


Activity R3B: Understanding the Meaningful Parts of Sentences

FOLLOW-UP ACTIVITY

Materials

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R3B on page A 163

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- (1) The outdated custom of giving an apple to the teacher developed during the days (*it was customary to give an apple to the teacher*) / when teachers were paid little or no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 yawned)* / 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)*