied orally.

7. The students undertook various practice exercises.

Throughout the course of the internship there were three review tests. The first occurred after Lesson V; the second, after Lesson X; and the third, after Lesson XIV. These review tests and other ongoing evaluation indicated that the students did not experience a degree of difficulty with the instruction that warranted extra teaching. The one exception was with the lesson on thus. For this connective, the instruction time and practice time were doubled.

CHAPTER IV

FINDINGS AND DISCUSSION

I. Introduction

The evaluation of this internship was basically of two kinds. The first was an ongoing process, with the intern evaluating the instruction in terms of time allotted, locale of the teaching (i.e., in the reading center), degree of difficulty of the exercises, the nature of the exercises, the amount of practice needed, the rate of presentation, and the reaction of peers who did not receive the instruction. As well, any student changes in attitude towards reading, or language, in general were noted both by the intern and by the classroom teacher. One result of this continuing evaluation was to double the instruction and practice time for the connective thus.

The second kind of evaluation was a posttest to determine the effects of the instruction.

II. Analysis of the Results

From Table 1 it can be seen that five of the twelve students accounted for 85 percent of the errors. Thus gave the students the greatest problem, followed by although and

TABLE 2

Instances of connectives not mastered on the pretest

Connectives	Students A	B	C	D	E	F	G	H	I	J	K	L	Total per Connective
and								x					1
but						x		x	x				3
however							x	x					2
so													0
thus	x	x	x	x	x	x	x	x	x	x			10
if								x	x				2
although					x	x		x	x				4
yet						x		x	x				3
when								x					1
while							x	x	x				3
which								x	x				2
where						x		x	x	x			4
that					x			x					2
or							x	x					2
Total per Student	1	1	1	1	3	5	4	13	8	2	0	0	39*

*Although there are 39 instances of connectives not mastered, the actual total was 37 as student J dropped out of school.

where. While, yet, and but were next in difficulty. So gave the students the least trouble. All of the students scored at least three out of four on this connective.

A comparison of the results of the pretest with the results of the posttest, which appear in Table 2, shows that overall little gain seems to have been made by the students; however, there are several changes worthy of note.

The three connectives causing the greatest difficulty on the pretest caused much less difficulty on the posttest. The number of errors for thus decreased from nine to four, although decreased from four to one, and where decreased from four to two. Of the other three connectives mentioned as causing the most difficulty on the pretest, yet decreased from three to one, while decreased from three to two, and but remained the same at three. The gains made for all of the students are illustrated in Table 3.

From Table 3 it can be seen that seven students seemed to gain in 10 different connectives for a total of 18. Particularly noteworthy are the advances made by Students E, F, H, and I, and the failure to make any gains by Student G.

In Table 4 it can be seen that although Students F, H, and I failed to show mastery on certain connectives, they had shown mastery of them on the pretest; there is, however, an indication that Students F, H, and I acquired comprehension of three, four, and six connectives, respectively.

TABLE 3

Instances of connectives not mastered on the posttest

Connectives	Students A	B	C	D	E	F	G	H	I	J*	K	L	Total per Connective
and						x							1
but						x	x		x				3
however							x	x	x				3
so								x					1
thus		x			x	x	x						4
if									x				1
although								x					1
yet								x					1
when				x			x	x	x				4
while							x	x					2
which						x	x	x			x		4
where							x	x					2
that							x	x					2
or							x	x					2
Total per Student	0	1	0	1	1	4	9	10	4	-	1	0	31

*Dropped out of school half-way through internship.

TABLE 4

Instances of connectives not mastered on the pretest but mastered on the posttest

Connectives	Students A	B	C	D	E	F	G	H	I	J	K	L	Total of Connective
and								x					1
but								x					1
however													0
so													0
thus	x		x	x				x	x				5
if								x					1
although					x	x			x				3
yet						x			x				2
when													0
while									x				1
which									x				1
where						x			x				2
that					x								1
or													0
Total per Student	1	0	1	1	2	3	0	4	6	0	0	0	18

TABLE 5

Instances of connectives mastered on pretest but not on posttest

Connectives	Students A	B	C	D	E	F	G	H	I	J	K	L	Total per Connective
and						x							1
but							x						1
however									x				1
so								x					1
thus													0
if													0
although													0
yet													0
when				x			x		x				3
while													0
which						x	x				x		3
where							x						1
that							x						1
or													0
Total per Student	0	0	0	1	0	2	5	1	2	0	1	0	12

One of the most interesting aspects of Table 4 is the performance of Student G. The results of the posttest suggest that the score realized by Student G may not be an accurate assessment of his understanding of the connectives examined. In the posttest, this student scored correctly on 32 out of the first 37 items (compared to 28 out of the first 37 on the pretest). On the posttest, he scored only 1 out of the last 19 (compared to 10 out of the last 19 on the pretest).

No reason could be established for this highly unlikely performance other than boredom, perhaps, or rushing to complete the test. One finds it difficult to explain why Student G made 72 percent of his errors on the last 34 percent of the items (i.e., the last 19) on the posttest, as each connective was measured four times (once every fourteenth item) both on the pretest and posttest. Mastery was considered as getting at least three out of four correct on a connective. So, if this student had scored only as well on the last 19 items of the posttest as he had on the pretest, he might have shown non-mastery for only one connective instead of nine connectives. This would have altered the overall results of the internship dramatically.

As can be seen in Table 4, six students, D, F, G, H, I, and K, failed to master connectives they had mastered on the pretest.

In comparing Tables 5 and 6, one can see that for three connectives (when, and, and which) there was an overall

TABLE 6

Number of wrong completions for each sentence on the pretest

Sentence	Connective	Number Wrong	Sentence	Connective	Number Wrong
1	and	0	29	and	2
2	but	4	30	but	2
3	however	2	31	however	1
4	so	2	32	so	1
5	thus	10	33	thus	7
6	if	2	34	if	0
7	although	4	35	although	2
8	yet	3	36	yet	5
9	when	2	37	when	2
10	while	1	38	while	2
11	which	1	39	which	3
12	where	5	40	where	2
13	that	1	41	that	6
14	or	2	42	or	3
15	and	2	43	and	1
16	but	5	44	but	2
17	however	2	45	however	3
18	so	0	46	so	0
19	thus	10	47	thus	0
20	if	3	48	if	3
21	although	1	49	although	7
22	yet	3	50	yet	3
23	when	3	51	when	2
24	while	4	52	while	3
25	which	1	53	which	3
26	where	7	54	where	1
27	that	0	55	that	1
28	or	2	56	or	0
	Subtotal	82		Subtotal	67
			Total	149	

TABLE 7

Number of wrong completions for each sentence on the posttest

Sentence	Connective	Number Wrong	Sentence	Connective	Number Wrong
1	and	1	29	and	2
2	but	0	30	but	5
3	however	1	31	however	2
4	so	0	32	so	1
5	thus	10	33	thus	2
6	if	1	34	if	0
7	although	0	35	although	2
8	yet	2	36	yet	1
9	when	4	37	when	2
10	while	1	38	while	1
11	which	0	39	which	3
12	where	2	40	where	3
13	that	1	41	that	1
14	or	2	42	or	2
15	and	2	43	and	1
16	but	0	44	but	5
17	however	2	45	however	2
18	so	1	46	so	2
19	thus	2	47	thus	4
20	if	1	48	if	2
21	although	2	49	although	5
22	yet	0	50	yet	3
23	when	2	51	when	4
24	while	2	52	while	2
25	which	4	53	which	7
26	where	2	54	where	2
27	that	2	55	that	2
28	or	1	56	or	2
	Subtotal	48		Subtotal	70
			Total	118	

When increased from 9 to 12, which from 8 to 14, and and from 5 to 6.

increase in the number of wrong completions from pretest to posttest.

In an effort to understand what may have caused the generally poor scores of these students on the posttest, the intern examined the sentences on the posttest which might have contributed to the results presented in Table 4 and the increases mentioned in Table 6. In addition, the incorrect completions for items 47 and 49 were also examined as they seemed to have a higher number of incorrect completions than other items on the posttest.

The incorrect completions are indicated in the blanks. For example, number 9 had four incorrect completions, all "(a) around five o'clock." The sentences follow in numerical order.

1. I went to the farm and d (1)
   (a) my dog is black; (b) eat my cake;
   (c) saw the pig; (d) today is a Bad day.

3. He is next; however b (1)
   (a) I will go before him; (b) I am not next;
   (c) in my turn; (d) a long jump.

5. The woman had a man with her, thus d(6), a(2), b, 1 blank
   (a) she was a good woman; (b) she was a mother;
   (c) there were two of them; (d) I know the man.

9. He came back when a (4)
   (a) around five o'clock; (b) he will go;
   (c) he saw all the people; (d) before he could see them.

15. The boy saw seven children and d (2)
   (a) each had on a hat; (b) it was in a box;
   (c) I eat in the morning; (d) one of them said.

17. Many children walk to school; however b (1)
   (a) to the house; (b) I will walk today;
   (c) they may ride if they wish; (d) on a day.

23. He came into the house when b (2)
(a) he got the call; (b) it will rain;
(c) the snow was white; (d) it was a small yellow one.

25. There is the house which d (1)
(a) close the door please; (b) around here until then;
(c) is white and blue; (d) had a little baby.

29. The girl will not ask him to come and c (1)
(a) he gave a box away; (b) said he had a dog;
(c) in the morning; (d) give her some help.

30. He saw the little boy but b (1)
(a) not the little girl; (b) the boy was big;
(c) now the other girl; (d) give to her.

32. Can you help me so a (1)
(a) I don't want help; (b) I will not be the last
(c) I found my ring; one to go;
(d) hope for the best.

39. Where is the bed which a (1), d (1)
(a) can not go to sleep? (b) is for me?
(c) go to bed at ten; (d) I like the bed to be clean.

40. She went to town where c (1)
(a) she got a new hat; (b) our cat is black;
(c) she gave each of them; (d) to buy a book.

44. She does not think she is very pretty but b (1)
(a) I like a pretty girl; (b) have good clothes;
(c) she is; (d) said the boy.

46. Go to sleep now so b (1)
(a) you can get up early; (b) the next morning;
(c) the bed can be made; (d) I like to sleep.

47. She had two, and he had eight, thus d (1), c (3)
(a) they each had an apple; (b) the two of them
(c) they live on a farm; together had ten;
(d) they were red.

49. He will not go to bed although a (3), b (2)
(a) he is in bed now; (b) he will not sleep;
(c) do you know him;
(d) It is after two o'clock in the morning.

51. His face would turn red when a(2), c(1), blank(1)
(a) it was not blue or green; (b) he got too much sun;
(c) he had a big head; (d) his eyes were brown.

53. He gave her some money which d(1), b(1), c(5)
(a) was not his; (b) every time he saw her;
(c) to buy a new dress; (d) went down the street.

54. He went over to the water where c (1)
(a) by all the children; (b) he could see some fish;
(c) going to be all day; (d) he will look for water.

55. I own the shoe that a (1)
(a) was a big shoe; (b) another shoe just the same;
(c) you found yesterday; (d) you don't own it, do you?

An examination of the above items suggests to the intern that three explanations might account for all but one or two of the incorrect answers. As these explanations are broad, what the intern considers as an example of one kind may just as well be interpreted as an example of another. For instance, in number 17 above, it is suggested that perhaps the student substituted and for however to obtain "Many children walk to school and I will walk today." But the student may not have made such a substitution. Perhaps he noticed the word walk in the fragment and in the completion and chose on that basis.

The first explanation to be offered is that often students seemed simply to be very careless in their reading of the sentences. For example, some choices would make sense only if the connective were omitted altogether as in number 9, "He came back (when) around five o'clock." Numbers 29, "The girl will not ask him to come (and) in the morning," and 53, "He gave her some money (which) to buy a new dress." can be interpreted in the same light.

Sometimes the choices would make sense if insertions were made. For example, in number 39 the student might have inserted I and in into the completion to read "Where is the bed which I can not go to sleep in." Or, in number 46 the student may have added a thought from past experience such as you can go to school to form "Go to sleep now so you can go to school the next morning." In number 47, if the student added an animal to the words two and eight, he could easily choose (c) as in "She had two (goats) and he had eight (goats) thus they live on a farm." In number 54, if a student inserted he was into a completion, the result could be, "He went over to the water where he was going to be all day."

Closely related to what may be considered as tendencies of insertion or omission was the trend of students to choose completions seemingly on the basis of noticing a particular word in the completion that had some similarity to a word in the sentence fragment. For example, in number 32, the word help appears in both the sentence fragment and the wrongly chosen completion: "Can you help me so I don't want help." In number 51, a colour (red) appears in the sentence fragment and colours (blue, green) appear in two of the three incorrect choices made: "His face would turn red when it was not blue or green." In number 5, woman and man appear in the fragment, and all of the incorrect completions that were chosen contain either woman, man, or mother. It is interesting to note that of the nine wrong

completions chosen for number 5, six students chose "I know the man." The sentence fragment reads "The woman had a man with her, thus _____. Perhaps (d) was chosen so frequently because man is the word that is closest to the completion. In number 17, walk occurs in the fragment and in the completion chosen by the student--"Many children walk to school; however, I will walk today." In number 39, one of the incorrect choices contains the word bed--"Where is the bed which I like the bed to be clean?" The other wrongly chosen completion contains the word sleep: "Where is the bed which can not go to sleep?" Number 49 is similar. Of the five wrong choices, three contain bed which also appears in the fragment: "He will not go to bed although he is in bed now." The other two contain the word sleep: "He will not go to bed although he will not sleep."

The intern did not listen to the students read the test items, but poorer readers often insert freely (this tendency was observed in many of the practice exercises where the students were often called upon to read aloud). Considering this tendency, one might conclude that the reading done in the above examples was superficial. It seems that the students did not consider the entire sentence in their search for meaning. Rather, it seems likely that for some students individual words carried more significance than complete sentences. Ignoring a part of the context, or providing an alternate context (in other words, making omissions or sub-

stitutions) may well have been the only way for these students to bring some part of their life to bear on what seemingly impressed them the most in the material that they were trying to read.

Perhaps this notion can be supported by examining two test items, one of which is answered very successfully, and the other very poorly. Both items were testing the connective where. In number 26 on the pretest, seven out of twelve completed this sentence fragment incorrectly: "She will want to live where _____." But in number 54 on the same test, only one student completed the following sentence fragment incorrectly: "He will take his book to school where _____." Perhaps the latter is much closer to the everyday experience of a grade six student than is the former.

The second explanation is that it appears that some students have not had sufficient opportunities to relate ideas in the most precise manner. Several of the incorrect choices on the posttest (despite instruction) might have been due to students' ignoring precise relationships and simply being content to have ideas side by side, or linked by a more easily understood connective. For example, in number 17 it would have been an easy matter for a student to substitute and for however and content himself with "Many children walk to school and I will walk today." Much the same kind of substitution can be done in numbers 3, 5, and 30. In number 49 all of the five wrong choices can be explained in this way.

For example, if the connective although is replaced with the "easier" connective because, the student could make some sense out of "He will not go to bed because he is in bed now." Similarly, he could say: "He will not go to bed and he will not sleep." whereas he could not meaningfully say, "He will not go to bed although he will not sleep."

The third explanation appears to be that some of the mistakes may have occurred as a result of ignorance of grammatical clues. For instance, the use of the subject I in the first clause is understood as the subject in the second clause in number 1: "I went to the farm and (I) saw the pig." Some students may not have been aware of this structure. In number 25, students paying attention to the tense of the verb could not have chosen "He came into the house when it will rain." Number 15 shows two students who were obviously not aware that the completion they chose was still in need of a direct object. "The boy saw seven children and one of them said." The same discrepancy occurs in sentence 40: "She went to town where she gave each of them."

III. Evaluation of Instruction

During the course of this internship, as has been mentioned, an ongoing evaluation was made of several facets of the program. The time allotted for the instruction and practice sessions seemed quite suitable. (If anything, the

occasional instructional lesson might have ended a few minutes early). The students generally enjoyed leaving their class and coming to the reading center for their lessons. The exercises did not seem too difficult after the directions were given orally. The students who came for lessons were not subjected to teasing from their peers but more often than not were treated with envy. The students seemed to enjoy the instructional periods where their physical involvement, game-playing, or observation of presentations generally held their interest. However, the pen and paper activities did not engender as much enthusiasm but, once initiated, seemed to hold their attention. (And it appeared that success with these exercises was important to them.) By and large, their efforts met with success in the practice exercises. The review tests indicated that students seemed to understand the connectives they had been working with. The 30-minute period for instruction or practice always began late in the day, at 2:00 or 2:30 p.m., thus students were not so fresh or keen at this time of day, and sometimes difficulties or grudges were carried into this class from conflicts that had arisen in their home classroom. Scheduling problems prevented this intern from changing any of the periods. The rate of absenteeism often caused long delays in continuing with the internship and sometimes created large gaps between the instructional period and the reinforcing period. For example, the function of a connective might be

taught on Thursday to a group of four. If a student from this group was absent on Friday, the reinforcing lesson was not given until Monday--a three-day delay. Usually a quick reminder of what was taught on the last day was enough to prepare the students adequately for the reinforcing period at times when delays like these happened. However, lags like these do seem to support the notion that selecting out students for instruction is an artificial and limiting process. In addition, it appears that a sound principle of good teaching is violated in such a delay. The student should have a chance to practice (with feedback from the teacher) what he is trying to learn as soon as possible after the instruction has been given. The usual twenty-four hour delay did not seem to post any serious difficulties in this regard but on two or three different occasions longer delays added five or ten minutes onto the reinforcing period to allow re-explanation of the last lesson.

IV. Summary

It is difficult to judge the effectiveness of an internship of this kind, as the bulk of the instruction was geared primarily to five of the twelve students. (This was because four students showed mastery of all connectives except thus, two showed mastery of all connectives, and one student dropped out of school). These five students failed

to show mastery on a total of 33 test items on the pretest. On the posttest, they failed to show mastery on a total of 28. How Student G may have affected the outcome of the posttest has already been mentioned, but it seems pointless to speculate on what might have been and wiser to state what seemed to be positive results.

First, of the five students who accounted for the great majority of wrong completions, four indicated on the basis of the posttest results that they comprehended more connectives (of the 14 tested) at the end of the internship.

Second, considering all the students, there was a 22 percent reduction in the number of wrong completions from pretest to posttest (149-118).

Third, both the intern and the homeroom teacher noted many of the students experimenting with the use of connectives. For example, it was not too uncommon to be met at the door with a comment such as "I watched the late show last night sir, thus I am tired today." In addition, if students met in their class work a connective that they had recently encountered in the internship, they would indicate so to their teacher. This seemed to demonstrate an increased awareness of connectives.

V. Conclusions

1. The students of the internship seemed to lack sufficient practice in making the connection between events

or ideas. They did seem to know the mental operation the connective represented when given instruction. The intern makes this judgment on the basis of the ease with which the students seemed to handle the reinforcement exercises. Here, however, the function of the connective would have been fresh in the minds of the students. At the time of instruction and reinforcement, then, it appeared that an appropriate amount of time was being used for teaching and practice.

However, in reviewing the posttest results, one notes that, of the 31 instances of non-mastery, 19 were connectives in which various students received instruction in the internship. Thus, at the end of the internship, it appeared that one-half hour of instruction was sufficient, but one-half hour of practice did not allow some students to internalize the functions which certain connectives signify. In other words, the kind of mental operation signalled by various connectives had not become automatic.

This notion can be supported when the intern recalls that, within the internship, students seemed to grasp the function of a connective more easily when they were exposed to two events (such as turning on an unplugged radio, and the radio remaining silent), and asked to connect the two events using thus. (The radio was not plugged in, thus it did not come on). Opposed to this, the students did not seem to grasp the role of the connective as readily when

they were asked to complete a sentence such as the following: "The radio was not plugged in, thus _____." It seems that the student in an example such as this has failed to realize the significance of the clause (as an event), and likely sees thus as merely the seventh word in a string of seven (despite the comma), rather than as a pivotal point upon which a turn in thought is signalled.

It is noteworthy that thus, one of the more difficult connectives, was mastered by five out of nine students on the posttest (where only two out of twelve had done so on the pretest), and was the only connective to receive more than the usual 30 minutes for instruction and 30 minutes for practice, having received double the amount of time in both instances.

In view of what seemed to be insufficient opportunities for these students to make relationships, it likely would have been wiser to have taught connectives in a classroom setting where the opportunity to reinforce the concepts learned would have been greater. There was little, if any, integration of what was done in the reading center with classroom learning. It seems that the primary consideration should have been to provide as many opportunities as possible for students to make relationships, as this cognitive function seems largely to have been neglected earlier in their education.

2. A deficiency in reading skills might have contributed to many of the incorrect completions. A discussion of possible

insertions and omissions has already been given earlier in the analysis of the results. It is not too speculative to suggest that, often, students of the type described in this internship, do not demand precise meaning from what they read, and seem content to extract from print whatever meaning approximates their own experience. Although the pretest and posttest used words that should be known by the end of the primary grades, the use of such words does not, of course, guarantee sentence comprehension because the student may be unaware of the semantic or syntactic values of these words.

3. The general language deficiency of these students (see Table 1, p. 18) might have contributed to their choosing incorrect completions. An understanding of how their language worked likely would not have permitted students to choose completions which were grammatically inconsistent, as in "The boy saw seven children and one of them said," a sentence which requires a direct object, or as in "He came into the house when it will rain," one which employs incorrect tense of the verb.

VI. Recommendations

In teaching comprehension of connectives in print to students such as the ones described in this internship, it appears the following should receive serious consideration:

1. It would seem more beneficial to stress the concept

of relationships in general before accenting specific kinds of relationships. In effect, students must be encouraged to see if and how things or ideas could be related. Here it seems of paramount importance to provide much practice in making or seeing relationships, and in using as frequently as possible the structures that indicate these relationships. For example, the teacher may read aloud and then, with the children, orally compare the different approaches that two characters in a story may take to solve a problem. The teacher might even discuss the kinds of thinking implicit in the selection (for example, cause and effect). This could progress to writing a complex sentence on the board and demonstrating the relation of the various elements that convey the meaning.

2. Teaching comprehension of connectives in print should be included as an important part of the overall reading program. An aspect of this program should demand that precise and exact meaning be obtained by the student, particularly in those passages that employ connectives. For students like the ones described in this internship, it would probably be useful for the teacher to hear them read the sentences employing connectives. In this way a clearer assessment of what contributes to a student's difficulties might be obtained. In addition, reading instruction for students who show difficulty comprehending connectives should stress the inferential skills of comprehension. Practice in generalizing, comparing, and

anticipating outcomes takes the child out of the realm of literal comprehension and into interpretative thinking skills. Here the child is asked to discover relations among facts and ideas, not just remember them. When called upon to express his interpretation of various relations, the student would often have to convey his meaning in sentences that employed connectives. In such situations, the teacher should not be content to allow expressions which employ connectives that do not afford precision. For example, if the student means "The policeman fell, thus the robber got away" he should not be permitted to say "The policeman fell and the robber got away."

3. Development of language proficiency in general would probably help these students to develop their understanding of the way connectives function. It could be argued that if students are unaware of the way groups of words work together to convey meaning, they cannot fully appreciate a connective as a device that relates these groups of words. It is now widely accepted that sentence structures are central in the communication of meaning, and if students do not use syntactic cues as an aid to comprehending a structure such as a clause, it is not likely that they will use syntactic cues to understand a more complex structure that employs connectives. It would thus seem advisable that in teaching the function of a connective as that of joining clauses, the student should have a clear idea of what constitutes a clause.

In other words, the student should know that a clause is a subject-predicate relation wherein a subject is identified and some information about the subject is given. The intern has already provided examples from the internship that seem to demonstrate non-awareness by some students of how morphology and syntax contribute to meaning within clauses.

About the Testing

The intern has tried to explain to some extent the posttest results by suggesting that students may have encountered sentences that were somewhat removed from their experience, or were of a difficult grammatical construction. In addition, there is the possibility that students simply have not used often enough structures that employ connectives. In other words, as Piaget (1926: 72) says, they have not been called upon to "argue and collaborate." A final consideration is that, despite instruction within the internship, the students did not demand precise meaning from the test items.

Apart from the explanations offered above, the posttest results are disconcerting in that they show some connectives not mastered on the posttest which were mastered on the pretest. If similar tests are devised in the future, especially for students of this type, it would seem advisable to insure as much as possible that:

1. The sentence fragments and completions for each connective tested on the pretest and posttest be consistent

in their relation to the probable experience of the test-takers. For example, "He will take his book to school where he can use it" is likely closer to the experiences of a grade six student than is the sentence "She will want to live where she can get a new house."

2. The sentence fragments and completions for each connective tested on the pretest and posttest be as similar as possible in their syntactic and semantic structure. For example, "He gave her some money which was not his" contains an indirect object without the 'to' and a connotation of the word 'gave' which may not be familiar to the student. On this item seven students made errors in the completion. Compare this with "That was the game which ran for a long time" which all students answered correctly. One can easily argue that although ran is a word of many denotations, and may carry certain connotations as well, the sentence above describes an experience that should be quite common to a grade six student.

3. The sentence fragments and completions for each connective tested on the pretest and posttest be as similar as possible in their demand for attention to the role of the connective to obtain precise meaning. For example, in the sentence fragment "He ate too much cake, thus _____" one is not only prepared for a conclusion by cueing in on the connective, but the phrase "ate too much" also allows one to predict the likely outcome of the over-eating. In

this item, every student answered correctly. However, in the following fragment, "The woman had a man with her, thus _____" all nine students completed it incorrectly. It seems obvious that, here, the only predictive cue to prepare one for a conclusion to be drawn lies in the connective, and the content preceding the connective provides no clue as to what one might expect to follow.

The intern is not suggesting in the above that certain sentences should not be employed in a connectives test, but that, in terms of the three aspects just mentioned, every sentence on the pretest have a similarly constructed sentence as its counterpart on the posttest.

In the final analysis, it appears that, for these students, comprehension of connectives in print depends upon more than knowing the mental operation signified by the connective. Apart from suggestions mentioned earlier, it likely depends as well upon understanding the concept of how relationships are manifested in language structures, that is, knowing how thoughts are contained in clauses as well as how clauses are related in sentences. It seems that students of the type described in this internship also needed instruction in what constitutes simple, compound, and complex sentence structures.

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APPENDIX A

LESSON 1

Purpose

To show that and functions as a connective by joining two ideas such that the second is added to the first.

Procedure

A. Say to the student(s):

1. Take out your pencil. Write your name.

2. Take off one of your shoes. Measure the width of the heel.

3. Take everything out of your pockets. Make a list of what you have.

Lead the students in a discussion of what they did. A question like "What was the first thing I asked you to do?" usually should meet with the response "You asked us to take out our pencil and write our names."

Discuss with the students how they do not expect the instructions to end with the initial sentence but await additional instructions (particularly in the second procedure). This discussion should encourage students to suggest that "something is lacking, something has to be added."

B. Now say: We are going to write down the three things we did above (at the outset of the procedures), but before we do, and to help us with the way we will write down these experiences, I want you to fill in the blanks with the word you think belongs there.

1. Mother washed the clothes ____ put them in the dryer.

2. Dad untied the dog ____ took him for a walk.

3. Bill cut the grass ____ weeded the garden.

In the above it is vital you lead the subject into choosing and, stressing the function of the connective in terms of adding the second idea to the first.

C. Now I want you to combine the ideas in each of the following pairs of sentences into one sentence using and.

1. Take out your pencil. Write your name.

2. Take off one of your shoes. Measure the width of its heel.

3. Take everything out of your pockets. Make a list of what you have. (If necessary, provide an example).

D. Oral exercise.

In each of the following pairs of sentences, one sentence makes sense, and the other doesn't. Discuss the reasons why this is so. (It doesn't make sense to add the second idea). Can you think of alternatives for the ones that don't make sense?

1a. Jack had no money and the boat was red.
b. Jack had no money and he had no job.

2a. Tom threw a snowball and he broke the window.
b. Tom threw a snowball and he has a black dog.

3a. Mary brushed her hair and the door is green.
b. Mary brushed her hair and washed her face.

4a. Bill raised his hand and it was raining.
b. Bill raised his hand and asked a question.

5a. Don hung up his clothes and cleaned his room.
b. Don hung up his clothes and it was Monday, January 30.

Reinforcement Exercises

A. Use and to add more information to the first idea in completing the following:

1. I like apple pie

2. The weather is getting warmer

3. She had a bad headache

4. You are my best friend

5. He is getting better

B. Use and to join the idea on the right that best makes sense when added to the idea on the left.

1. Their house is beautiful	a. he is very mean.
2. You are very sick	b. I enjoyed it a lot.
3. I read the book	c. it must be fixed.
4. My car is not working well	d. it has a nice garden.
5. Your dog is noisy	e. you should see a doctor.

C. Oral exercise.

The following could end a sentence:

_____ and he took his dog with him.

Can you think of several (3-5) different beginnings that would make sense when this ending is added to them?

D. Ten items are placed on a table so that there are five distinct pairs; for example, a razor and after shave, an envelope and a stamp, etc. Ask the students to view the table, requiring them to write five sentences, including in each sentence two ideas joined by and based on two items that can go together. Example: Tom addressed the envelope and put a stamp on it.

LESSON 2

Purpose

To show that or functions as a connective by joining two ideas such that the second idea is offered as an alternative to the first.

Procedure

A. 1. Place sufficient apples and candies on a table. Tell students they may have one item.

2. Show pictures of a sports car and a van. Ask the students to pick one.

3. Using small identical containers, fill one with quarters, the other with dimes. Ask the students to pick the one they think has the most money in it.

Lead the students in a discussion of what they did. Develop the idea that when one picks the apple as opposed to the candy, one is making a choice.

B. Now state that you are going to write down how you offer a choice to someone, but before doing so you want them to identify the word that belongs in the blank spaces to assist them in establishing the form they will use.

1. Tie your shoelace ____ you will trip over it.

2. Water the plant ____ it will die.

3. Give me my pencil ____ I will tell the teacher.

C. Now I want you to combine the ideas in each of the following pairs of sentences into one sentence using <u>or</u>.

1. Here is an apple and a candy. You may have one.

2. Here is a sports car and here is a van. Pick one.

3. Here is a container of quarters and here is one of dimes. Choose one.

D. Oral exercise.

1. If I wanted to offer somebody a choice between cake and ice cream for dessert, how would I say so using <u>or</u>?

2. If I could have only one present for my birthday, would I say "a" or "b"?

a. I'd like a bike and I'd like a radio, please.
b. I'd like a bike or I'd like a radio, please.

3. Which makes sense below? Why? (Which offers the choice?)

a. He will have to behave in school and he will get a bad report.
b. He will have to behave in school or he will get a bad report.

Reinforcement Exercises

A. Using what happens in each of the sentences below make up a sentence using or to give the person mentioned a choice between two different actions he/she might take.

Example: Susan hit her friend with a snowball.

Solution: Susan can say, "I never threw the snowball," or she can say, "I am sorry."

1. Jane has torn her friend's sweater.
Jane can --

2. Dave has put a dent in his dad's car.
Dave can --

3. Bill has found a purse with money in it.
Bill can --

4. Bob is lost in the woods.
Bob can --

5. Mary has broken her mother's vase.
Mary can --

6. John has been kept in after school.
John can --

7. Don sees someone in class cheating on a test.
Don can --

8. Pete thinks his friend has stolen some money.
Pete can --

9. Mom has burned the meat she was having for supper.
Mom can --

10. Dad has forgotten his son's birthday present.
Dad can --

B. Use or to join an idea on the left with one on the right. The resulting sentence should provide a "sensible" choice between two alternatives.

1.	You must tell him you're sorry	a.	she will not pass the test.
2.	He should go to bed now	b.	he will have to buy a new one.
3.	She will have to study harder	c.	you will lose a good friend.
4.	They should keep their dog in the house	d.	he will be tired in the morning.
5.	Bill must get his car fixed	e.	they should tie him on.

LESSON 3

Purpose

To show that however functions as a connective by joining two ideas, the second of which is adverse to the first.

Procedure

A. Carry out the following with various students:

I. 1. Jim, give Pete this dime. Pete, put it in your pocket.

2. Pete, give Gord this dime. Gord, put it in your pocket.

3. Gord, give Jim this dime. Jim, you give it back to me.

II. 1. Gord, give Jim this candy. Jim, put it in your pocket.

2. Pete, give Gord this candy. Gord, put it in your pocket.

3. Jim, give Pete this candy. Pete, you give it back to me.

III. 1. Jim, give Pete this decal. Pete, put it in your pocket.

2. Gord, give Jim this decal. Jim, put it in your pocket.

3. Pete, give Gord this decal. Gord, you give it back to me.

Lead the students in a discussion of what took place. Help them to realize that what happened in the third instance in each case was unexpected in light of what preceded it. (The others get to keep their item; in addition, you don't normally give something to someone and request it back immediately).

B. Indicate to the students they have to write down what happened in the third instance of each case and to aid the development of transcribing these experiences, have them identify the word that belongs in the blanks below.

1. She said it was bad; _____ it was good.

2. It looked like it was far; _____ it was near.

3. You think you are strong; _____ you are weak.

(Students may well suggest but in the above. If so, it may be demonstrated how but and however are synonomous by using teacher-supplied sentences. Articulation of the samples would allow the teacher to demonstrate the greater emphasis placed upon the adversative relation with the use of however. In addition, to further note the antithical function of however, attention may be drawn to the contrived opposites [bad-good, far-near, etc.] in the above sentences).

C. Now I want you to combine the ideas in each of the following pairs of sentences into one sentence using however.

1. Gord gave Jim the dime. Jim had to give it back to me.

2. Pete gave Gord the candy. Gord had to give it back to me.

3. Jim gave Pete the decal. Pete had to give it back to me.

D. Oral exercise.

Use however to complete the following sentences with something you normally would not expect for an ending.

1. That boy is very small; however,
2. She is sick; however,
3. He is over eighty; however,
4. There was a bad blizzard; however,
5. He turned on the switch; however,

Reinforcement Exercises

A. Oral exercise.

Use the word however in a sentence to tell about the following people doing something they probably would not usually do.

Example: Sam, who is not hungry, eating a large meal.

Solution: Sam was not very hungry; however, he had an extra big supper.

1. Bill, who is not feeling well, going to school.
2. Jane, who has a headache, going to a party.
3. Bob, who dislikes girls, asking Sally to the dance.
4. Mike, who is afraid of horses, patting a big stallion.
5. Ann, who prefers cold cereal, eating hot cereal for breakfast.

B. Considering the beginning below, use however to complete the following with the opposite of what you might expect.

1. Mary fell from the roof of her house

2. Tom stayed up all night

3. Susan ate nothing all day

4. The car was wrecked in the accident

5. Bob was hit by a snowmobile

C. In the following sentences, however is misplaced. Rewrite the sentence placing however where it more properly belongs.

1. I was invited to her however party I'm not going.

2. She wanted to give me two dollars for the errand I wouldn't take however it.

3. The however coach asked me to play left wing I told him I was a goalie.

4. The boy punched the girl in the however face she did not cry.

5. The baby fell down however the stairs she did not hurt herself.

(If students should suggest the following:

1. The baby fell down the stairs. She did not, however, hurt herself.

OR

2. The baby fell down the stairs. She did not hurt herself, however.

Some discussion, indicating the degree of emphasis, of the various forms may be helpful. At any rate, indicate to the student we are dealing in terms of one sentence only, with the practice, for this internship, of locating the connective towards the middle of the sentence).

LESSON 4

Purpose

To show that but functions as a connective by relating two ideas, the second of which is adverse to the first.

Procedure

A. 1. Ask a student to open a locked window (without touching anything but the handles).

2. Ask a student to lift you completely off the floor (while you are sitting down).

3. Ask a student to turn on a lamp (which contains a burned-out bulb).

Lead students in a discussion of why they could not succeed at their tasks. Help them to verbalize that the lock prevented (worked against) the opening of the window; the weight of the teacher worked against the student; and the defective bulb worked against the light coming on.

B. We are going to write down how these various drawbacks worked against the attaining of the goal, and to assist us in establishing the method by which we can do this, I want you to identify what word is missing in the following blanks.

1. The teacher said that the test was easy ____ I found it hard.

2. It was cold in the living room ____ it was warm in the kitchen.

3. I thought my coat was too big ____ my sister thought it was too small.

C. Now I want you to combine the ideas in each of the following pairs of sentences into one sentence using but.

1. John tried to open the window. The window was locked.

2. Mary tried to lift the teacher off the floor. The teacher was too heavy.

3. Joe turned on the lamp. The bulb was burned out.

D. Oral exercise.

1. Bill wanted to watch TV but his mother told him to do his homework.

   Ask: What is working against Bill watching TV? (mother, wanting him to do homework)

2. Tony thought the movie started at 9:00 but it started at 8:00.

   Ask: What is working against Tony getting to see the whole movie? (the earlier start)

3. Mr. Smith tried to shovel out the driveway but the wind kept blowing the snow back in.

   Ask: What is working against Mr. Smith clearing the driveway? (the wind)

4. Mom gave Sally two dollars for the book but Sally needed three dollars.

   Ask: What is working against Sally getting her book? (the need for one dollar)

5. Joan tried to pick up the parcel but it was too heavy for her.

   Ask: What is working against Joan picking up the parcel? (the weight)

   (Students may need help in accepting some sentences at face value. For example, in number four a student might suggest that what is working against Sally is that her mother is poor. Some discussion might be generated as to what the sentence tells us--Sally needs three dollars).

Reinforcement Exercises

A. Use but to join an idea on the left with the idea on the right that best goes against it.

1.	Jane looked everywhere for her purse	a.	it was an accident.
2.	Susan washed the dishes	b.	he still feld cold.
3.	Bill broke the window	c.	they could not get the car out.
4.	The men pushed as hard as they could	d.	she did not find it.
5.	He put on another sweater	e.	she didn't dry them.

B. Using but complete the following. Base your completion upon the opposite of the part underlined.

Example: We thought the new basketball player was tall ____

We thought the new basketball player was tall but he turned out to be small.

1. We looked for the soap above the sink ____
2. The teacher said Tom was absent ____
3. Susan should have been happy today ____
4. The man looked as if he was dead ____
5. The team expected to win the game ____

C. Each of the following sentences contains two ideas; one of which works against the other. These ideas are joined by but. Unscramble the following:

1. lost book I yesterday my but today I it found.
2. right but there was TV picture was all the no sound.
3. car my you lend I would it but need I:
4. they do wanted but movie snowing to the badly to was it

5. okay felt he said but he looked he sick very.

(Where there is more than one possible answer the teacher can point out that there are still two ideas, one of which works against the other). For example, in number two:

The TV picture was all right but there was no sound.

The TV sound was all right but there was no picture.

(The teacher can show that in either case one idea works against the other to prevent full enjoyment of the TV).

LESSON 5

Purpose

To show that thus functions as a connective by joining two ideas, the second of which is concluded from the first.

Procedure

A. 1. Send someone out of the room. Have another student remove an item from your desk, say a pen. When the student returns to the room, inform him that you want him to identify the person who took a pen from your desk, and you'll provide a clue--the person is the one wearing the blue shirt (naturally your clue will apply to one person only).

Ask: Who took the pen?

2. Using two containers, one somewhat smaller than the other, fill the larger one with water and say: I'm going to pour the water in this container (the larger) into this container (the smaller).

Ask: What will happen?

3. Have a student count the number of pupils in the class, then count the boys.

Ask: How many are girls?

Lead the students in a discussion of how they knew who took the pen, etc. until such time as it becomes evident that the students realize that they deducted or concluded their answers on the basis of given information.

B. Now tell them that they are going to write down how they arrived at their conclusions and, to aid them with the format, have them fill in the words that belong in the blanks below.

1. The hockey player tripped his opponent ____ he got a two-minute penalty.

2. There was a very bad snowstorm ____ the students had a holiday.

3. Jim returned the purse he found ____ he got a five dollar reward.

(Difficulty may be encountered here with students suggesting so or even therefore and no one mentioning thus. If little clues still don't supply the answer thus (for example, it rhymes with bus), the teacher will likely have to demonstrate the synonomity of so and thus through his own examples. Mention might be made of the more formal nature of thus, as well as its role in emphasizing the act of deducing more than so does.

C. Now have the students combine the ideas in the following pairs of sentences into one sentence, using the word thus.

1. The person wearing the blue shirt took my pen (and Tom is wearing a blue shirt). Tom took my pen.

2. I'm pouring this (larger) container full of water into this (smaller) container. The (smaller) one will overflow.

3. There are twelve students in the class (and eight are boys). Four are girls.

D. Oral exercise.

Can you create a sentence using thus to show how you might reach a conclusion on the basis of the following information? For example:

Information: Put five people in a boat designed to carry two.

Sentence: The boat carried too many people thus it capsized.

1. Going out in cold, damp weather without a hat
   She went out ____

2. Driving too fast on an icy road
   He was driving ____

3. Leaving food on the burner for too long
   Mother left ____

Reinforcement Exercises

A. Use thus to join the idea on the right that is best concluded from the idea on the left.

1. The camera ran out of film	a. he didn't see who won.
2. There was nothing to eat in the house	b. he couldn't take any pictures.
3. Joe fell asleep watching the game	c. she took it back.
4. Bill ate and drank too much	d. they went out for their supper.
5. The milk mom bought was sour	e. he was sick this morning.

B. Use thus to complete the following, indicating what you might decide on the basis of the first idea.

1. The man was caught stealing money ____

2. The airplane developed engine trouble ____

3. The children were shouting in the classroom ____

4. The house caught on fire ____

5. The woman was hurt in the accident ____

C. Write a beginning idea that would have you conclude the following:

1. _____ thus the dog had to be put away.

2. _____ thus the field trip was cancelled.

3. _____ thus the car was towed away.

4. _____ thus the boy missed his lunch.

5. _____ thus she couldn't write her exam.

Additional Teaching Exercises

A. (Concrete experiences are provided as in the Procedures above. Students are then directed to record these using thus by combining into one sentence the ideas in the following pairs of sentences).

1. Pete gave Jim a dollar and Don gave Jim a dollar. Jim now has two dollars.

2. On a balance scale, a ten gram weight is placed on the left, a five gram weight is placed on the right. The left side goes down.

3. I hold a coin in one of my two closed hands and expose my right. It is in my left.

4. My fountain pen contains an empty cartridge. I cannot write with it.

5. Jim calls Pete several "bad" names. Pete hits (wants to hit) Jim.

B. Oral exercise.

Complete the following with a reasonable conclusion on the basis of the given idea.

1. The knife is dull thus _____

2. My watch is broken thus _____

3. The movie was restricted thus _____

4. He left his summer tires on the car this winter thus _____

5. The car was wrecked in the accident thus _____

C. Underline the word in the brackets that best joins the idea that comes before the brackets with the idea that comes after. It may help to remember the following:

<u>thus</u> = "because of this" ... <u>however</u> = "but"

Example: The hockey player tripped the goalie thus (because of this) he got a two-minute penalty.

Example: It looked as if it was far, however (but) it was near.

1. I was invited to her party (however, thus) I am not going.

2. Bob fell from his bike (thus, however) he did not hurt himself.

3. Susan stayed up all night (however, thus) she was not tired the next day.

4. Jack fell asleep watching the hockey game (thus, however) he didn't see who won.

5. The students were noisy in the classroom (thus, however) they were kept in after school.

6. The boy slapped the girl across the face (however, thus) she didn't cry.

7. Betty had hardly anything to eat all day (however, thus) she wasn't very hungry.

8. The bus was heavily damaged in the accident (however, thus) the people were not hurt.

9. The man was caught robbing the bank (however, thus) he was arrested.

10. It started to rain very hard (thus, however) the picnic was cancelled.

FIRST REVIEW TEST

(The results of this test may be used as an additional teaching exercise)

Underline the connective which best joins the idea before the brackets with the idea after the brackets.

1. Clean your room (and, thus) put away your records.

2. You can wear your new coat to school (but, or) you must not wear it to play hockey.

3. The girl went on a trip (thus, however) it will be a very short one.

4. Give the dog some dog food (or, thus) give it some scraps from the table.

5. He got tired near the end of the race (but, thus) he lost.

6. I forgot my books (and, or) I forgot my lunch too.

7. The morning was nice (or, but) the afternoon was not.

8. She is unkind to me (however, thus) I still like her.

9. I will go to the movie (or, thus) I will go to the dance.

10. She forgot to turn off the stove (thus, however) the cake was ruined.

11. I am very cold (and, but) I would like a cup of hot tea.

12. That horse is small (or, but) he is very fast.

13. Thank you for the kitten (however, and) Dad said I had to give it back.

14. You can help your mother with the dishes (but, or) you can help me shovel the driveway.

15. He ate too many fatty foods (thus, however) he was overweight.

LESSON 6

Purpose

To show that when functions as a connective by joining two ideas, the second indicating "at the time" the first occurred.

Procedures

A. 1. Have the students press several of the buttons on a cassette tape recorder, finally pressing the eject button.

2. Have the students buzz the secretary on the intercom by pulling the switch up.

3. Have the students buzz the principal on the intercom by pulling the switch down.

Lead the students in a discussion revolving around questions such as (with regard to the switch) "When do you get the principal on the intercom?"

Some explanation may be necessary to distinguish between specific "clock time" and the more general "at the time" ... some event occurs.

B. Now indicate that the experiences just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. Bill was sent to his room ____ he came home late.

2. Mary was really pleased ____ her mother bought her a new dress.

3. Father was angry ____ Tim broke his brand new bike.

(Any student choices such as because, as, or after could probably be eliminated by reminding the student of the time element relation).

C. Now can you combine the ideas in the following pairs of sentences into one sentence using when.

1. I press the eject button. I want the tape to come out.
2. I pull the intercom switch up. I want the secretary.
3. I pull the intercom switch down. I want the principal.

D. Oral exercise.

Complete the following to show at what time each might occur.

1. I get mad when
2. I am happy when
3. I am surprised when
4. I get tired when
5. I feel good when

Reinforcement Exercises

A. Oral exercise.

Use the students to carry out these activities.

1. Paul, clap your hands when Jim stands up.
2. Mary, say "tea kettle" when I hold up four fingers.
3. Bill, start counting when I stop.
4. Joe, stand up when Paul enters the room.
5. Jim, sit down when I smile.

B. Underline the part of the sentence that answers the question which follows it.

1. Mary shouted when her brother pinched her.
   When did Mary shout?

2. The thief ran when he saw the policeman.
   When did the thief run?

3. The player scored when the goalie left the net.
   When did the player score?

4. The teacher got mad when the student became saucy.
   When did the teacher get mad?

5. Tom is most happy when he is reading.
   When is Tom most happy?

C. Use when in completing these sentences to show at what time the event occurred.

1. Pete just finished his test

2. Betty was asleep

3. Mom was cooking

4. Jane bought a record

5. Tom broke his arm

LESSON 7

Purpose

To show that while functions as a connective by joining two ideas, the second one indicating the time during which the first occurred.

Procedures

A. 1. Have one student tap his desk for about twenty seconds. During this time have another student stamp his feet.

2. Have one student stand. During this time have another student crouch.

3. Have one student do ten push-ups. During this time have another student do ten sit-ups.

   Lead the students in a discussion centering around questions such as "During what time did student B stamp his feet?", etc. It may be necessary to point out the distinction between "during" a time and "at" a time.

B. Now indicate that the experiences just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks:

1. The policeman would not shoot _____ the robber held a hostage.

2. Tom could not sleep _____ the party was going on.

3. Larry wrote his essay _____ his sister was sleeping.

C. Now, can you combine the ideas in the following pairs of sentences into one sentence using <u>while</u>.

1. Bill tapped his desk. During this time Lester stamped his feet.

2. Jim stood up for twenty seconds. During this time Jeanne crouched.

3. Pete did ten push-ups. During this time Mark did ten sit-ups.

D. Complete these sentences using <u>while</u> to tell during what time the following events occurred.

1. The boy had to sit still _____.

2. Jane went swimming _____.

3. Don forgot to buy bread _____

4. Mom baked a cake _____

5. My brother listened to records _____

Reinforcement Exercises

A. Use while to join the idea on the left with the idea on the right which best shows during what time the one on the left occurred.

1.	Jim didn't want supper	a.	his brother played the guitar.
2.	Bob never smoked	b.	the teacher explained the work.
3.	Sally listened carefully	c.	his favourite TV show was on.
4.	No one should drink	d.	he was in the house.
5.	Bill sang	e.	he is driving.

B. Fill in the beginning of these sentences with something one might be doing during the times indicated in the following.

1. _____ while you are eating.
2. _____ while the TV is on.
3. _____ while she listened to the radio.
4. _____ while his father fixed the flat tire.
5. _____ while mother cleaned the stove.

C. Unscramble the following sentences.

1. Your eat while sandwich watch you TV.
2. While talk I'm don't talking.
3. Raining it is out go not while you can.
4. It while is floor wet don't walk the on.
5. Keep your while on road the driving eyes.

LESSON 8

Purpose

To show that which joins two ideas, the second of which specifies the first.

Procedures

A. Lay out a penny, a nickel, and a dime in a straight row.

1. Say to a student: "Hand me the coin (pause), the coin on the right."
2. Say: "Hand me a coin (pause), the coin in the middle."
3. Say: "Hand me a coin (pause), the coin with the least value."

Lead the students in a discussion to discover how you obtained the coin you wanted (i.e., by specifically identifying it). This discovery can be encouraged with questions such as "When I said 'the coin on the right' what did I do?" "How did you know I wanted the penny?"

As it is very likely the student will say "Which coin?" in the pause above, the question "What did you say when I first asked you to hand me the coin?" will almost certainly produce the desired response enabling the teacher to press on with "What do you want me to do when you say 'which one?'"

B. Now, indicate that the experiences just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. We went to a movie _____ was about racing.
2. Could I have the money _____ you owe me?
3. I like the bikes _____ have ten speeds.

(Students may very well need an explanation of the difference between that and which, with the restricted use of which being pointed out; that is, it is not used to refer to people).

C. Now, combine the ideas in the following pairs of sentences into one sentence using which.

1. Pass me the coin. Pass me the coin on the right.

2. Pass me the coin. Pass me the coin in the middle.

3. Pass me the coin. Pass me the coin with the least value.

D. Oral exercise.

Answer the question that follows each of the sentences.

1. Here is the pen which you lost yesterday.
   Here is which pen?

2. Show me the colors which you like.
   Show me which colors?

3. Pass me the book which is on the desk.
   Pass me which book?

4. Here is the song my sister likes.
   Here is which song?

5. There is the horse which threw me.
   There is which horse?

Reinforcement Exercises

A. Each of the ideas on the left is specified by ideas on the right. Use which to join these ideas.

1. Dad owns the car	a.	was broken.
2. They could not use the door	b.	turned out to be sour.
3. The boys are at a game	c.	he found in the yard.

4. Bob asked his mother if he could keep the dog — d. is parked outside.

5. Mom bought some milk — e. will be over soon.

B. Replace the underlined part of the sentence with a new, or different, specification.

Example: Bill loaned him the bike which had high handle bars may be written as:

Bill loaned him the bike which had no mud guards.

1. Tim showed me the truck which was in the accident.

2. I gave Mom the shirt which had been torn.

3. Mary owns the cat which is sitting on the doorstep.

4. Show him the scar which you have on your leg.

5. Give her the pencil which has just been sharpened.

C. Oral exercise.

Sam and his father have just visited a pet shop where Sam is allowed to pick out a dog. There are many dogs of many different colors .... can you make up 5 sentences using which to specify 5 dogs that Sam could choose from. Here is an example:

Example: Sam could choose the dog which had a red tail.

1. Sam could choose the dog _____.

2. Sam could choose the dog _____.

3. Sam could choose the dog _____.

4. Sam could choose the dog _____.

5. Sam could choose the dog _____.

LESSON 9

Purpose

To show that *that* joins two ideas, the second of which specifies the first.

Procedures

A. Lay out a penny, a nickel, and a dime in a straight line.

1. Say to a student: "Hand me the coin (pause), the coin on the left."

2. Say: "Hand me a coin (pause), the coin with the most value."

3. Say: "Hand me a coin (pause), the coin with the maple leaf on it.

Lead the students in a discussion to discover how you obtained the coin you wanted (i.e., by specifying it). This discovery can be encouraged with questions such as "When I said, 'The coin on the left' what was I doing?" "How did you know I wanted the dime?"

Those students who participated may be reminded of the lesson involving *which*.

B. Now, indicate that the experience just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. There is the boy _____ hit me yesterday.

2. Pass me the paper _____ is on the coffee table.

3. Show me the dress _____ you like the best.

(Here, as with *which*, some discussion as to the use of *which* and *that* may again be valuable. To those who use *who* it may be shown that *who* is used for people, while *which* is not, and

that can be used for either).

C. Now, can you combine the ideas in the following pairs of sentences into one sentence using that?

1. Pass me the coin. Pass me the coin on the left.
2. Pass me the coin. Pass me the coin with the most value.
3. Pass me the coin. Pass me the coin with the maple leaf on it.

D. Oral exercise.

Specify the beginning idea by completing the following:

1. I saw a dog that
2. Give me an idea that
3. He likes the cars that
4. She sent me a gift that
5. We went on a picnic that

Reinforcement Exercises

A. Indicate what may be specified by putting in your own beginnings in the following.

Example: _____ that you made yesterday.

May I have some pie that you made yesterday?

1. _____ that you saw last night.
2. _____ that is broken.
3. _____ that is on the table.
4. _____ that is by the TV.
5. _____ that his brother owned.

B. Each of the ideas on the left is specified by an idea on the right. Use that to join these ideas into one complete sentence.

1.	Here are the rules	a.	is cold.
2.	Did you see the new car	b.	you made?
3.	Give him the bottle of pop	c.	I borrowed?
4.	Is this the dog	d.	Dad bought?
5.	Where is the project	e.	you own?

C. Specify the item underlined by completing the sentence using that.

1. Could I have the money
2. Show me the pictures
3. Tom could not find the game
4. Here is the pencil.
5. He likes french fries

LESSON 10

Purpose

To show that where joins two ideas, the second of which "places" the first.

Procedures

A. 1. Have a student stand out of reach of the light switch and ask him, remaining where he is, to turn out the lights.

2. Put a coin behind an item on a desk.
   a. Place one student at such an angle that he can't identify the coin without moving.
   b. Place another student in a position so that he can identify the coin.

   Lead the students in a discussion to evoke the reasoning that the student could not turn out the lights due to his position (place).

Lead the students into statements something like, "I couldn't see the coin because of where I was standing." Compare that with the student who could identify the coin precisely because he was in a different position (place).

B. Now, indicate that the experiences just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. You should go swimming ____ there are others.
2. She sat down ____ there was a vacant seat.
3. I want to go ____ my mother is.

(If students suggest words other than where, remind them of the "placing" connection).

C. Now, can you combine the ideas in the following pairs of sentences into one sentence using where.

1. He was standing. He couldn't reach the light switch.
2. He was in a position. He couldn't see the coin.
3. He was in a position. He could see the coin.

D. Oral exercise.

Complete the following to indicate "a place" where the action mentioned occurs.

1. She sat where
2. Dad hid the money where
3. Tom fell where
4. Betty touched the cat where
5. He looked where

(Students may have trouble in understanding how the sentence "Dad hid the money where it would not be found" indicates a kind of place and not the actual place as in "Dad hid the money in the basement." Here, discussion on the intent

of the subordinate clause is warranted. In this instance, for example, importance is placed on the difficulty involved in finding the place, not on indicating the place. Remind the student that Dad could have hid the money in the basement in an obvious hiding place, or on the other hand, manufactured a false brick wall in which to hide it).

Reinforcement Exercises

A. Using where, join the ideas on the right to the ones on the left that best show the "place" in which the event on the left occurred.

1.	Mom put the knife	a.	everyone could see it.
2.	Paul hid	b.	the baby could not get it.
3.	The robber held the gun	c.	the wolf would find it.
4.	This map shows	d.	nobody would think of looking for him.
5.	Phil set the bait	e.	the gold is hidden.

B. Replace the underlined to indicate a different place where the event might have occurred. For example: "Jim found the spot where the car went off the road" may be written as "Jim found the spot where the money was hidden."

1. Betty stayed where there were many blueberries.
2. Judy always went where she wasn't wanted.
3. Dad built the house where he could have a garden.
4. I have been in the town where she lives.
5. You must stay where you are now.

C. Unscramble the following sentences.

1. Where it would be put his stay dry bike.
2. He will where it the note find leave.
3. To live are few people where there Tom wants.

4. The to spot he moved would dog the come where.

5. You must the action like where to be is.

SECOND REVIEW TEST

Underline the word in the brackets that is best used to connect the idea that comes before the brackets with the idea that comes after.

1. Bob was sent to his room (when, while) he came home late.

2. Tom could not sleep (while, that) the party was going on.

3. Here is the book (while, which) you lost.

4. Show me the model airplane (that, where) you made.

5. Paul sat (where, which) he could see the stage.

6. Mom was angry (when, which) Tom broke his radio.

7. Ray did his homework (which, while) his sister watched TV.

8. My brother gave me his coat (when, which) had been torn.

9. Is this the dog (while, that) bit you?

10. Mom put the money (when, where) I could get it.

11. Susan showed me the spot (where, that) she fell.

12. The teacher got mad (when, where) the student became noisy.

13. Bill sang (where, while) he took a shower.

14. They could not use the window (which, when) was broken.

15. Did you see the new sofa (when, that) Mom bought yesterday?

LESSON 11

Purpose

To show that *if* functions as a connective by joining two ideas, the second of which is a condition to the first.

Procedures

A. Devise a game which employs dice and one hundred colored squares (such that there are five black then five white, etc.) numbered 1 to 100 on a piece of heavy paper. Supply each player with a marker. The winner is the first one to get through the board. The rules of the game are:

1. To start the game, you have to roll about six.
2. To leave a black square, you have to roll an odd number.
3. To leave a white square, you have to roll an even number.

Play the game. After the game lead the students in a discussion of the rules, recalling how one advances in the game (use questions such as "How can I leave a black square?" etc.). Strive to have the students respond in such a way that they are making a concession using *if* and not saying something like "When you throw an odd number," etc.

B. Now, indicate that the rules for the game will be written down, and to aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks:

1. We will take the plane Saturday ___ we can get tickets.
2. The plant will die ___ you don't water it.
3. They will go on the field trip ___ it doesn't rain.

C. Combine the ideas in the following pairs of sentences into one sentence using <u>if</u>.

1. He can move to start the game. He must roll above six.

2. He can move off the black square. He must roll an odd number.

3. He can move off the white square. He must roll an even number.

D. Oral exercise.

Complete the following using <u>if</u> to show that carrying out what is mentioned depends upon fulfilling some condition.

1. You can go out to play if

2. She will help you with your work if

3. Kim will play the piano if

4. You can bring your friend over if

5. Susan may go to the dance if

<u>Reinforcement Exercises</u>

A. Use if to join the idea on the left with its condition on the right.

1.	Tom will eat breakfast	a.	A Western is playing.
2.	Mom will drive us to school	b.	he has the time.
3.	I will watch the hockey game	c.	he can borrow the money.
4.	Mike is going to the movies	d.	Montreal Canadiens are playing.
5.	My brother will buy a new bike	e.	Dad is not using the car.

B. Some of the sentences below don't make sense because of the idea that comes after <u>if</u>. Find the sentences that don't make sense and replace the underlined part with something that does make sense.

1. You will ruin your records if it snows on Wednesday.
2. She will be punished if her father finds out.
3. I think I will read if there's nothing good on TV.
4. Sally must use a pen if she can't find her dog.
5. He will ruin his good clothes if he plays ball in them.
6. The teacher said Bob could go if he had green spots on his feet.
7. Dad said he would give me a dollar if I died.
8. Betty will go to the dance if Peter asks her.
9. I will buy the car if the owner likes the way I dress.
10. You will ruin your dad's new car if you drive it in the kitchen sink.

LESSON 12

Purpose

To show that although functions as a connective by joining two ideas, the first of which is a concession to the second.

Procedures

A. Play the game as in Lesson 11. (New students would have to play the "old" game at least once). Introduce some exceptions to the old rules as follows:

1. To start the game you have to roll above six.

   Exception: Seven.

2. To leave from a black square, you have to roll an odd number.

   Exceptions: Those numbers above seven.

3. To leave from a white square, you have to roll an even number.

   Exceptions: Those numbers below seven.

As the game is played lead students in a discussion of the changes made. Have them make observations such as the following: "Although he got an odd number it was too high." Have them realize that a concession is made.

B. Now, indicate you are going to write down the exceptions just encountered in the playing of the game. To aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. He went to play the game _____ his leg was injured.

2. She returned his pen _____. he said she could keep it.

3. John went to school _____ he was still not feeling very well.

(Any tendency to use <u>but</u> in the above could likely be rectified by reminding students of the relationship desired. For example, in number two above <u>but</u> would imply that he said the pen could be kept <u>after</u> she returned it).

C. Continue the ideas in the following pairs of sentences into one sentence using <u>although</u>.

1. Tom can't start the game. He did get above six.

2. Jack can't leave the black. He did get an odd number.

3. Sue can't leave the white. She did get an even number.

D. Oral exercise.

Complete the following sentences to show that

the first event occurred conceding (in spite of) the event you add.

1. Betty felt cold although

2. The hot dogs tasted good although

3. Sally chews gum in class although

4. There weren't many people in the room although

5. Jack went for a walk although

Reinforcement Exercises

A. Oral exercise.

Create a sentence using although to make a concession to tell of persons doing the following. For example: John going out to shovel the drive in the middle of a blizzard may be written as "John went out to shovel the drive, although the blizzard was raging."

1. Harry, not feeling well, going to a movie

2. Betty, not liking her uncle, giving him a kiss

3. The class going on a picnic in the rain

4. Bob's mother, smiling at him, despite the fact that she's angry

5. Bill, not being able to start his brand new car

B. Use although to join the idea on the left with the idea on the right to show the first concedes the second.

1. It seemed that it was going to snow	a. it looked clear already.
2. Mom asked me to vacuum the carpet	b. he was the bigger boy.
3. The plant is still living	c. it was the middle of June.
4. I will stay up to watch the late show	d. it had not been watered for a long time.

5. Pete lost the fight a. I have school tomorrow.

C. Unscramble the following making sure <u>although</u> comes toward the middle of the sentence.

1. He was although small looked dangerous the dog.

2. Dry walls were the although just painted were they.

3. Noon it was out very dark was it although.

4. Operating was mine the were on the men although strike.

5. Although hair funny looked his nobody at laughed teacher the.

LESSON 13

<u>Purpose</u>

To show that <u>yet</u> functions as a connective by joining two ideas, the first of which is adverse to the second.

<u>Procedure</u>

A. 1. Ask the students who would win an arm wrestle--the (big, strong) teacher or the (small, weak) student.

2. Ask what would happen to a small glass sitting on a book if the book were turned over. (The glass does not fall because, unknown to the students it is taped on).

3. Provide the students with one of those optical illusions where one line appears longer than the other. Ask which is longer. (They are the same length).

Carry out the arm wrestle; turn over the book, and measure the lines.

Lead the students in a discussion of what happened in the above (the opposite of what was expected). It is not likely the students will employ yet to describe what happened, yet it is quite possible they will express the adversity in a statement such as "I thought the teacher would win the arm wrestle but the student (Billy) did.

B. Now, indicate that the experiences just encountered will be written down, and as an aid in establishing the format by which this will be done, you want the students to identify the word missing in the following blanks.

1. Jim doesn't like to play hockey ___ he loves to go skating.

2. Paul said the room was empty ___ there was somebody in it.

3. He is big ___ that doesn't mean he's strong.

(Students may have difficulty in coming up with yet. Some clues may be helpful such as 1) y_ ; 2) rhymes with pet; 3) students will likely suggest but for the above; tell them it's a synonym of but and have them look it up in the dictionary).

C. Combine the ideas in the following pairs of sentences into one sentence using yet.

1. The (big, strong) teacher arm wrestled with the (small, weak) student. The student won.

2. The teacher turned over the book with the glass on it. The glass did not fall.

3. Line AB looks longer than line CD. They are the same length.

D. Oral exercise.

Show, by completing the following, that what you add goes against the idea already stated.

Example: Jim likes to play baseball yet he doesn't like to play softball.

1. Jim likes listening to records yet

2. The teacher was not in the classroom yet

3. Jill was sick in bed yet

4. It was raining heavily yet

5. The parade was to begin at two o'clock yet

Reinforcement Exercises

A. Oral exercise.

Complete the following using yet to show how you can join two ideas such that the one you add goes against the idea already stated.

1. He is big for his age

2. She studies very hard

3. That old man is not rich

4. Mary went to bed

5. My car is twelve years old

6. It was a sad story

7. Bill doesn't over-eat

8. Patty looks to be over twenty

9. I would like to own a dog

10. The house looked large

B. Join an idea on the left with one on the right using yet to show that the second idea is not what you might expect.

1.	I won't be going on a holiday	a.	it was not in good condition.
2.	He returned my record	b.	he could not find anyone to go with.
3.	Jean helped her sister	c.	I have enough money.
4.	I was dark in the room	d.	her homework was not done.

5. Jim wanted to go swimming — e. all the lights were turned on.

C. Oral exercise.

Replace the underlined part with your own idea so that the first idea goes against the one you create.

1. Pete wears his coat in class, yet his teacher told him not to.
2. That man is nearly ninety yet he's still working.
3. Jim thought it was still early yet it was late.
4. The truck left the road at a high speed, yet nobody was injured badly.
5. Bill doesn't like cereal much, yet he had some for breakfast.

D. Unscramble the following sentences:

1. lunch big a he ate not hungry was yet Joe
2. Mother had a yet she went to headache the party
3. yet it looked cold the water warm was
4. was car my working an ago hour yet it now won't
5. yesterday today it is yet hot cold was it

THIRD REVIEW TEST

Each of the following sentences has a word that is underlined. If the sentence makes sense with the underlined word in it, then put a T in the blank provided. If it doesn't make sense, then put an F in the blank.

If you are unsure, try reading the sentence by replacing the underlined word with its substitute (the word in brackets). If you think the substitute makes sense, then the underlined word is all right and you can put a T in the

blank. If the substitute word sounds wrong, then you should put an F in the blank.

Check each sentence carefully by reading it, using the substitute word.

Here are some examples for you:

A. The students were noisy in the classroom thus (so) they were kept in after school. T

B. Betty had hardly anything to eat all day thus (so) she wasn't hungry. F

1. The goalie tripped the defenceman thus (so) he got a two-minute penalty. ___

2. It looked as if it was far; however (but) it was near. ___

3. The boy slapped the girl across the face; if (supposing that) she didn't cry. ___

4. We had snow yesterday yet (but) there is none on the ground today. ___

5. She can talk very well although (even if) she is only three. ___

6. The man was caught robbing the bank if (supposing that) he was arrested. ___

7. You can stay out late thus (so) you promise to be good. ___

8. Joan went to the movie by herself although (even if) she didn't want to. ___

9. I was invited to her party; however (but) I am not going. ___

10. Mary will go to the dance if (supposing that) she is feeling better. ___

11. They don't like to go to church yet (but) they must go every Sunday. ___

12. My dog will do tricks however (but) you give him a reward. ___

13. Bob fell from his bike, however (but) he did not hurt himself. ___

14. They will leave on their trip today if (supposing that) the weather is good. ___

15. I can't see you very well although (even if) you are close to me. ___

16. The bus was heavily damaged in the accident; however (but) the people were not hurt. ___

17. She lay down on the sofa for a nap thus (so) she never fell asleep. ___

18. John will play on the hockey team if (supposing that) his exam marks are good. ___

19. Susan stayed up all night; however (but) she was not tired the next day. ___

20. Paul said it was warm in the pool although (even if) everyone else found it cold. ___

21. Jack fell asleep watching the hockey game yet (but) he never saw who won. ___

22. He doesn't have any uncles yet (but) he does have an aunt. ___

23. Jim said the ice was safe to walk on although (even if) there was a hole near the brook. ___

24. He couldn't find his dog anywhere yet (but) he kept on looking for him. ___

25. It started to rain very hard thus (so) the picnic was cancelled. ___

APPENDIX B

PRETEST

(Given January 17, 1977)

Instructions (to be read by the teacher)

1. Look at the following unfinished sentence:
   She went to school although _____

   This might be finished to read:
   She went to school although she was not well.

2. Now look at the unfinished sentences in the test below. Each is followed by four groups of words arranged (a), (b), (c), and (d). You must choose the group of words that makes the best ending for the unfinished sentences they follow. Write the letter that comes in front of this group in the space at the end of the unfinished sentence.

   Here is one done for you:
   You can not go out to play while ___C___
   (a) yesterday is over; (b) I am happy;
   (c) there is work to be done; (d) you are right.

3. Does everyone understand what he has to do?

4. Forty-five minutes will be allowed for the test. There are 56 sentences; this means you have nearly a minute for each sentence. Be careful not to spend too much time with any one sentence. If a sentence causes you trouble, leave it until after you've tried all the others. Now begin.

1. Clean the table and _____
   (a) went to bed; (b) my dog has gone;
   (c) put away the food; (d) it was an hour.

2. You can open your present but _____
   (a) it is the pretty, blue one; (b) have a drink of water;
   (c) he is kind; (d) don't take it out of the box now.

3. The boy left for home; however, _____
   (a) his dog didn't go with him; (b) the boy will not go;
   (c) up the street; (d) the new girl up the street.

4. I have no money so _____
   (a) I will give you some money; (b) I can not buy that
   (c) in the letter; new doll;
   (d) I want my money away.

5. He did not hear him ask for the paper, thus _____
   (a) I like to read the paper; (b) he could not see;
   (c) he could not give it to him; (d) anything is not sure.

6. She will go to the party if _____
   (a) she can not go; (b) the party was good;
   (c) she has a nice dress to wear; (d) and have a good time.

7. He can run very fast, although _____
   (a) it is eight o'clock; (b) a fine day;
   (c) he could run yesterday; (d) he is an old man.

8. We had rain yesterday, yet _____
   (a) while we had rain; (b) there is no water in our well;
   (c) on the third day; (d) snow is always cold and white.

9. They were very happy when _____
   (a) your car went home on its own; (b) to go to town
   (c) a letter came from home; together;
   (d) give me some money.

10. The cat will not go into the house while _____
    (a) it can sleep in the house; (b) I hold my cat;
    (c) it is four o'clock; (d) the dog is in there.

11. These are the clothes which _____
    (a) are new; (b) the pig put on the table;
    (c) another girl had them; (d) all by myself.

12. We went for a walk where _____
    (a) I am in bed now; (b) both of them were in love;
    (c) a fly is only little; (d) we might find a flower.

13. I can see the jet that _____
    (a) my sister went away on; (b) did you go with him?
    (c) would have been back; (d) over on the other side.

14. Give the cat some milk or _____
(a) it will not want a drink; (b) give it some water;
(c) I would like to have some; (d) their cat is black.

15. I want my father and _____
(a) I want him now; (b) by the window;
(c) he came with me; (d) he saw the sun.

16. The first day was fine but _____
(a) it was not; (b) in the morning;
(c) the second was not; (d) because it was hot.

17. He is good to me; however, _____
(a) he does know a bird can fly; (b) every boy will eat;
(c) in love with her; (d) I don't like him much.

18. Put the clothes on the baby so _____
(a) the first thing; (b) he will not get a cold;
(c) his face is clean; (d) every day.

19. The cat could not run very fast, thus _____
(a) it could eat a fish; (b) there were six of them;
(c) my cat is brown; (d) the dog got it at once.

20. My dog will sit if _____
(a) you ask him to; (b) do you like him?
(c) he is a good dog all the time; (d) the cat is black or white.

21. I will go to the show by myself, although _____
(a) may have two; (b) I don't want to;
(c) I think it is green; (d) around the early part.

22. They do not want to go to school, yet _____
(a) they know how to write; (b) I will think;
(c) to be happy; (d) they must.

23. It is all right to laugh when _____
(a) I like to eat an apple; (b) anything is funny;
(c) the money is his; (d) the funny man.

24. I never play in the garden while _____
(a) she made a good friend; (b) also, at the back;
(c) I have on my good clothes; (d) two men are at work.

25. Here is the ring which _____
(a) I found; (b) I now have a pair;
(c) will be round; (d) the Christmas before last.

26. She will want to live where _____
(a) he went home; (b) in a big town;
(c) she can get a new house; (d) he is not a good friend.

27. Here is the school that _____
(a) left the other night; (b) said it was not happy;
(c) I went to for a year; (d) will put the children in a little box.

28. I will go with my brother or _____
(a) soon there were enough to go; (b) my brother and I will go;
(c) as early as I can;
(d) I will go by myself.

29. Make your bed and _____
(a) I will give you a present; (b) it was open;
(c) if it is made now; (d) they were in my bed.

30. I would like to go but _____
(a) because there is a party; (b) I can go;
(c) I can not go; (d) around a big jet.

31. The car is old; however, _____
(a) it will be next year; (b) it is very fast;
(c) the colour is red; (d) we do not want to go.

32. Get more candy so _____
(a) I like candy; (b) eat all of it;
(c) you have too much now; (d) your brother can have some too.

33. He did not close the door, thus _____
(a) it was cold out; (b) the door was green;
(c) it got very cold in the house; (d) the water was wet.

34. They will go today if _____
(a) when they went yesterday; (b) it does not rain;
(c) or next year; (d) the wind is not too blue.

35. I can not hear you well, although _____
(a) I am right next to you; (b) I only have one eye;
(c) in my head; (d) the letter came.

36. She went to bed, yet _____
(a) I would like to sleep all night; (b) every night at nine o'clock;
(c) she did not go to sleep;
(d) the milk was always.

37. The game was very close when _____
(a) he does not like to play; (b) today at three o'clock;
(c) he put his head in a box; (d) I left.

38. You should not talk while _____
(a) both of them went; (b) think back to the last time;
(c) there were four of them; (d) you eat your food.

39. Put on anything which _____
(a) will keep you warm; (b) that is not too warm;
(c) will take a long walk; (d) he got a new green coat.

40. It was at the farm where _____
(a) first one pig then another; (b) he found the rabbit;
(c) go back there again; (d) his feet ran away.

41. Is this the candy that _____
(a) too much is not good for you? (b) all come to the party?
(c) you can grow in the garden?
(d) the children will eat at Christmas?

42. You should help or _____
(a) it is only kind; (b) pick your own time;
(c) get out of the way; (d) which of you will do it?

43. I am very warm and _____
(a) I would like a cold drink; (b) around my head;
(c) she made a cake; (d) made a big fire.

44. The dog is small but _____
(a) he is very big; (b) he is very fast;
(c) a big dog is not small; (d) a dog like him.

45. Thank you for the squirrel; however, _____
(a) because it is brown; (b) I think I am well now;
(c) mother said I can not keep him; (d) I like a pretty thing.

46. Please wash the window so _____
(a) close the door; (b) I love to wash;
(c) we can sing our song; (d) we can see out of it.

47. He ate too much cake, thus _____
(a) he didn't feel well; (b) do like cake;
(c) he will not grow; (d) it is best to eat too much candy.

48. He will sing in the show if _____
(a) all night long; (b) he is better;
(c) next year will not be too long; (d) a friend in the play.

49. He said the coat was red, although _____
(a) I like a warm coat; (b) a new coat every year;
(c) it was brown; (d) and it was clean.

50. He does not have a brother, yet _____
(a) he has two; (b) he does have a sister;
(c) he is very old; (d) he will live by his brother.

51. Mother said not to jump about when _____
(a) we have on our good clothes; (b) our bird will not sing;
(c) I have big feet;
(d) the ball was not his.

52. We went by jet while _____
(a) I might go along; (b) the next time is better;
(c) they went by car; (d) I saw many of them.

53. It was only five o'clock which _____
(a) we all sat down; (b) was close to his name;
(c) until six o'clock; (d) was very early.

54. He will take his book to school where _____
(a) until she does not; (b) he can use it;
(c) bring another book; (d) the next day will come on time.

55. The baby took out each toy that _____
(a) he does not like to play with one; (b) was in the
(c) sit with his mother; toy box;
(d) he could see with one eye.

56. Bring him a present or _____
(a) give him some money; (b) it will make you happy;
(c) only a good one; (d) it will make her warm.

POSTTEST

(Given April 21, 1977)

Instructions (to be read by teacher)

1. Look at the following unfinished sentence:
   She went to school although _____

   This might be finished to read:
   She went to school although she was not well.

2. Now look at the unfinished sentences in the test below. Each is followed by four groups of words arranged (a), (b), (c), and (d). You must choose the group of words that makes the best ending for the unfinished sentences they follow. Write the letter that comes in front of this group in the space at the end of the unfinished sentence.

   Here is one done for you:
   You can not go out to play while ___C___
   (a) yesterday is over; (b) I am happy;
   (c) there is work to be done; (d) you are right.

3. Does everyone understand what he has to do?

4. Forty-five minutes will be allowed for the test. There are 56 sentences; this means you have nearly a minute for each sentence. Be careful not to spend too much time with any one sentence. If a sentence causes you trouble, leave it until after you've tried all the others. Now begin.

1. I went to the farm and _____
   (a) my dog is black; (b) eat my cake;
   (c) saw the pig; (d) today is a bad day.

2. Ask her for some money but _____
   (a) in her hand; (b) give her some money;
   (c) to play with your doll; (d) don't ask for much.

3. He is next; however _____
   (a) I will go before him; (b) I am not next;
   (c) in my turn; (d) a long jump.

4. My sister has hurt her head so _____
   (a) it is too bad; (b) she can not go to the party;
   (c) she is better; (d) it is after one o'clock.

5. The woman had a man with her, thus _____
   (a) she was a good woman; (b) she was a mother;
   (c) there were two of them; (d) I know the man.

6. I will go to town if _____
   (a) in a big car; (b) to buy some new clothes;
   (c) my sister is nine; (d) I can get the money.

7. I like him, although _____
   (a) I don't know him very well; (b) he will like me;
   (c) because he is a fine boy; (d) do you like him?

8. The fire was out, yet _____
   (a) by the black three; (b) the house was warm;
   (c) please start a fire; (d) the fire was over.

9. He came back when _____
   (a) around five o'clock; (b) he will go;
   (c) he saw all the people; (d) before he could see them.

10. He got the car warm while _____
    (a) ran for a long time; (b) the man was too fat;
    (c) the car was a big new one; (d) she put on her hat and coat.

11. That was the game which _____
    (a) ran for a long time; (b) we eat every year;
    (c) use it to make a table; (d) under it for a look.

12. He does not like to play where _____
    (a) once he went to a show; (b) there are so many people;
    (c) his best friend was there; (d) I will get the table.

13. There is the tree that _____
    (a) soon it will be over; (b) a very pretty face;
    (c) does not like people; (d) will be cut down.

14. You must wash your clothes or _____
(a) always the same way; (b) they will be clean;
(c) as soon as you take them off; (d) they will be no good to put on.

15. The boy saw seven children and _____
(a) each had on a hat; (b) it was in a box;
(c) I eat in the morning; (d) one of them said.

16. Show the dog to your sister but _____
(a) is a pretty one; (b) first take away the cat;
(c) I gave him some water; (d) if he is too bad.

17. Many children walk to school; however _____
(a) to the house; (b) I will walk today;
(c) they may ride if they wish; (d) on a day.

18. Come over to my house so _____
(a) I was in your house; (b) the sun will come out;
(c) it is my home; (d) we can do our work together.

19. He put on the wrong coat, thus _____
(a) he had to take it off; (b) part of it was bad;
(c) his head will be full; (d) his own was brown.

20. That book is mine if _____
(a) you can read it; (b) it has my name on it;
(c) it is a good book; (d) try to read every day.

21. It is not far to my home, although _____
(a) it is a big house; (b) both of them are not;
(c) it may look that way; (d) in a long walk.

22. He was not hurt much, yet _____
(a) the car he was in; (b) before he got too high;
(c) the street is not too bad; (d) his face was cut open.

23. He came into the house when _____
(a) he got the call; (b) it will rain;
(c) the snow was white; (d) it was a small, yellow one.

24. You should not eat cake while _____
(a) the dog is in his house; (b) you are in bed;
(c) I jump in the water; (d) if you sit near to each other.

25. There is a house which _____
(a) close the door please; (b) around here until then;
(c) is white and blue; (d) had a little baby.

26. It was hard to put out the fire where _____
(a) it was too hot to play; (b) I will cut down a tree;
(c) I had a drink; (d) there was little or no water.

27. Here is the paper that _____
(a) sit down for a second; (b) came over to play;
(c) put on the table; (d) I gave to father.

28. You may ride in the car or _____
(a) once I had a car; (b) it is so cold;
(c) you may walk; (d) you will want to ride.

29. The girl will not ask him to come and _____
(a) he gave a box away; (b) said he had a dog;
(c) in the morning; (d) give her some help.

30. He saw the little boy but _____
(a) not the little girl; (b) the boy was big;
(c) now the other girl; (d) give to her.

31. The boy and his brother went to bed; however, _____
(a) it was to see them; (b) by the window;
(c) they both got up again; (d) the night was fine.

32. Can you help me so _____
(a) I don't want help; (b) I will not be the last one
(c) I found my ring; to go;
(d) hope for the best.

33. She was only two, thus _____
(a) last year she was three; (b) her mother is pretty;
(c) buy a new doll; (d) she does not go to school.

34. My sister will be happy if _____
(a) you take her out; (b) when she is going;
(c) to eat the bread; (d) her present is not.

35. It is cold today, although _____
(a) about this time every year; (b) the sun is out;
(c) she is not with him; (d) is it cold today?

36. She will drink anything cold, yet _____
(a) if she does; (b) she does not like candy;
(c) she will not eat cold food; (d) in the bread box.

37. You will have to help me cut some wood when _____
(a) I go to bed; (b) all by myself;
(c) do you have a saw? (d) it is our turn to make the fire.

38. One girl will wear her dress while _____
(a) turn up another one; (b) just before now;
(c) the other girl will not; (d) the cat is cold.

39. Where is the bed which _____
(a) can not go to sleep? (b) is for me?
(c) go to bed at ten? (d) I like the bed to be clean.

40. She went to town where _____
(a) she got a new hat; (b) our cat is black;
(c) she gave each of them; (d) to buy a book.

41. Where is the money that _____
(a) we buy with it? (b) can tell the time?
(c) we need for the party? (d) put out the fire?

42. We will go out soon or _____
(a) we like to go out; (b) together we can do it;
(c) we will not go out at all; (d) if they come by four o'clock.

43. Run to the window and _____
(a) give your head away; (b) call your brother;
(c) by the sun; (d) her face is brown.

44. She does not think she is very pretty but _____
(a) I like a pretty girl; (b) have good clothes;
(c) she is; (d) said the boy.

45. Yesterday we had rain, however _____
(a) it was now; (b) on the town;
(c) today will start it; (d) today it is sunny.

46. Go to sleep now so _____
(a) you can get up early; (b) the next morning;
(c) the bed can be made; (d) I like to sleep.

47. She had two, and he had eight, thus _____
(a) they each had an apple; (b) the two of them together had ten;
(c) they live on a farm;
(d) they were red.

48. I love to eat a hot dog if _____
(a) milk is good for you; (b) every night;
(c) it is good and hot; (d) in the morning.

49. He will not go to bed, although _____
(a) he is in bed now; (b) he will not sleep;
(c) do you know him? (d) it is after two o'clock in the morning.

50. The bird is hurt, yet _____
(a) it is too bad; (b) they all fly;
(c) it can fly; (d) up high in the tree.

51. His face would turn red when _____
(a) it was not blue or green; (b) he got too much sun;
(c) he had a big head; (d) his eyes were brown.

52. Father said he would wash my dog while _____
(a) he said the best; (b) there was too much water;
(c) I was not too warm; (d) I was away.

53. He gave her some money which _____
(a) was not his; (b) every time he saw her;
(c) to buy a dress; (d) went down the street.

54. He went over to the water where _____
(a) by all the children; (b) he could see some fish;
(c) going to be all day; (d) he will look for water.

55. I own the shoe that _____
(a) was a big shoe; (b) another shoe just the same;
(c) you found yesterday; (d) you don't own it, do you?

56. She must find her old coat or _____
(a) she will put her old coat; (b) she said "yes";
(c) look under the table; (d) buy a new one.