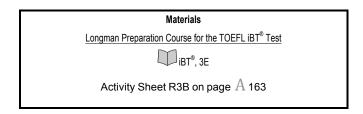
Activity R3B: Understanding the Meaningful Parts of Sentences

FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Reading Skill 3**: RECOGNIZE PARAPHRASES.

Before class:

Prepare handouts of **Activity Sheet R3B** on page A 163. You will need one handout for every two students.

In class:

- 1. Put students in pairs and give each pair a handout.
- 2. Remind students that it is important to divide sentences into meaningful parts before trying to paraphrase the meanings of the sentences.
- 3. Ask students to work with their partners to divide the sentences into meaningful parts and then, in their own words, determine what each part means.
- 4. Discuss the answers with the class

Possible answers

- (1) The outdated custom of giving an apple to the teacher developed during the days (it was customary to give an apple to the teacher) / when teachers were paid little or no cash, (when teachers received low pay) / and parents gave them whatever goods or services they could in lieu of cash, (parents found ways other than cash to help them)
- (2) In the early days of its use, (in the beginning) / before people were fully cognizant of its effects, (before its effects were understood) / heroin was believed to be a non-addictive substitute for very addictive morphine; (people thought heroin was a safe replacement for morphine) / the name

- "heroin" was chosen to describe the heroic pain-killing properties of the drug. (its name was chosen because it was believed to be heroic)
- (3) People once believed that their souls could escape through their open mouths when they yawned, (people thought they lost their souls when they vawned) / so the custom of covering one's mouth when one yawned developed (they began covering their mouths when they yawned) / not so much as a way of preventing others from seeing one's open mouth / but from the desire to bar the soul's path of exit. (this was to keep their souls inside)
- (4) Democracy advocates both individualism and responsibility to society; (duty to self and to society are both part of democracy) / however, the democratic self is torn between the duty to self, which is implied by the concepts of equality and fraternity, (equality and fraternity mean duty to society) / and the duty to society / which is implied by the concept of liberty. (liberty means duty to self) / (but these two duties are conflicting)
- (5) Having been rescued by some literary critics from neglect (literary critics started paying attention to Jane Austen) / and indeed gradually lionized by some, (and some had a really high opinion of her) / Jane Austen steadily reached, by the mid-nineteenth century, the enviable pinnacle (by the 1850s she had reached the high point) of being considered controversial. (critics debated her value)