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FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA  
ESCUELA DE LINGÜÍSTICA**

**TRABAJO DE TITULACIÓN PARA LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADO EN LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA  
DE LENGUAS**

**“A DIAGNOSIS AND A SUGGESTED SET OF ACTIVITIES BASED ON THE  
LEARNING MISTAKES FOUND IN THE WRITTEN PLACEMENT OF  
PREVERBAL ADVERBS OF FREQUENCY IN THE B1.2 LEVEL OF THE  
SUMMER ENGLISH AS A FOREIGN LANGUAGE (EFL) COURSES OFFERED IN  
JULY 2019 AT PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR”**

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## **i. Background and Justification**

There is little doubt that foreign language learning is an extremely important component, not only in academic curricula, but also in the personal and occupational lives of learners. Due to this organic nature, language learning may presuppose the need for considerations and practices that differ from those intended to teach other subjects of educational curricula. In fact, there are grammar topics and skills in language whose study and development may need to be given a different treatment from that applied to teach others. Along with other language-use anomalies, adverb misplacement is one of the most frequent mistakes that EFL students make and, just like any other mistakes, it is the result of the interplay of different factors. (Celce-Murcia & Larsen-Freeman, 2016) Many grammatical mistakes in English, as in the case of preverbal adverb misplacement, have been empirically identified to be common for Spanish-speaking EFL/ ESL learners and users of English, even to Spanish-speaking special bilinguals. (Yilmaz & Dikilitas, 2017)

Although it is considered by a number of authors that adverb identification and placement mistakes made by learners rarely hinder comprehension and pose less of a problem than errors related to other word-classes (Parrott, 2010), many authors like Raimes (2001) and Celce-Murcia & Larsen-Freeman (1999) consider adverb positioning to have a major semantic impact on many sentences and to ultimately affect their acceptability. (Stefanova & Bobkina, 2015) The present study presents results in support to the latter conception, confirming that the placement of preverbal adverbs of frequency is a more complex syntactic phenomenon than it appears to be and may indeed result in syntactic ambiguousness and unintelligibility in some cases. (Engels, 2004) Regardless of the semantic importance that authors assign to the acceptable syntactic placement of preverbal adverbs of frequency, this phenomenon has undoubtedly become a topic of interest among a number of authors currently doing research in the area of syntax and language learning.

Most research studies in language teaching conducted in Ecuador involve the proposal and testing of didactic materials, strategies, and tools to improve particular skills, analyses of psycho-social and cognitive aspects of language learning in specific contexts, critiques of the effectiveness of teaching methodologies and their practices, or analyses of language transfer. In this country, very little research has been devoted to syntax in language learning, even less so to the syntactic difficulties that Ecuadorian students at different instructional levels and in different educational environments face throughout the process of developing writing skills in

the English language. This issue is closely related to the use of pedagogical grammar textbooks in the classroom where the different spoken and written varieties of the language have received uneven attention and the use of grammatical instruction for the specific development of literacy in the target language has not been adequately addressed. (Hinkel, 2016)

The research studies conducted abroad on errors and mistakes in adverb of frequency placement have commonly been aimed at describing negative language transfer and other phenomena, paying less attention to the proposal of possible methodological practices to deal with anomalies or to whether or not grammar instruction in any form should be emphasized or modified for that purpose. In addition, they have most frequently adopted methodological approaches that have taken advantage of the availability to work with groups of students over extended periods of time or to compare their performance in separate academic periods, excluding any considerations regarding student performance in shorter language courses and with more spontaneous tasks. Such syntactic studies have commonly been conducted at educational institutions in other English and non-English speaking countries (Stefanova & Bobkina, 2015; Zhang and Koller, 2015; Solís, 2006; White, 1991), yet none at the Linguistics Department of Pontificia Universidad Católica del Ecuador or at the Language Departments of other universities in the country.

A number of these studies on adverb placement carried out in different countries have served as a background reference for the present study:

A corpus-based research study conducted by Stefanova and Bobkina (2015) at The International University of La Rioja (Spain) analyzed the placement of adverbs of frequency by using a written corpus that included the contributions of 666 Spanish undergraduate students doing two distance learning programs: Preschool Education Bachelor's Degree and Primary Education Bachelor's Degree in Foreign and Second Language Teaching. These contributions were written in an online forum for the particular subject *ICT tools applied to the learning of the English language* during the academic years 2013-2016, in the case of the program Preschool Education Bachelor's Degree, and 2011-2016, in the case of the program Primary Education Bachelor's Degree. The data were obtained by the professors in charge of the courses. The corpus itself consisted of 399 written contributions, in which students gave their opinion on pre-established topics and related them to their personal experiences. The total number of words collected from all contributions was 63,795.

Fifteen adverbs of frequency were chosen from the whole corpus (*always, constantly, ever, frequently, generally, never, normally, occasionally, often, rarely, regularly, repeatedly, seldom, sometimes, usually*), which were used a total of 1326 times. Out of this total number of adverbs of frequency, 99 were misplaced, which constitutes the 6.54 percent. The most frequently used and misplaced adverbs of frequency were *always* and *sometimes*, 43 and 20 times out of 397 and 394, respectively.

The authors concluded that most placement errors were caused by negative language transfer from Spanish, the students' mother tongue. Negative transfer from Spanish in EFL/ESL learning is a controversial issue that has called the attention of linguists and researchers in learning programs.

An adverbial-phrase placement study in the writing of L1 Chinese English as a Second Language (ESL) learners was conducted by (Zhang & Koller, 2015) at St. Cloud State University (USA). In this study, the written works of 11 Chinese students enrolled in college ESL classes were examined in which different adverbs and adverbial phrases were used. The samples were taken from students' free-style writing uploaded to a D2L<sup>1</sup> discussion board, a total of 46 posts written throughout a semester. Additionally, the spontaneously produced essays developed by three other students were analyzed.

The general objective of this study was to analyze language transfer between L1 (Chinese) and L2 (English) in the writing of students, instead of identifying placement errors of any kind. Students' placement of adverbs was categorized by the authors according to six different positioning patterns: Sentence-initial, before first auxiliary, between two auxiliaries, before the main verb, after the verb phrase, and before an adjective or adverb. The total number of adverbs and adverbials used by students was 793. Sentence-initial (37.45% of the corpus) and post-verbal (32.00%) placements showed the highest frequency in all contributions. Adverbials of the types labelled as *modality* (253 times) and *manner* (130 times) were the most frequently used of all.

The results showed that the most frequent placement positions for adverbs and adverbials that were employed in the student's free writing tasks in English had no close relationship with their default position in Chinese, so that their linguistic choice was more related to their

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<sup>1</sup> D2L Brightspace is the online learning management system (LMS) used by all Minnesota State campuses, including St. Cloud State.

intrinsic knowledge of English language rules than to negative transfer between their L1 and L2.

A study on adverb placement in English was conducted by (Solís, 2006) at the University of Costa Rica. This study was mostly concerned with the way in which some students doing the Master's Program *Teaching English as a Foreign Language* and also several experienced English teachers at The School of Modern Languages treated faulty sentences with adverb placement errors in them and how they were able to correct them. The corpus consisted of 16 sentences that were collected by the author over a six-month period from 20 randomly chosen graduate students from the master's program and also from 12 experienced English teachers from the School of Modern Languages. Four native speakers of English, two of whom were graduate students in the master's program and two of whom were EFL teachers at the university, were involved with the task of rating the sentences.

Out of the 16 sentences, 14 were chosen for the analysis. Out of these 14 sentences, 10 contained errors in adverb placement; the other four spare sentences were ignored because they contained another type of grammatical error and were used as distractors, or because they were grammatically correct. The participants were then asked to read, analyze, and mark each sentence as either correct or incorrect, and if one sentence was indeed incorrect, they had to provide a correct version of it.

The total number of responses was 280 on the part of graduate students, and 168 on the part of teachers. In the case of the group of 20 randomly-chosen graduate students, adverbs were varyingly misplaced in each of the different fourteen sentences, making a total of 128 mistakes. In the case of the group of EFL teachers, all sentences contained different ratings of error, making a total of 94. These numbers reflect what has been previously found by other studies: Adverb misplacement in English is a difficult issue for Spanish speakers to settle, even for special bilinguals who use English on a regular basis. Written language production is not exempt from these errors, in spite of the fact that written language production often lends itself better than oral production to language use reflection.

Finally, an experimental study on adverb placement in second language acquisition was conducted by (White, 1991) in the province of Quebec (Canada), where the effectiveness of teaching adverb placement to 11 and 12-year-old francophone learners of English as a Second Language (ESL) was tested, as evidenced in a variety of tasks (grammatical judgement tasks, preference tasks, and manipulation tasks) involving adverbs of frequency

and adverbs of manner. The participants of the study were 164 children from two fifth-grade and three sixth-grade classes of intensive ESL programs, where they received intensive ESL instruction for the first six months, leaving the rest of the academic year for curricular scholar instruction.

The study involved three experimental conditions: a group of 82 children that was assigned to be given instruction in adverb placement, a group of 56 children that was given alternative instruction in question-formation, and a control group of 26 monolingual children who were native-speakers. The children participants were pre-tested three months after the beginning of the intensive program and post-tested twice, once immediately after the instructional period and a last time five weeks later. Additionally, some of the children participants were followed up a year afterwards.

The results of this study showed that there were comparable differences between the two experimental groups, the adverb-instruction and the question-formation group, respectively. On the one hand, the adverb-instruction group came to demonstrate more awareness of the grammatical positioning of English adverbs and some degree of internalization of the rule that adverbs may not interrupt the verb and object, a rule that is fundamentally different from that of the French language. On the other hand, the follow up process applied a year later to some of the children participants suggested that this knowledge was not retained in long-term memory, a finding that raises uncertainty about the possible long-term benefits of explicit grammar instruction in language learning in general.

As can be seen in the descriptions of these four adverb placement studies, adverb misplacement is a problem that many English learners of different linguistic backgrounds and different educational levels face. Preverbal adverbs of frequency have been identified by these and other studies to be particularly troublesome for learners, Spanish-speaking learners and users of English being especially prone to making placement errors. The most suitable setting to confirm this is certainly the language classroom, where not only students but also non-native teachers may have difficulty identifying and placing preverbal adverbs within acceptable parameters, an issue which could be judged to be a major influential factor in the input to which students are exposed.

The issue of how to constantly deal with these errors and mistakes in written tasks while promoting the development of writing skills in the classroom has raised considerable interest among a growing number of teachers and researchers. The debate of explicit grammar

instruction as opposed to implicit grammar prompting is at the heart of this issue, and although solutions may be varied and ultimately depend on the creativity and keenness of language teachers, as well as on their teaching principles, proposals of both types of grammar instruction for in-class use may prove necessary. The present study presents a set of selected teaching activities grounded on both the inductive and deductive grammar teaching approaches that can be implemented in meaningful ways in a language classroom of similar characteristics to the ones from which the results hereby have emerged. The main objective of this set of teaching activities is to provide a practical methodological device for the learning/acquisition of acceptable preverbal adverb placement patterns and a simultaneous development of writing skills in the English Language.

While the communicative function of language is considered to be the major focus of the majority of EFL programs nowadays, communicative language teaching is commonly viewed as opposing formal grammar instruction. Several authors such as Canale & Swain (1980) and Bachman & Palmer (1991) have concluded that the grammatical competence is a fundamental component of a broader communicative competence in language, as shown in the theoretical models they have proposed. Although CLT<sup>2</sup> does not dismiss grammar instruction per se but supports an inductive approach to it, it should be useful to devote research resources to determining how beneficial inductive grammar practices really are for the specific development of writing skills. In this respect, the major CLT advocators James Lee and Bill Van Patten (2003) emphasize the importance of providing adequate input for the intended development of specific skills, written input being the most suitable for the development of writing skills. Still in this case, research should be carried out to analyze the actual opportunities that are available to teachers to expose students to this kind of input in real classroom situations.

Currently, an increasing number of authors consider writing tasks to be as communicative as oral language production tasks, in spite of them being more related to form-based instruction. (Hsuan Huang, 2011). Regardless of this similarity with respect to their communicativeness, it is of fundamental importance to bear in mind that speaking and writing skills are intrinsically different and that their development may imply the need for the adoption of teaching practices and approaches to grammar instruction that are likewise different. (Nguyen Cao Thanh, 2015) Moreover, as is intended by the proposed set of activities in the last section of this work, it could be a highly effective strategy to combine troublesome grammar points

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<sup>2</sup> CLT is the acronym for Communicative Language Teaching

among a student population with activities specifically designed to improve either written or oral skills.

## **ii. Introduction**

The present study is a theoretical- applied, descriptive, synchronic, non-experimental, quantitative and qualitative analysis of the placement mistakes in preverbal adverb of frequency use that are existent in the answers provided by students. The participants of the study constitute the whole student population of all B1.2 sub-levels of the Summer EFL courses offered in July 2019 at Pontificia Universidad Católica del Ecuador, consisting of 132 students distributed in 9 classrooms. The data have been obtained by means of a short preverbal adverb of frequency placement test, distributed to the students in printed form at class time. The test consisted of 12 isolated sentences that were disarrayed following deliberate grouping patterns which were tackled to call for the attention of participants, making the sentences either syntactically or semantically unacceptable.

This study is theoretical- applied, because it takes theoretical foundations of linguistics and language teaching to describe an existent phenomenon that may be common in the learning context provided by EFL courses at this educational institution. It is descriptive, because it takes the data collected in the hands-on situation provided by the preverbal adverb of frequency placement test and describes those data according to the theoretical foundations previously established. It is synchronic, because it analyses the knowledge and skills of the English language that students demonstrate on an evaluative preverbal adverb of frequency placement task at one particular point in time along their learning process. It is non-experimental, because no treatment in any form has been administered to the participants. Lastly, it is concurrently quantitative and qualitative, because the results are presented in numbers, percentages and graphics. just as trends and possible sources for anomalies are explained and discussed.

The learning context in which this study develops is EFL (English as a Foreign Language), viewed as the situation in which students learn English in their own countries in order to use it with other English speakers in the world, native and non-native. Even though EFL and ESL can be partly described under the acronyms ESOL (English to Speakers of Other Languages), the differences that are existent between the two and the influence that they play in the success of one type of English course or the other is undeniable. (Harmer, 2007) The conceptual notion provided by EFL is used in this study to refer to the realm of characteristics

concerning the learning situation of the selected student population, especially highlighting the fact that learning occurs in a Spanish-speaking country where English is neither an official language nor a dominant one, where students come from similar linguistic backgrounds and where, compared to ESL students, they may lack the opportunity to speak with a wide variety of native and non-native speakers from linguistic backgrounds different than theirs.

It is important to clarify that this study has not included any kind of criticism of particular teaching methodologies/approaches/techniques, how the teacher in charge may apply them in the classroom, whether learning mistakes result from their application, or how teachers deal with these mistakes in daily practice. It is difficult to determine if a teacher thoroughly follows the description of a teaching method and sticks to it rigidly, or if classroom materials are designed according to its specifications. Teaching methods are influenced by different human and situational factors, different theories of language (structural, functional, or interactional) and different teaching principles and categorizing teachers according to their practices may not be a realistic task. Such a topic would most effectively be tackled by an exhaustive qualitative, inductive study, given the human incidence that it presupposes and the necessary availability to work with teachers and other stakeholders for extended periods of time.

Even though this study has considered language transfer and linguistic background (L1, L2, L3, etc.) as influential factors that may lead to preverbal adverb of frequency misplacement in written form in English, any formal conclusions on the extent to which these topics are influential have been disregarded, given that research studies of that type would require the enrollment of various non-native learners of different linguistic backgrounds, the availability to work with students qualitatively, accessibility to the application of experimental conditions and a number of additional considerations. Nevertheless, it has been recognized by a number of authors that language transfer and the linguistic background of students do play an influence on their relative learning performance in one language or the other, a phenomenon that will be referred to in the qualitative section of this study.

The present study proceeds on an acknowledgement of one of Krashen's hypotheses (1984), later on one of his books: *Second Language Acquisition and Second Language Learning* (1988). (Harmer, 2007) The distinction that Krashen makes between *learning* a second/foreign language and *acquiring* it provides a paradigm that accounts for a theory of

language learning that underlies several teaching methodologies and teaching principles. (Richards & Rodgers, 1999) In spite of the fact that drawing precise conclusions on the results of this study in relation to either *acquisition* or *learning* is complex and would require the availability to work with students experimentally over extended periods of time, the present study limits itself to only considering the level of learned, monitor knowledge of preverbal adverb placement rules that students of the selected participant population manifest, leaving considerations of their acquired skills for further diachronic studies where contact and interaction with students could be more at hand. This criterion has been established based on the nature of the methodological tool employed, which drives students to reflecting on their syntactic choices more so than a productive writing task.

English phrase structure rules represent the sentence-level and sub-sentence-level structures of the language. According to Jacobs (1995), phrase structure rules constitute a parsing device to allow us to visualize three basic properties of English grammar, *linearity*, *hierarchy* and *categoriality*, all of which account for the sequencing behavior of words and groups of words. (Celce-Murcia & Larsen-Freeman, 1999) In spite of the usefulness that English phrase structure rules and tree diagrams provide for the syntactic analysis of deep sentential structures, the present study does not take as a theoretical basis this or any syntactic mechanisms from other syntactic theories for the analysis of sentence patterns. The data have been analyzed at the surface sentential level only, which brought about yet another issue of fundamental importance to this study: how to account for the syntax of the many different positioning patterns that certain preverbal adverbs of frequency take in medial position with reference to semantic and pragmatic factors? Very little is mentioned about this topic in general grammars of the English language, which motivated this study to follow the guidelines proposed by additional research to categorize the acceptability of the adverb positioning patterns provided by participants.

The theoretical approach that the present study takes with respect to acceptability judgement has been built upon a compilation of grammar rules from the more complete grammar textbooks found and the concurrent scopal contemplations in the exhaustive work on preverbal adverb placement proposed by (Engels, 2004). Additionally, the contributions of different authors on the concepts of grammatical acceptability and gradience in grammar have been considered, as put together by (Keller, 2000). Acceptability judgements are, as stated by the latter author, the essential data that linguistic theories rely on, and in that fashion, relevant linguistic examples must be gradient (they must come in varying degrees of

acceptability). Furthermore, there is evidence that contextual factors affect the acceptability of grammatical structures not only at the surface structure, but also in the deep structure. Although the acceptability judgement criteria employed in the present study are limited to a binary categorization of sentence-level judgements, they have been formulated from an acknowledgement of grammatical gradience as the most natural way to judge the acceptability of linguistic data.

The proposed set of classroom activities has been assembled following the principles of both inductive and deductive grammar instruction. A number of these activities are similar to mechanical drills and encourage explicit analysis of grammar, whereas others favour more communicative practices that prompt grammar learning in indirect ways. Behind the decision of incorporating both types of activities as one methodological set is the intention of showing how they can be performed in a task-based methodological framework, one which contributes greatly to an improvement of student motivation, meaningfulness in classroom activities and willingness to work in groups. By this it is shown that many concepts that are commonly stigmatized or ignored by teachers can potentially pave the way for innovative ways to teach preverbal adverbs of frequency and other difficult grammar points along with a continual promotion of writing skills. The majority of activities that embody this methodological proposal have been taken from engaging journal articles and have been adapted to be part of a set of meaningful writing tasks that is coherent, reasonable and applicable in classroom settings similar to those from which the participant population has been selected, persuading the goal of simultaneously promoting the development of writing skills and putting apprehended adverb placement patterns into practice.

### **iii. Objectives**

#### **General**

To diagnose patterns of misplacement in preverbal adverb of frequency use among the selected population of students of English as a Foreign Language at Pontificia Universidad Católica del Ecuador.

#### **Specific**

- To design a reliable preverbal adverb of frequency placement test and distribute it to the whole population of students in reliable ways.

- To determine the extent to which unacceptable preverbal adverb of frequency placement is present in each of the responses provided by students.
- To identify mistaken patterns that are common in the responses of students and give qualitative considerations of the most salient of them.
- To compile a set of activities and drills proposed by previous authors and adapt it to the general classroom profile of the selected population for the concurrent promotion of the development of writing skills in English and the mastery of frequency adverb placement rules.

#### **iv. Methodology**

##### **Methodological approach and justification**

The present study aims at uncovering the average student performance of preverbal adverb of frequency placement in the B1.2 level of Summer English as a Foreign Language (EFL) courses with respect to a binary classification of acceptability. With that end in mind, the type of methodological tool used for data collection was selected and devised according to two fundamental criteria: first, the methodological tool should consist of a non-productive task that explicitly requests the fulfilment of a cognitive activity (sequencing). Secondly, the task entailed in the methodological tool should drive students to referring to their monitor knowledge of the language in a way that motivates grammatical correctness at its most. Provided that the methodological tool consists of isolated sentences, pragmatic considerations for the choice of syntactic sequencing have been disregarded.

Although many studies on adverb placement have been conducted following reliable methodological practices (i.e. corpus-based research), such methodological practices dispose of access to a variety of resources and can ultimately be considered to be time-consuming in relation to the objectives sought in the present work. Even when a number of these studies are referred to as background sources in the present contribution, it is indispensable to bear in mind that the methodological approach hereby employed is radically different from theirs, given the fact that they make no tangible distinction between the concepts of *error* and *mistake* or *learned language* and *acquired language*. Additionally, such studies make little or no reference to the performance of students in shorter, intuition-driven tasks. Apart from being devised to reflect some of these distinctions, the selected methodological tool is assumed to facilitate instruction, application and analysis.

##### **Methodological procedure**

As may be expected, both the design and the distribution procedures of the methodological tool were executed in cooperation with the English Department of Pontificia Universidad Católica del Ecuador. Regarding the first, a digital version of the curriculum for the complete array of levels offered by the department was facilitated; after a careful revision of the major contents therein compraised, a range of possible levels for participation in the study was established. At this point, the ultimate decision of participant selection was based on the criterion that the participant population selected should belong to an intermediate level where students are neither inexperienced in the study of English (at least at this English Department) nor advanced enough to hardly refer to their monitor knowledge of grammar. It is precisely the case that preverbal adverbs of frequency constitute a curricular topic in the A1 level (A1.1, A1.2), and part of the B1 level (B1.1), a situation which, together with the considerations mentioned above, motivated the administration of the pilot study in the B1 level.

The distribution procedure of the methodological tool took place in Spanish and followed a protocol of guidelines. First of all, students were orally asked about their willingness to participate in the study as they were already sitting in the classroom, and the purpose of the test was explained to them in detail; it was made clear to students that the anonymity of their participation was to be kept. The test sheet was first distributed face down in order to avoid bias, and once all students had received the test sheet, they were orally given instructions on how to start filling it out. Instructions included mention of the following four points: 1) honesty on the part of students, 2) time allotment for the test, 3) that students limit themselves to only sequencing the words to form correct (grammatical) sentences, and 4) prohibition to use additional tools such as books or electronic devices. Students were then requested to start the test at an exact common time and were likewise requested to stop writing exactly 12 minutes afterwards. To maximize reliability in the results, students were discreetly observed when filling out the test, with the help of the instructor in charge of the classroom.

### **Pilot study**

Based on an analysis of the curricular contents provided by the English Department of Pontificia Universidad Católica del Ecuador, a pilot study was conducted among four classrooms, each of which was selected in representation of every B1 sub-level (B1.1, B1.2, B1.3, B1.4) of the regular EFL courses offered in the academic period February-June 2019. The criteria for the selection of the B1.2 level as the most suitable to participate in the actual

study were three: (a) The highest number of students that participated in the pilot study belonged to this level. (b) Students at this level were considered to be the most preferable according to the type and number of errors they made. (c) Students at this level received formal instruction in preverbal adverbs of frequency as a curricular topic up until the preceding level, a criterion that was discussed in the preceding section.

The protocol followed for the administration of the pilot study was similar to that followed for the administration of the official methodological tool, other than the consequential adjustments latter applied to the methodological tool attained to avoid bias and methodological errors. These adjustments concerned a modification of sentences 10 and 12, a shift of the oral instructions from English into Spanish, and a relocation of the answering lines below the sentences to the bottom of the first page, as opposed to the two-page format used in the pilot study. Regarding the modification of sentences 10 and 12, the need for this process was determined in relation to either the number of students that left the corresponding answering spaces blank or to the number of mistakes that were made by those students who did answer them. The modification of these sentences consisted of a shortening of the sentence length in both cases, deleting syntactic elements that had little semantic relevance.

### **Methodological tool, universe and population**

The methodological tool consisted of a twelve- sentence test containing different positive and negative preverbal adverbs of frequency, all of which were drawn from a classification of the most common PAF's (Azar & Hagen, 2009) and positioned within acceptable syntactic parameters in the original sentence versions. The individual words of the sentences were then translocated following deliberate syntactic patterns that were constructed spontaneously with the intention of either signaling to students possible word groups to be grouped together or indicating semantic anomalies. The purpose underlying this methodological strategy was that of making students aware of the erroneousness existent in the test sentences using as many syntactic and semantic signals as was possible within intuitive reliability boundaries. At this point, it is worth mentioning that subtle punctuation details from the original sentences were carefully maintained into the test sentences, except for final colons.

The universe of the present study consisted of all the students of the B1.2 level of the Summer English as a Foreign Language (EFL) courses offered at Pontificia Universidad Católica del Ecuador in July 2019, who were dispersed in nine different classrooms. The participant population to which the pilot study was applied consisted of a total of 26 students, 5 of them

from the B1.1 level, 10 from the B1.2 level, 4 from the B1.3 level, and 7 from the B1.4 level. Whereas the population selection for the administration of the pilot study was executed somewhat randomly (following the only criterion of getting proportional numbers of students from each of the four different B1 sub-levels), the selection procedure of the participant population for the administration of the official methodological tool was more systematic and followed a series of previously mentioned steps. Because no criteria to draw a representative population out of the 132 participant students was estimated to be reliable, it was resolved to administer the official methodological tool as a census, allowing all students in principle to have an equal chance to participate in the study.

Under the conditions where the census was conducted, nevertheless, the participative absence of several members of the student population should be a self-evident issue. Out of the 149 students originally registered for the summer EFL program offered by the English department, 17 were absent of participation in this study. The attendance status that these students maintained was unknown at the time of distribution of the official methodological tool, a fact that accounts for the presumably only source of possible bias that can be recognized in the methodological process. Anyhow, carrying out detailed tracing on the attendance status of the absent students would have implied an enormous amount of qualitative work with each classroom teacher and may probably have been an unfruitful task concerning abdication of the possibility for bias. What is more, the student population of each of the 9 participant classrooms was more or less proportionate to the others at the time of distribution of the methodological tool, a matter that promoted a similar testing scenario in each case and also facilitated manageability.

## **Literature Review**

### **Chapter 1**

#### **1. Applied Linguistics to Language Teaching**

Although a clear relationship between applied linguistics and language teaching is evident ever since the end of the Second World War, the debate of their practical correspondence has held over the past several decades. (Khansir, 2013) Even though the majority of teacher students and practicing teachers show apprehensive attitudes as to the relationship between Linguistics and language teaching, being skeptical about any concrete connection between the two, there are strong, though not easily distinguishable bounds between them. Freeman & Freeman (2014) have compiled a significant list of reasons why language teaching is intimately related to Linguistics, asserting, among other things, that teachers need to have knowledge of how the process of language acquisition and learning takes place and how they can best help their students along that process. These authors additionally claim that an understanding of basic language structures and processes make it easier for them to make decisions about difficult topics and how to organize the material for the classroom. It is a reality of daily teaching practice that students not only learn through language but many times also need to learn about language. (Freeman & Freeman, 2014)

In spite of the fact that the debate of the relationship between language teaching and Linguistics may continue, it is a fundamental principle for the present study to conceive of Language Teaching as being primarily grounded in Linguistic studies. This is evidenced by the procedural nature of the methodological approach taken to envisage the entirety of the selected topic: generating a quantitative interpretation of the formulated patterns provided by students using linguistics means as a primary stage for the subsequent design of a didactic machinery that aims at solving problematic grammar aspects. Although the design of an effective set of activities to tackle difficult grammar points does not necessarily require linguistic knowledge, the need of an agent who is capable of judging the acceptability of formulated sentences from a purely semantic point of view that discards the use of native speaker criteria presupposes the ineluctable involvement of a linguist.

#### **1.1 Language Learning vs. Language Acquisition**

As early as 1921, Palmer made the distinction between *spontaneous capabilities* and *studial capabilities* in language learning, recognizing the need for conscious attention to the formal aspects of language for the ultimate goal of developing literacy. Later on, and based on this distinction, *The Acquisition vs. Learning Hypothesis* and *The Input Hypothesis* proposed by the American linguist Stephen Krashen (1984) became some of the most influential postulations of the past decades in the area of language teaching, mainly because they created a paradigm that has served as the theoretical foundation for the arousal of different modern classroom methodologies and approaches. (Harmer, 2007) Although the sentential responses formulated by student participants in the present study cannot be reliably attributed to emerge from either their language knowledge or they acquire skills, a subsequent monitor analysis of the well-formedness of their responses has been assumed to take place as a natural consecutive enterprise.

Krashen describes *language acquisition* as the subconscious process by which we acquire the language to be used for spontaneous communication, the process that children undergo to acquire their mother tongue. *Language learning*, on the other hand, corresponds to the conscious process of studying grammar and vocabulary. Krashen warns that the only effect brought about by *language learning* is that of *monitoring* the language we spontaneously produce, an idea previously stated by Palmer (1921) with respect to literacy development. This monitor knowledge of the language, more so than the productive knowledge, constitutes the focus of the present study, provided that, all other things being equal, *language learning* is nonetheless more bound to the development of literacy than *language acquisition*. (Harmer, 2007)

Even though this dichotomy has long been a focus of discussion among researchers, teachers and theorists, current trends in language teaching consider that *language acquisition* and *language learning* may not be mutually exclusive, but rather parts of the same language development continuum. Many experts in the field of language education have determined the necessity of both *acquisition* and *learning* to achieve full communicative competence in the four major language skills (speaking, reading, listening, writing), particularly when higher-level learners are involved. To all of this, it is important to add that communicative competence in language is not only evident in the form of speech, but also in an efficient use of these four skills. (Oxford, 1990)

### **1.1.1 Language Learning for the Development of Writing Skills**

One of the most frequent mistakes both EFL teachers and students tend to make when first starting the learning process is to attempt to introduce, on the part of teachers, and grasp, on the part of students, the development of writing along with other skills of the language in the very first stages. According to Bloomfield (as cited in Lado, 1961), learning the writing system of a language is not the same as learning the language. Moreover, he states that “writing is not language, but merely a way of recording language by means of visible marks(...) To most of the languages that are spoken today it has been applied either in relatively recent times or not at all.” Bloomfield further explains that a language is the same regardless of the writing system used to record it. This can be exemplified by the many languages that have not long ago adopted the Latin alphabet (e.g. Turkish). (Lado, 1961)

Writing is not only a communicative act just as speaking, reading and listening are; it is also as context-sensitive as these other three linguistic skills. Thus, it should not be considered as mere spoken language put down on paper. (Lee & VanPatten, 2003) It is often believed that second language learners are also second language writers, but the truth that holds behind these assumptions is completely different. Second language learners are constantly learning and acquiring linguistic systems that allow them to generate sentences and utterances, and they may find themselves unable to produce written output in the same natural way that they produce oral language. This difficulty constitutes an indicator for the fact that they may still need to acquire and learn the formal properties of written language. (Lee & Van Patten, 2003)

Another factor to keep into consideration that radically distinguishes writing and speaking abilities is the input medium. Reading normally exposes learners to formal written language and is, hence, the best source of input for second language writers. Therefore, the more we expose learners to written input, the better writers they may become. Although both speaking and writing make up a part of communicative competence in a language, they constitute different systems with their own conventions and should be treated differently with respect to specific practice for each. (Lee & Van Patten, 2003) It is a notable fact that both Lee & Van Patten’s and Bloomfield’s proposals, despite their relative distance in time and theoretical origin, coincide regarding their conception of the development of writing in second language learners, a correspondence that reaffirms a clear difference between writing and spoken ability development these days.

## **1.2. Studial Capabilities**

Palmer (1921) identified the differences between *spontaneous* and *studial capabilities* in language classrooms, a distinction that was later turned into a set of hypotheses by Krashen (1984). According to this differentiation, the *spontaneous capabilities* of language learners account for their ability to acquire language naturally and subconsciously, whereas *studial capabilities* account for their abilities to organize learning and apply conscious knowledge of the language. Palmer suggested that spontaneous capabilities were brought into play for the acquisition of spoken language, whereas studial capabilities were required for the development of literacy. (Harmer, 2007) These studial capabilities are clearly reflected in the monitor knowledge of students, especially in a post-production setting where they have to confirm the well-formedness of their language.

## **1.3. English as a Foreign Language**

Nowadays there are many different acronyms for language teaching, all of which refer to different contexts in which classrooms or courses take place and make reference of the different purposes which they serve. EFL, ESL (English as a Second Language), ESOL, ELF (English as a Lingua Franca) and ESP (English for Specific Purposes) are the most common of these acronyms. The most common, well-known distinction that has been made regarding these different types of English teaching is *EFL* vs. *ESL*, which usually derives with respect to the place and linguistic context in which the language program or course is offered. (Harmer, 2007)

The distinction between *EFL* and *ESL*, however, comprises not only more or fewer opportunities for learners to practice the language, but also different communicative and social functions of the target language in society and the real world. Whereas second language use does involve immediate social and functional implications, foreign language use does not usually involve them. The social and functional aspects of language use and their readiness in authentic contexts carry further implications to be considered by language learners, particularly in relation to the number and the effectiveness of communicative and learning strategies that students can actually apply in the classroom. (Oxford, 1990)

## **1.4. Language Transfer**

Although language transfer has been differently conceived of in different periods according to the arousal of different research findings, Ellis (1990) concludes that all linguists, at one point or another, have realized the role of the first language (L1) as a major factor in the

interlanguage of students at all levels of the foreign and second language acquisition process. The term *language transfer* was first attested by Whitney (1881) to refer to the cross-linguistic differences evidenced in the output produced by students, and has received the individual interpretations of a number of linguists along the twentieth century. (Lanfeng, 2010)

The concept has been understood on the basis of three main psychological trends: a behaviorist view, a mentalist view, and cognitivist view. Whereas behaviorism favored similarities and differences among languages to be the main source of difficulty and error in SLA, the mentalist view of language transfer dismissed this conception and conceived SLA as relying on Universal Grammar (UG) rather than previous knowledge of languages. Finally, the cognitivist view conceives of language transfer as an existing phenomenon, although, different from the behaviorist view, attributes it to several factors other than L1 influence. (Lanfeng, 2010)

Because the quantitative results of this study have not been analysed with regard to the possible influence of language transfer from Spanish among the participant population, the view that has been adopted as to this concept and its impact in the mistaken formulation of participant responses corresponds to that proposed by the cognitivist approach to language transfer, suggesting that language transfer is indeed a possible factor for the anomalies found in student responses. This conception, however, also suggests that conclusive results on the extent to which language transfer influences the acceptability of student response patterns should be left for research project that are specifically aimed at this enterprise.

### **1.5. Inductive and Deductive Grammar**

Inductive grammars, as opposed to deductive grammars, emphasize the exclusive learning of the grammatical forms that are used to complete very specific tasks. Inductive grammar teaching dismisses the rather nonsense learning of paradigms, from which only very specific forms are used in real-life task accomplishment. Instead of learning paradigms of forms to be used later in real-life contexts, inductive grammar teaching originates from the task itself and then proposes the learning of grammatical forms that are specific for its fulfilment. (Lee & Van Patten, 2003)

### **1.6. Error vs. Mistake**

Even though both terms have commonly been addressed as synonymous in language teaching practice, many official sources of correctness for the English language (above all, dictionaries) often offer distinctions of these terms with respect to different knowledge areas. A clear difference between them should be kept into consideration by teachers, especially for the purpose of evaluation and correction. According to the classification model offered by Corder (1984), a mistake refers to an anomaly or misproduction in one particular performance event, which may be caused by factors not necessarily inherent to the quality of the acquisition/learning process. On the other hand, the term *error* refers to more systematic tokens of anomalies constantly present in the speech of learners. (Tomková, 2013)

In written form, the same may hold. Students may produce both mistakes and errors, depending on the situation they find themselves in. The present study, however, considers the grammatical anomalies evidenced in the methodological tool to be errors for two particular reasons: First, the task that was required from students was not related to production, but to selection. Second, due to the nature of the methodological tool, students were assumed to have enough time to refer to their learned knowledge of the language and be able to select either a grammatical or an acceptable ordering of the syntactic elements involved in each sentence.

## Chapter 2

### 2. Syntax

*Syntax* is the branch of grammar that represents a speaker's knowledge of sentences and their structures which are ultimately determined by a number of rules called *the rules of syntax*. These rules fulfill the role of putting together words to form phrases and then these phrases to form sentences, and also the role of establishing a word-order within any group of words and describe the relationship of that ordering with the meaning assigned to it. (Fromkin, 2014) Although there has long been disagreement upon the importance of syntactic instruction in language teaching, syntax is undoubtedly an important part of the knowledge that a student learns in a language classroom.

Even though there exist straightforward definitions of what syntax is and does, some authors deepen into its scope and explain the complexity that the concept holds, not being related to plain sequencing of words. (Matthews, 1996) defines syntax as "the branch of grammar, dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence". Matthews further explains that constructions- the term grammarians use to refer to a sentence or any smaller syntactic unit- are bound to one another depending on their constructional relations, which are at bottom relationships of meaning. Moreover, any syntactic unit can be characterized on more than one dimension among these constructional relations. (Matthews, 1996)

A difference of construction can be seen as a difference of meaning, either of the whole construction or at least of one constructional relation between some of its elements. Even though patterns and arrangement are important, they constitute only the means by which constructional relations are shown. Constructional relations are not arrangements themselves. Likewise, constructions must not be described in terms of parts of speech and their sequential distribution, but in terms of functions and relations. (Matthews, 1996)

#### 2.1. Syntactic Categories

Syntactic categories are groups of words and expressions that occupy a particular position in an utterance and can be substituted for other words or expressions of the same group without loss of grammaticality. Syntactic categories are divided according to two sub-groups: phrasal categories and lexical categories. Syntactic categories such as noun phrases, verb phrases, adjective phrases, prepositional phrases and adverbial phrases are all phrasal categories, whereas syntactic categories such as nouns, verbs, prepositions, adjectives and adverbs are all

lexical in nature. Even though lexical and phrasal categories are somewhat different in their structure, they correspond to one another at the semantic level: there is one corresponding phrasal category for each lexical category. (Fromkin, 2014)

It is of the utmost importance to regard syntactic categories in accordance to their semantic correspondence. In the section above, it was stated that the words or syntactic categories of a construction always belong to one or more constructional relation together with other categories of the construction. The constructional relations within a syntactic construction hold at the semantic level below the surface level of arrangement and sequencing patterns of syntactic elements. Most importantly, it must be clear that a difference of construction or element of a construction may result in a change of meaning to either the whole sentence, the whole construction, or to at least one of the constructional relations therein. (Matthews, 1996)

Syntax is an important part of grammar that deals with more than the surface sequencing or substitution of grammatical elements, for the arrangement of these elements represents complex connections of meaning. Contrary to what Fromkin (2014) asserts, a substitution of a syntactic element of one syntactic category with another of the same category may many times result in complete semantic change to a whole sentence or construction, or even in loss of grammaticality. (Matthews, 1996)

## **2.2 Adverbs and Adverbials**

In the most academically-oriented grammar literature available to linguists and teachers, it is normally found that single-word, lexical adverbials are not the only grammatical items that fulfill the function of modifying verbs, adjectives or other adverbs, or that answer the question *how* (Azar & Hagen , 2009), but that there are in fact different phrases and clauses that fulfill that function and can also modify other clauses or even whole sentences. Just as it is the case for single-word adverbs in traditional grammars, these structures can occur at sentence initial, medial or final positions, depending on their structure and meaning. *Adverbials* is the term that grammarians use to refer to this large family of grammatical phrasal and lexical structures, which have proven to be both morphologically and syntactically the most diverse in the English language. (Celce-Murcia & Larsen-Freeman, 2016)

(Crystal , 1997) defines and classifies *adverbials* as a general grammatical family that encompasses *single-word adverbs*, *adverb phrases*, *prepositional phrases*, *noun phrases* and *adverb clauses*, all fulfilling the syntactic function of answering questions such as *how*,

*where*, *when* and *why* with respect to the main verb. While the terms *adverbials* and *adverbs* in their structural sense may be vaguely considered by many authors, others, as in the case of Crystal (1997), are very meticulous and attempt to define them with much accuracy, drawing clear differences regarding their structure and their syntactic use: “*Adverb* is thus a word-class, whereas *adverbial* is an element of clause structure”. (Crystal, 1997, p.14)

In spite of the fact that different lexical and phrasal constructions of syntactic categories can fulfil the role of an adverbial, it is most common that adverbials adopt the form of three different structures: *adverbial clause*, *adverbial phrase* and *prepositional phrase*. Adverbials can also, however, take the form of a fourth structure, *participial adverbials*, which are not generated by the transformational rules of any of the previous three structures at the deep sentential level and therefore necessarily constitute a class by themselves. At the surface sentential level, *participial adverbials* are also different structures, consistently being part of subordinate phrases or clauses. (Celce-Murcia & Larsen-Freeman, 2016)

What many traditional grammars refer to as *single-word adverbs* corresponds to a broader underlying structure at the sub-sentence level, that of adverbial phrases (AdvP). At this level, single-word adverbials can be accompanied by short grammatical particles called *intensifiers*. (Celce-Murcia & Larsen-Freeman, 2016) Even at the surface level, Quirk et al. (1995) define adverbs as the head of an adverb phrase, with or without modifications of any type. In light of this, the functions that adverbs fulfil in a sentence are the same as those fulfilled by adverb phrases.

Morphologically speaking, adverbs can be classified according to three types: simple adverbs (a closed class), compound adverbs (a closed class), and derivational adverbs (an open class), the latter being the class composed of adverbs usually formed from an adjectival form and the derivational suffix *-ly*, although other derivational suffixes such as *-wise*, *-ward*, *-fashion*, *-ways*, *-style* are also used, especially with noun forms. Syntactically speaking, adverbs may function as (1) modifiers of adjectives, (2) modifiers of other adverbs, (3) modifiers of prepositions, prepositional phrases or particles in phrasal verbs, (4) modifiers of pronouns, predeterminers and numerals, (5) modifiers of noun phrases, (6) premodifying adverbs, and (7) postmodifying adverbs. (Quirk, Greenbaum, Leech, & Svartvik, 1995)

There are certain conventions that rule the positioning of adverbs and adverbial phrases in a series of adverbial expressions. Raimes (1998) has put together a set of principles that govern that positioning in such a syntactic environment: (1) single adverbial expressions

stand at the end of the sentence, (2) a single adverbial expression never separates the verb from its object, (3) adverbials of direction precede adverbials of manner, and the latter precede adverbials of time, (4) adverbials of manner precede adverbials of location, and the latter precede adverbials of time, and (5) adverbials of time precede adverbials of manner, and the latter precede adverbials of location. (Raimes, 1998) The positioning of adverbs of frequency is dependent on many particular aspects that will be examined in detail in a section that follows.

Even though sentence-initial and sentence-final adverbials can be phrasal, prepositional or clausal, shorter adverbial forms are much more likely to occur in sentence-initial position than larger ones. (Celce-Murcia & Larsen-Freeman, 2016) According to Parrott (2010), however, the positioning of adverbs not only depends on their meaning or their structure, but also on what information the speaker or writer wishes to highlight. He further explains that the rules that govern adverb placement are particularly complex, for there are, for instance, adverbs that are intrinsic parts of phrases (especially some adverbs of manner, degree, quantity and focus) and whose position is therefore relatively inflexible in the sentence.

### **2.3.Types of Adverbs**

Despite the many attempts of different types of grammars to define and classify adverbs in the way in which they define and classify other grammatical categories (i.e. nouns, adjectives), these structures fulfill such diverse and versatile functions and can occupy so many different positions that it is sometimes best to leave them out of any classificatory distributions and to think of them, as Parrott (2010, p. 61) suggests, as “dustbin items”- words that do not fit into any of the other grammatical categories. This lack of a classificatory distribution for adverbs, as many authors agree, may be an unimportant issue in language teaching, given that students who do not know adverbs or cannot identify them may often have less of a problem than students who do not know or cannot identify grammatical categories which are more defined, such as nouns or adjectives. (Parrot, 2010) Other authors, however, assert that adverb placement often plays a central role in defining the meaning of sentences in conjunction with contextual factors. (Stefanova & Bobkina, 2015)

A classificatory distribution of adverbs is nevertheless found in almost all grammar literature and textbooks and may seem to be necessary in language teaching from the point of view of accuracy in language production. The classification that Parrott (2010) proposes is both direct and concise and provides us with a very clear overview of the different types of adverbs,

these being: *adverbs of manner, adverbs of frequency, adverbs of time and place, adverbs of relative time, adverbs of degree, adverbs of quantity, focusing adverbs*, and *attitude markers*. This classification extends along the following section, unless otherwise stated.

*Adverbs of manner* usually express how something is done. They can usually provide one-word answers to questions beginning with *how*". (Parrott, 2010, p.64) Even though they can vary their position in a sentence according to what the speaker wants to emphasize, the most common place for adverbs of manner to be found is at the end of a sentence or clause. A general rule of thumb for the positioning of adverbs is to avoid placing them between a verb and its object.

"*Adverbs of time and place* are used to specify both times and places and to stand in place of adverbials that make the precise time and place known. These adverbs provide information about the time of an action or event in relation to some other point of time". (Parrott, 2010, p.36) When both an adverb of time and place are to co-occur in a sentence, the adverb of place is to precede the adverb of time. The positioning of many adverbs of this class, however, is flexible and largely depends on their meaning and the register or context in which they will be used. Some of them may occur in sentence-initial, medial or final position, whereas some others necessarily appear at only one of these positions.

With respect to the meaning of *adverbs of time and place*, Parrott (2010) explains that it is difficult for students to figure out what they are without their use in context, and that they ultimately depend on the assumptions that are made and the expectations the interlocutors or readers hold concerning the knowledge or information being conveyed. It is also worth noting how Parrott (2010, p.36), in the same section of his book, links this to on-the-spot Language Teaching: "In teaching *adverbs of time and place*, it is often helpful to refer to how their meanings are expressed in the learner's first language(s)"

*Adverbs of relative time* fulfill the function of providing information about the time an action or event takes place in relation to a different point in time. Common adverbs of this type are *just, afterwards, soon, currently, presently and recently* and they occupy different positions in a sentence, some of them more freely than others. In written and formal styles of English, these adverbs may be placed at the beginning of a clause.

*Adverbs of degree* fulfill the functions of intensifying or weakening adjectives or other adverbs, hence their classification as *intensifiers* or *downtoners*. In the case of intensifiers, they can be used with both gradeable and ungradeable adjectives, but the type of intensifier to

be used is different in either case: Gradeable intensifiers accompany gradable adjectives, whereas intensifiers that express absoluteness accompany ungradeable ones. (Parrott, 2010) “The intensifiers we choose depend not only on the degree of intensification, but also on the meaning of what we want to intensify and the grammar of what we want to intensify” (Parrott, 2010, p.37)

The use of intensifiers with adjectives and adverbs also depends on register and context. There are intensifiers that may only be used in informal spoken English (*awfully*, *really*, and *terribly*, for example) and there are also intensifiers whose positioning affects their meaning (*quite*, for example). There are intensifiers that can only be linked to affirmative or negative statements (*a little* and *much*, for example) and others that can be used in affirmative statements, negative statements and question forms (*a little*, for example). The positioning of *adverbs of degree* is varied, but a good rule of thumb is that we place them immediately before the word they qualify, except when the verb phrase contains a modal verb, in which case we can place them either before the main verb or before the modal, depending on which of these they are to qualify.

*Adverbs of quantity* provide information about quantity and are usually placed at the end of a clause. The adverbs of quantity *a little* and *much* are generally used in affirmative statements or questions, whereas *a lot* can be used in both affirmative and negative ones. *A little* and *a lot* do not have a one-word equivalent.

*Focusing adverbs* fulfill one of three functions: to single out information, to express restriction or to refer back to something. In the latter case, they can refer to single words of any class or to phrases or longer structures. *Focusing adverbs* help us organize what we say or write, and so they resemble the function of *discourse markers*. “The meaning of focusing adverbs is particularly dependent on the context in which they occur and the knowledge we share with our readers or participants in a conversation. Each adverb has its own rules about what kinds of words it can be used with and where it comes in the sentence”. (Parrott, 2010, p.39)

*Attitude markers* constitute a specific set of adverbs that can fulfill the function of expressing the attitude of the speaker or writer towards an event. The most common adverbs that belong to this set are: *apparently*, *blindly*, *clearly*, *hopefully*, *fortunately*, *frankly*, *naturally*, *obviously*, *ostensibly*, *really*, *stupidly*, *surprisingly*, *unfortunately*. These adverbs can be used to refer to a whole clause or longer stretch of speech or writing. The position of attitude

markers in a sentence can be very flexible, either at the beginning of a clause, at the end of a clause, before a complement or between the subject and the verb. Some adverbs that can be classified as *attitude markers* also belong to the *adverbs of manner* class.

“*Adverbs of frequency* are used to indicate how often we do things or how often things happen”. (Parrott, 2010, p.34) Their position is usually immediately before the main verb phrase, as long as this is a one-word phrase (AUX+ V). When one- word forms of the verb and a complement are present, it is most common that *adverbs of frequency* are placed immediately before the complement. It is also the case, however, that *adverbs of frequency* are placed at the beginning of a clause for the sake of emphasis. The most common adverbs of frequency are: *ever, always, usually, often, frequently, generally, sometimes, occasionally, seldom, rarely, hardly ever, never, not ever, already, finally, just* and *probably*. (Azar & Hagen, 2009)

## **2.4. Adverbs of frequency**

### **2.4.1. Adverbs of general frequency, adverbs of specific frequency and preverbal adverbs of frequency**

Adverbs of frequency were discussed in the previous section. It included a brief description of what they were according to Parrott (2010) and a list of the most common of them according to Azar & Hagen (2009). We nevertheless refer back to this definition: Adverbs of frequency are those which indicate how often we do things or how often an event takes place. In this section, we will expand on this concept and deepen into the different types of adverbs of frequency. (Azar & Hagen, 2009)

According to Celce-Murcia & Larsen-Freeman (2016), *adverbs of frequency* can express semantically both a specific sense of frequency and a general sense of frequency. However, a third class of adverbs of frequency that is more linked to their form than to their meaning is also available, that class is known as that of *preverbal adverbs of frequency (PAF)*. One of the most important semantic characteristics to take into account when dealing with *preverbal adverbs* in general is that they usually modify the entire sentence in which they occur. (Celce-Murcia & Larsen- Freeman, 2016)

Regarding the positioning and placement of these three types of *adverbs of frequency*, an important distinction is to be made: *Adverbs of general frequency* and *adverbs of specific frequency* both tend to occur in sentence-final position, although they can also be placed in sentence-initial position if we intend to place them in focus. In contrast to this rule and in

general terms, “*preverbal adverbs of frequency* tend to occur most naturally in the middle of a sentence”. (Celce-Murcia & Larsen-Freeman, 2016, p.525) However, even when the position of these adverbs is to a certain extent predictable, it is also rather complicated and ultimately poses a common problem for EFL/ESL learners and causes them to produce ungrammatical sentences. (Celce-Murcia & Larsen-Freeman, 2016)

#### **2.4.2. The syntax of preverbal adverbs of frequency.**

As stated above, the syntax of preverbal *adverbs of frequency* is especially complex, but it is nonetheless predictable. While the other adverbials of general and specific frequency tend to occur at initial and final positions, the most common position for preverbal adverbs of frequency to occur is mid-sentential, although some of them may also occur in sentence-final position or in sentence-initial position, particularly for emphasis. Due to the complexity of the positioning of many *adverbs of frequency*, there is strong discussion about where they are actually generated in the underlying syntactic structure of sentences. (Celce-Murcia & Larsen- Freeman, 2016)

Praninskas (1959) provides four rules of thumb for the positioning of adverbs of frequency that, although do not accurately account for special cases, account for general use and constitute good material for classrooms. These four rules are as follows: (a) In affirmative statements adverbs of frequency usually occur immediately before the main verb when it is not *be*. (b) Adverbs of frequency follow *be* when it is the main verb in a sentence. (c) In negative statements, adverbs of frequency follow *not*. (d) In questions, adverbs of frequency follow the subject. (Praninskas , 1959)

According to Raimes (1998), it is most frequently the case that adverbs of frequency occur in a fixed order in a sentence that is relative to the verb phrase. They can most probably occur (a) after the verb *be*, (b) before the main verb, and (c) after the first auxiliary. Some preverbal adverbs of frequency, however, can be generated at the sentential level both at initial and final positions, according to Halliday’s “usuality” category for sentential adverbs. The preverbal adverbs of frequency that can usually be generated at sentence-initial position are *sometimes, occasionally, frequently, usually, generally and regularly*). Some of these, including *often*, can also be generated in sentence-final position (*sometimes, occasionally, frequently*), and some others may be acceptable but awkward in that position (*usually, rarely, seldom*). (Celce-Murcia & Larsen-Freeman, 2016; Raimes, 1998)

Consistent debate has also arisen concerning the relationship of preverbal adverbs of frequency and the negative particle *not*. Celce-Murcia & Larsen- Freeman (2016) point out that whereas the semantically positive adverbs of frequency can co-occur with the negative particle *not* in both affirmative and negative statements, the semantically stronger negative preverbal adverbs of frequency (i.e. never) may not co-occur with the negative particle *not*, if the particle derives from the sentence modifier. Nonetheless, the co-occurrence of negative preverbal adverbs of frequency and the particle *not* is possible whenever *not* stands for phrasal negation and so does not interfere with the sentential negation already represented by the preverbal adverb. The particle *not* can co-occur with lexical negation as well. (Celce-Murcia & Larsen- Freeman, 2016)

The fact that positive preverbal adverbs of frequency can co-occur with the particle *not* in both affirmative and negative sentences should be better explained in pragmatic terms, a phenomenon that is intimately related to the concepts of *scope* and *focus* of negation. (Quirk et al., 1995) The particle *not* in relation to a preverbal adverb of frequency may occupy more than one fixed position for an affirmative statement to still be a grammatical one. The meaning of such an affirmative statement may vary depending on the position that the particle *not* occupies, given the fact that the scope and focus of negation of this particle may be different with respect to the features of a tangible context and those of an utterance in authentic language use. (Quirk et al., 1995)

Celce-Murcia & Larsen- Freeman (2016), nonetheless, provide a syntactic explanation for this phenomenon, asserting that there are two possibilities for the generation of *not* in the deep structure of a sentence: (a) The particle *not* and the positive preverbal adverb of frequency are independently generated, placed and moved according to the resulting surface structure, or (b) the particle *not* appears to be part of a phrasal negative preverbal adverb of frequency, a construction that is possible with a limited number of positive adverbs (i.e., not often, not usually, not always, not ever, not generally). (Celce-Murcia & Larsen- Freeman, 2016)

Generally speaking, it is most likely that students have analyzed the individual elements of sentences and consequently sequenced them according to semantic notions, memorized patterns or other phenomena not bound to pragmatic constraints, given that the methodological tool for the present study consisted of isolated sentences, secluded from an authentic context. For this reason, the present study aims classifying the sentences provided

by students according to their grammaticality or acceptability value, independent of the different meanings that different sequencing patterns may produce. Noteworthy and frequently-chosen sequencing patterns, however, will be given special attention in the analysis.

## Applied Section

The data categorization process has taken place according to three different syntactic criteria: 1) adverb position, 2) acceptability judgement, and 3) fulfilment of the optimal position of the original sentence. These three categories have been further classified into their constitutive, compelling sub-categories. The first category, *adverb position*, encompasses the sub-categories *initial*, *medial* and *final* that are concerned with the sectional localization of each preverbal adverb of frequency. The fact that this is the first category into which data were organized follows a logical procedural order established by the general grammars of the language cited in the literature review section to approach syntactic analysis: analysing the macro sentential placement of preverbal adverbs of frequency as the first step before analysing their micro sentential placement in relation to other neighbouring syntactical elements. The default category *none*, common to all three categories, corresponds to the instances where students have either left the completion space for the sentence blank, have completed the sentence without the involvement of the PAF<sup>3</sup> in question, have excluded relevant syntactic elements for determining the syntactic/ semantic scope of the PAF, or have simply copied the sentence without any minimal changes.

The second category, *acceptability judgement*, exhibits a binary sub-categorization of acceptability for the placement patterns provided by student participants. Aside from a small number of generic rules gathered from the adduced general grammars, the acceptability judgement of a provided pattern was based on an analysis of the semantic relatedness that the PAF shares with other sentential elements and with the sentence as a whole. An acceptable or unacceptable placement pattern has not been judged as such according to native-like admissibility criteria best reserved to native speakers of the different varieties of the language, but according to the linguistic judgement of the syntactic and semantic scopal relations of each PAF with its neighbouring elements, a work best reserved to a linguist. This approach to data categorization has been triggered by a detailed review of the first part of the work proposed by Engels (2004), in which the author describes the diversity of adverb positioning patterns in mid-sentence position in terms of their scopal possibilities due to semantic and pragmatic factors. Unsurprisingly, it has been almost impossible to find fixed grammatical rules that account for this diversity both at the surface and at the deep sentential

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<sup>3</sup> PAF is the acronym for *Preverbal Adverb of Frequency*, which is used throughout the applied section of this study.

level without an acknowledgement of the influence of pragmatic factors and aspects related to language variety.

### **i. Data Analysis**

In this section, the quantitative results of the diverse placement patterns provided by students are presented following the macro-sentential approach to PAF location correspondent to the first category for data categorization *Adverb Position*, where both acceptable and unacceptable placement patterns for each PAF are described according to their viability or restriction in a particular sentence position (initial, medial, or final). This approach to results analysis is intended to facilitate an overall, more comprehensible, appreciation of placement pattern trends without reiterative considerations of individual sentences. The responses provided by students are subsequently tested against these viable patterns to justify their acceptability status of either *acceptable* or *unacceptable*, an enterprise that is supported by a reference to a number of pie charts that have been included in the annexes section. An ultimate decision on the acceptability of a provided pattern, however, has not been exclusively based on the fulfilment of an established viable pattern, given the fact that the patterns formulated by students may contain not all or different elements from the existent in the sentence prompts and yet include the corresponding PAF, a situation that has nevertheless been accepted for placement count. Accounts for the singular nuances of particular patterns have been reserved for later reference in the conclusions part of this section.

#### **Initial Position**

The initial-position placement of PAFs, as established by the general grammars quoted in the literature review section, encompasses the single instance where the PAF is placed before all other sentence elements. In the participant responses provided for each sentence, PAF placement has occurred considerably less frequently in initial position than in mid-sentential position, a phenomenon that, at least superficially, corroborates for an acknowledgement of an appropriate preliminary adverb placement perception among the student population selected for the study. Taking a closer look at the correlation of participant responses and the viable acceptable patterns specified for sentence initial and sentence medial positions, however, it becomes common to find certain discrepancies, even when students have, intuitively or not, positioned the PAF in medial position. In any case, initial-position PAF placement in all twelve sentences displays three possible syntactic scenarios: 1) The PAF

results inadmissible in this location, 2) The PAF results partially admissible in this location (with a switch in constituent order and consequently in scopal effect), and 3) The PAF results admissible in this location. The acceptability of a provided sentence-initial placement pattern has been determined under consideration of these three possibilities, which ultimately depend on the semantic constraints of each PAF.

The placement patterns that result utterly acceptable in initial position involve the PAFs *generally*, *rarely*, *sometimes*, *occasionally*, *often*, *usually*, *frequently* and *never*, which correspond to the sentences 1, 2, 4, 6, 7, 9, 10, 11, and 12. Fundamentally different from other PAFs in the sentence set, the particular characteristic that makes these PAFs utterly acceptable in initial position is their capability of maintaining their broad, sentential scope in spite of a position variation, a characteristic that is not entirely associated with their positive or negative connotation, but with an elaborate account of the interaction of syntactic constraints that takes place at the deep-sentential level. Some of these adverbials, however, may also be subject for the second syntactic scenario previously described, where they adopt a narrow, partial scopal effect over certain sentence constituents through a variation in constituent order. It is the case of a small number of these PAFs that a slight differentiation of their broad scopal and narrow scopal effects in initial position appears to be more evident through presence or absence of a consecutive comma, without constituent order variation. Given the absence of pragmatic factors that aid an irrefutable judgement of each instance provided by student participants, an ultimate decision regarding acceptability judgement has been made in consideration of the extent to which such comma presence or absence influences the sole semantic reading of the sentence, a situation that differs in relation to each PAF. This matter can be better illustrated by the following examples:

Scopal variation through constituent order modification:

- I generally stay at home on rainy days.
- Generally on rainy days, I stay at home.
- We are rarely home on Sunday afternoons.
- Rarely on Sunday afternoons, we are home.

Slight scopal variation through the use of a comma:

- Mayra often rejects invitations to go to the cinema.
- Often Mayra rejects invitations to go to the cinema.

- Often, Mayra rejects invitations to go to the cinema.

More notorious scopal variation through the use of a comma:

- Alejandro frequently complains about the weather.
- Frequently Alejandro complains about the weather.
- Frequently, Alejandro complains about the weather.

Whereas a semantic difference is more evident among the sentences of the last set, where sentence-initial placement of the adverbial *frequently* results ambiguous and therefore unacceptable, this semantic differentiation is less evident among the sentence patterns that are rendered by sentence-initial placement of other PAFs. With respect to the sentences that exhibit variation in constituent order, it is of reasonable importance to consider the fact that their global semantic reading, in the majority of cases, is not greatly influenced by such constituent order modification, in spite of the fact that the scopal effect that their corresponding PAFs adopt results distinguishable with or without contemplation of the use of commas. In any of these cases, the ultimate criterion to judge a PAF placement pattern as either acceptable or unacceptable in all three sentence locations has been that of determining the existence of possible ambiguity more so than the existence of a possible unequivocal meaning. As illustrated by the example sentences provided above, ambiguousness regarding sentence-initial PAF placement may arise whenever the scopal behaviour of such PAF is not specified, whether by word order conventions or by an adequate use of punctuation marks.

In the case of *generally*, 13.6% of the participant population (18 students) placed it sentence-initially. This PAF can either take a broad scope or a narrow scope depending on a variation in constituent order (as was in the illustrations above), a differentiation that is not evident by an immediate presence or absence of a comma after the PAF when no constituent order modification takes place. *Generally* was used by 15 students of this participant percentage under acceptable placement parameters. Even when an aggregate of 3 students who did not achieve an acceptable PAF pattern in initial position does not constitute a substantial portion compared to the 15 participants who did produce acceptable patterns, it is important for teachers to bear in mind that certain PAFs, which appear to be more flexible with respect to their syntactic possibilities than others, may nevertheless pose confusion to students. Although in this case explicit grammar instruction may prove necessary for a delimitation of the semantic differences that hold among possible syntactic patterns and the resulting scopal

interpretations for PAFs, specific mechanisms that facilitate student practice should be made accessible to teachers, an issue accounted for in the proposal section of the study.

Sentence-initial placement of the PAF *rarely*, on the other hand, is fully acceptable only with a subject-copula inversion. This fully-acceptable reading, as was previously explained, corresponds to a broad-scopal behavior of the PAF. A second acceptable reading of the sentence, though not semantically different from the first, corresponds to a narrow-scopal behavior of the PAF that results from a variation in the order of sentential constituents. Although 15.2% of the participant population (20 students) opted for a sentence-initial positioning of this PAF, only one student response from this participant group exhibited an acceptable placement pattern, an acceptable pattern that does not conform to the fully-acceptable reading of the sentence, but to the narrow-scopal variant of it. Different from the case of the PAF *generally*, the fact that the great majority of student participants did not produce acceptable versions of PAF placement in this sentence position should constitute a striking issue for teachers. Equally striking should be the fact that neither student participant attained the fully-acceptable version of the sentence, an issue that reveals lack of grammar knowledge on the part of students. In order to resolve this knowledge deficiency, teachers should employ practice mechanisms that expose students to different stylistic structures and allow them practice with them, an enterprise accounted for in the proposal section of this work,

Placement of the PAF *sometimes* in initial position is subject to two possible syntactic settings, one which involves the use of a comma after the PAF and another which does not (either *Sometimes I have thought of my Yoga class as expensive* or *Sometimes, I have thought of my Yoga class as expensive*), both of which display a unique, non-ambiguous global semantic reading of the sentence. Different from other PAFs of the sentence set, sentence-initial placement of *sometimes* can only depict a broad- scopal interpretation, provided that a variation in constituent order in this sentence yields the awkward versions *Sometimes of my Yoga class, I have thought as expensive* and *Sometimes as expensive, I have thought of my Yoga class*, which are unacceptable. Even when only 3 students out of a participant group of 13 (9.8%) who placed this PAF sentence-initially attained unacceptable placement patterns, teachers should bear in mind that their students may in practice lack opportunities to apply this PAF in written form. Furthermore, feedback regarding smaller punctuation nuances that contribute to a fully-acceptable placement pattern of this adverbial may be best given in a post-writing task environment where students can engage more effectively,

Similar to the case of *sometimes*, *occasionally* is a PAF that is subject to two syntactic scenarios when placed in sentence-initial position: one that involves the use of a comma after the PAF and another without such use (either *Occasionally, Joshua is in the mood for a beer* or *Occasionally Joshua is in the mood for a beer*). In any of these two cases, however, the semantic reading of the sentence is the same, despite a slight emphasis on the subject expressed by the version without the comma. Likewise similar to *sometimes*, *occasionally* is a PAF that cannot take a narrow-scopal interpretation in this sentence, given that a modification in constituent order results in the awkward versions *Occasionally in the mood for a beer is Joshua* and *Occasionally for a beer is Joshua in the mood* that are ultimately unacceptable both in written and spoken form. Although the proportion of participant responses that revealed unacceptable placement patterns of this PAF is not comparable to that of the responses that did attain an acceptable pattern (3 students out of 14 (10.6%)), it is essential for teachers to contemplate the fact that this PAF may not be frequent in the language input to which students are usually exposed, an issue that at the same time implies the absence of opportunities for students to employ it in writing. In pursuit of a resolution, teachers should consciously elicit use of this and other less frequent adverbials among their students and provide subsequent feedback in assertive ways.

The case of the PAF *often* in sentence-initial position presupposes a three-instance syntactic scenario where this PAF adopts two distinct scopal interpretations. On the one hand, similar to the cases of previous adverbials, the absence or presence of an immediately-following comma after the PAF results neither in a radically different global sentential reading nor in a significantly different scopal interpretation of the PAF, though it appears to have a stronger effect with respect to the latter. The third scenario for sentence-initial occurrence of this PAF, on the other hand, presupposes a variation in constituent order that results in the narrow-scopal unacceptable version: *Often to go to the cinema, Mayra rejects invitations*. Although of the small participant portion of 2 students (1.5%) who placed this adverbial in initial position, neither student produced unacceptable placement patterns, it is important that teachers implement innovative resources that promote placement experimentation of this and other PAFs among their students and allow them practice opportunities to understand different scopal interpretations.

Sentence-initial placement of *usually* entails two possible syntactic patterns, both of which give rise to a single scopal reading. The first syntactic pattern, as was the case of other PAFs, involves the use of a comma, resulting in the acceptable version: *Usually, Luis does not want*

*to miss class*. The second syntactic pattern, which does not involve such use, derives in the likewise acceptable version: *Usually Luis does not want to miss class*. Although both versions of the sentence display a similar global sentential reading, the one version that does not involve the use of a comma appears to imply a more narrow scope for the PAF than the one that does involve a comma. Out of a participant group of 14 students (10.6%) who placed this PAF in initial position, a striking significant majority attained unacceptable placement patterns (11 students). This issue reflects a reality that coincides with the cases of several other PAFs: a considerable portion of student participants who assigned the PAF in a sentence position different from the optimal, mid-sentential position had difficulty establishing a clear, ambiguity-free scope for the PAF. This situation is intended to be resolved by the methodological proposals presented in the last section.

The case of *frequently* in sentence-initial position entails a particular correlation of two available syntactic scenarios and two resulting scopal readings. Although the two contrasting syntactic patterns are differentiated by the sole use of a comma after the PAF (*Frequently Alejandro complains about the weather* and *Frequently, Alejandro complains about the weather*), they suggest a stronger difference in the scopal reading for this PAF which, at the same time, results in a distinctive global semantic reading for each sentence version (*It is frequently Alejandro the one who complains about the weather* and *It is frequently the case that Alejandro complains about the weather*, respectively). Because of the ambiguity caused by the syntactic pattern without the comma with respect to the scope of the adverbial, this pattern has been regarded as unacceptable. The special case that this PAF poses to students is evidenced in the participant responses, where 3 out of a group of 5 students (3.8%) provided unacceptable placement versions of it. This result constitutes a further piece of evidence for the need of deductive grammar practices in the classroom, taking into account that certain grammar structures may not be fully-internalized by students through sole implementation of inductive-grammar activities that, in the end, do not consciously delineate semantic constraints for the use of these structures. This matter is especially critical for writing development.

*Never* is a peculiar PAF in the sentence set. Its unique broad-scope sentence-initial placement pattern requires subject-auxiliary inversion to produce the acceptable sentence version: *Never have I played bingo in this manner*, in the case of sentence 12. The case of sentence 9 is similar, though a little more complex, for a subject-auxiliary inversion operation to account for initial-position placement of *never* presupposes the addition of the auxiliary *does*,

resulting in the acceptable version *Never does Lilian want to go for walks after work*. Furthermore, this sentence provides a second possible syntactic pattern that attains a narrow scopal interpretation of the PAF through a modification in constituent order, producing the more complex but nevertheless acceptable version *Never after work does Lilian want to go for walks*. Quite unexpectedly, no student participant placed this PAF in initial position in either sentence, not one at all. This is an issue indeed suggests different conclusions both with respect to the practices that teachers employ in the classroom, as well as to the grammar performance of students. All things considered, a generic conclusion that addresses this and similar previous cases can be drawn as follows: Students lack opportunities to experiment with the placement of preverbal adverbs of frequency in written form and to receive both continuous and strategic feedback from teachers in that endeavor.

The remainder set of PAFs, that by no means constitute acceptable patterns in sentence-initial position (*always, hardly ever and seldom*), was nonetheless employed by small percentages of students in this position (3%, 1.5% and 2.3 %, respectively). Even though these percentages do not represent a significant portion of the student population selected to participate in the study, it is a controversial matter that one PAF, which contrarily does allow sentence-initial position (*never*), did not occur in this position in the students' responses. As should be evident at this point of the analysis, this troublesome PAF is present in two different sentences of the methodological tool (sentences 9 and 12). The double occurrence of this particular adverbial justifies the informal, spontaneous error prognosis that this adverbial would cause difficulty among student participants. All in all, the quantitative results of this sentence position confirm a predominant need among students for more opportunities to put placement patterns for adverbials into practice, an enterprise that must be followed by a strategic provision of feedback on the part of teachers that ultimately elicits and facilitates student understanding of the scopal importance that acceptable placement patterns of PAFs have. Teachers should direct their efforts to giving grammar instruction in connection with semantic justifications that support acceptable uses of the language, an endeavour that is accounted for by the set of activities proposed in the last section of this work.

### **Medial Position**

Placement of a PAF in mid-sentential position, as stated a handful of general grammars of the English language of which several have been cited in the literature review section of the present study, encompasses the instances where this adverbial is allocated in an array of

possible sentence locations that range from the post-nominal, preverbal sector until the division of two last sentential constituents. Due to the numerous pragmatic interpretations that relate to this placement diversity, however, viable mid-sentence placement patterns for PAFs are not accounted for in the form of grammar rules to be found in the more complete grammars of the language, in spite of the fact that these grammars acknowledge this pragmatic-syntactic correlation. The work conducted by Engels (2004) provides a semantic account of the different placement patterns for PAFs in this sentence position based on an exhaustive analysis of syntactic constraints and their abstract operations in the deep structure of sentences. Although the author approves the validity of a number of general rules for PAF placement at the surface sentential level, she concludes that their legitimacy ultimately depends on the syntactic characteristics of individual sentences and the possible scopal relationships that PAFs may establish with their elements. This theoretical account constitutes the approach to acceptability judgement previously followed with regard to the sentence-initial responses of students, though its maximum relevancy concerns the mid-sentential participant responses to be analyzed in the following section.

A generic set of viable syntactic scenarios for acceptable judgement of the mid-sentential PAF placement patterns provided by students can be drawn as follows: 1) before a transitive or intransitive verb, 2) before the auxiliary *do* in negative sentences, 3) after the auxiliary *do* in affirmative emphatic sentences, 4) before or after the copula *be*, 5) before a prepositional phrase, 6) between the negative particle *not* and a transitive verb in negative sentences, 7) after a present perfect participle. It is important to take into account, however, that these syntactic locations provide only general guidelines of the different syntactic possibilities that are ultimately inherent to the syntactic characteristics of each sentence and the semantic quality of each PAF along the positive-negative spectrum for their classification. As was stated in the previous section for analysis of sentence-initial placement, the fact that the majority of the participant population placed PAFs in medial position in each of the sentences constitutes a positive preliminary impression of their placement intuition, even though the complexity that this sentence position entails for PAFs does not assure that they have formulated acceptable, non-ambiguous placement patterns.

Acceptable mid-sentential placement of *generally* presupposes its occurrence in four different locations (before the intransitive verb *stay*, before the prepositional phrase *at home*, before the prepositional phrase *on rainy days*, and after the preposition *on* in this prepositional phrase), resulting in the acceptable versions *I generally stay at home on rainy days, I stay*

*generally at home on rainy days, I stay at home generally on rainy days, and I stay at home on generally rainy days.* Although the first three patterns do not imply a significant difference for the global reading of the sentence, the scopal interpretation that the PAF adopts in each of them is different. The case of the fourth pattern, however, is distinctive, provided that both the global reading for the sentence and the scopal interpretation of the PAF in this case differ from those of the other patterns. Out of a great majority of 95 participants (72%) who formulated the sentence with a mid-sentential placement of this PAF, a preponderance of 88 students attained acceptable placement patterns, of which fulfilment of the optimal position was attained by a significant number of 62 students (47%). Even when these results reveal that this PAF is not troublesome for the participant population, it is important that teachers bring more awareness into the classroom with respect to the scopal implications that different positioning patterns may have.

Different from the case of *generally*, acceptable mid-sentential placement of *rarely* entails the occurrence of this PAF in three sentence locations (before the copula *be*, before the narrowed version of the prepositional phrase *at home (home)*, and before the prepositional phrase *on Sunday afternoons*), all of which result in the acceptable versions *We rarely are home on Sunday afternoons, We are rarely home on Sunday afternoons, and We are home rarely on Sunday afternoons.* In spite of the fact that the version *We are home on rarely Sunday afternoons* may result intelligible to certain speakers, the absence of clear scopal and global interpretations for the PAF in this pattern doubtlessly justify its unacceptability. Out of a significant majority of 93 student participants (70.5%) who allocated this PAF in medial position, a large portion of 91 students attained acceptable patterns. From among this latter group, however, fulfilment of the optimal position was achieved only by 44 students (33.3%), a matter that evidences certain degree of difficulty for the student population with this adverbial. As a means to resolve this difficulty, similar to the cases of previous adverbials, teachers should, above all, provide students with more opportunities to practice different placement patterns and therethrough uncover, both consciously and unconsciously, the semantic constraints that each of them implies.

The case of the PAF *always* is peculiar in that this adverbial, in the sentence of the set where it occurs, is possible only in mid-sentential position. An advantage for students, however, is that placement of this PAF results possible in every reasonable location of this position (before the auxiliary *do*, before the transitive verb *do*, before the direct object *homework*, and before the adverb of manner *together*) without the arousal of ambiguity. The fact that a great

majority of 97 (73.5%) participant students formulated a version of the sentence with mid-sentential placement pattern of this PAF accounts for a positive preliminary impression with respect to their placement intuition of the PAF. While very little may be said regarding the 4 students of this majority group who formulated unacceptable patterns, a major concern has to do with the remainder group of students who either placed the adverbial in initial and final positions or did not provide any response whatsoever. The later case is particularly noticeable, for the number of responses provided by participants that were categorized as void (*none*) constitutes an attention-worth count of 18.9% (25 students). As suggested in the proposed set of activities presented in the last section, teachers should strive to raise more student awareness regarding fully-unacceptable placement patterns for certain PAFs, devoting their efforts not only to the explicit explanation of rules, but also to the description of semantic constraints that account for their unacceptability.

Acceptable mid-sentential placement of *sometimes* entails the viability of four syntactic patterns (before the auxiliary *have*, after the auxiliary *have*, after the participle *thought*, and in between *as* and *expensive*), which result in the acceptable versions *I sometimes have thought of my Yoga class as expensive*, *I have sometimes thought of my Yoga class as expensive*, *I have thought sometimes of my Yoga class as expensive*, and *I have thought of my Yoga class as sometimes expensive*, respectively. Whereas the first three syntactic patterns exhibit similar implications both for the scopal reading of the PAF as well as for the global reading of the sentence, the fourth pattern presupposes differences in the two readings with respect to these patterns. Even when 50% (66 students) of the participant population allocated this PAF in mid-sentential position, the fact that their responses constitute a uniform composite of acceptable (43) and unacceptable (23) placement patterns poses a need for consideration of this PAF as a troublesome one among this participant population. This matter is further evidenced by the results obtained with regard to the fulfilment of the optimal position pattern, where only a notable minority of 6.1 % (8 students) attained this optimal version. As was the case with the results presented for previous adverbials, the proposed set of activities intends to present a useful compilation of approaches to resolve this problematic issue in written form, providing students with continual opportunities to experiment with placement patterns in pursuit of clear objectives.

Similar to *always*, the case of *seldom* displays a variety of possibilities for its acceptable placement in medial position, in spite of the fact that this is the only position where this PAF can occur. The advantage of this particular characteristic is that placement of this PAF results

acceptable in every reasonable location of the medial position (before the transitive verb *watch*, before the direct object *TV*, and before the prepositional phrase *in the afternoon*) without ambiguous scopal and global readings. Even when the majority of the participant population (70.5%/93 students) formulated their responses with a mid-sentential placement pattern of this PAF, a representative portion of 21 students attained unacceptable patterns in this position. Likewise similar to the case of *always*, a minority group of barely 29 students (22%) fulfilled the optimal pattern for placement of *seldom*, a situation that reveals difficulty among students to discern acceptable parameters for the placement of this PAF and the scopal implications that this entails. The resolution means to put an end to the prevailing difficulty that this PAF poses among student participants follows similar guidelines delineated previously: having students engage in project-based activities and elicit their experimentation with different placement patterns. Feedback should be provided strategically and interactively.

While the PAF *occasionally* can occur in any of the three sentence positions, its acceptable pattern possibilities in medial position are not diverse in comparison to other PAFs whose occurrence is restricted to medial position only. The few syntactic scenarios for an acceptable placement of this PAF in medial position involve two patterns (before the copula *be*, and after the copula *be*) that result in the acceptable versions *Joshua occasionally is in the mood for a beer* and *Joshua is occasionally in the mood for a beer*. These two sentence versions, however, correspond to a slight surface structure variation that implies a change neither in the scopal interpretation of the PAF nor in the global reading of the sentence. The fact that this PAF was placed in sentence-medial position by the majority of participants (62.9%/83 students) is interesting, in spite of its syntactic flexibility. Out of this participant group, a minimal portion of only 8 students allocated the PAF in unacceptable locations, a situation that fundamentally distinguishes this adverbial from others among the participant population. Although the use of *occasionally* in mid-sentence position is non-problematic, teachers should consider the fact that this PAF may be largely infrequent in the input and the output of students. For this reason, it is necessary to enhance writing activities that drive students to include this and other less frequently used adverbials.

In medial position, *often* is subject to three acceptable placement patterns in the sentence of the set where it occurs. These three syntactic scenarios (before the transitive verb *reject*, in between *to* and *go*, and before the prepositional phrase *to the cinema*) display three sentence versions whose scopal and global readings are not significantly different from one another:

*Mayra often rejects invitations to go to the cinema, Mayra rejects invitations to often go to the cinema, and Mayra rejects invitations to go often to the cinema.* Even when such versions as *Mayra rejects often invitations to go to the cinema* and *Mayra rejects invitations often to go to the cinema* may result intelligible for certain native speakers, they encompass placement patterns of the PAF that generate ambiguity, both for the scopal reading of this PAF and for the global reading of each sentence. Although of a representative majority of 73.5% (97 students) who formulated their responses with a mid-sentential placement of this PAF, only 11 students attained unacceptable patterns, it is a singular issue the fact that this portion of student participants yielded unacceptability in their responses without noticing any traces of ambiguity. This outcome justifies the need among students for more practice opportunities in writing to use PAFs in their different placement positions in order to understand, not only at the sentential but also at the discourse level, the semantic implications of each possible placement pattern.

*Hardly ever* constitutes an especially problematic case for student participants, not only for the limited placement pattern options in medial position that can account for an acceptable placement of this PAF, but also for its phrasal structure. The restricted mid-sentential placement possibilities for this adverbial involve two locations (before the intransitive verb *wake up*, and before the prepositional phrase *in the middle of the night*) whose scopal and global readings do not presuppose semantic differences. In spite of the fact that a prominent participant portion (28.8%/38 students) allocated this adverbial in initial and final sentence positions, where its judgement results fully unacceptable, the problematic nature of this PAF among the participant population is related to its structural characteristics more so than to the semantic constraints of its placement. Out of the 94 (71.2%) student participants who allocated this PAF in mid-sentential position, an astonishing portion of 42 students formulated their responses with unacceptable placement patterns for the PAF. This issue, as was previously stated, is largely related to the fact that students are not familiar with this adverbial, to the extent that they do not seem to grasp that the two components of this PAF belong together. The numerical results that can be appreciated in the corresponding pie chart reflect not only a general need for practice opportunities to experiment with the placement of this PAF but also a need for more and better explicit grammar instruction.

Acceptable mid-sentential placement of the PAF *never* in sentence 9 corresponds to a single syntactic scenario (before the transitive verb *want*), resulting in the optimal version *Lilian never wants to go for walks after work*. Although placement of this PAF in the mid-sentential

location before the prepositional phrase *after work* may result in an intelligible version for native speakers (*Lilian wants to go for walks never after work*), both the scopal reading of the PAF and the global sentential reading result ambiguous in this case, being more appropriate versions *Never after work does Lilian want to go for walks* or *Lilian wants to go for walks, but never after work*. Although it is a positive outcome that the great majority of student participants positioned this PAF in medial position (73.5%/ 97 students), it is even more categorical that only 10 students of this student portion formulated unacceptable placement patterns, despite the evidently restricted array of options that students had at their disposal. It is interesting that this PAF poses no trouble regarding its mid-sentential positioning among the participant population, but constitutes an otherwise problematic enterprise for the same participant population regarding its sentence-initial placement. This controversy is an ideal piece of evidence for an emergent need of teaching practices that allow students more practice with different placement patterns and different types of PAFs.

Unlike the case of *never* in mid-sentential position, acceptable placement of *usually* in this position entails its occurrence in more sentence locations (before the auxiliary *do*, before the transitive verb *want*, and in between *to* and *miss*), resulting in the acceptable versions *Luis usually does not want to miss class*, *Luis does not usually want to miss class*, and *Luis does not want to usually miss class*. Despite the fact that the pattern possibilities available for acceptable placement of this PAF were not numerous, not only did the majority of the participant population (70.5%/ 93 students) placed this PAF in this position, but also the great majority of this participant group (87 students) attained acceptable placement patterns. Problematic has been, however, the fulfilment of the optimal position pattern, attained by a minimal portion of 14 students (10.6%). This outcome accounts for yet another important issue in the participant population: even when students are able to place the PAF under acceptable parameters, and when no significant difference holds among the possible mid-sentential placement patterns, they may be unaware of the different idiomatic conventions that several writing styles follow. It is crucial that teachers who intend to develop the writing skills of their students provide feedback with respect to these conventions and the semantic constraints that support them,

The case of *frequently* in mid-sentential position encompasses its restricted occurrence in two locations of this position (before the intransitive verb *complain*, and before the prepositional phrase *about the weather*), which result in the acceptable versions *Alejandro frequently complains about the weather* and *Alejandro complains frequently about the weather*). A

syntactic scenario that may result intelligible for some speakers involves the positioning of this PAF in between determiner *the* and the noun *weather* ( to result in the unacceptable version *Alejandro complains about the frequently weather*. This pattern, however, constitutes an unacceptable version of the sentence due to the inappropriate use of the PAF as an adjective instead of an adverbial. A positive outcome concerning the placement of this PAF in this specific position is that a minimal portion of only 6 students formulated unacceptable placement patterns out of the 87 (65.9%) student participants who allocated this PAF in medial position. *Frequently*, as one of the least problematic PAFs in the sentence set, should be encouraged to be used in the writing of students more frequently, especially in the transitional phase when students start to shift their personal styles into more academic, formal writing genres. Overuse of this adverbial should nevertheless be avoided for the activities proposed in the last section of this work. .

*Never*, this time regarding its occurrence in sentence 12, involves a few more syntactic pattern possibilities for its mid-sentential placement than its counterpart in sentence 9 (before the auxiliary *have*, before the participle *played*, and before the direct object *bingo*). Although the version *I have played bingo never in this manner*, involving placement of the PAF before the prepositional phrase *in this manner*, may result intelligible for a handful of speakers, the global semantic reading for this version may be better expressed through the version *I have played bingo, but never in this manner*. Since the scopal reading of the PAF in this case is also ambiguous, this sentence version has been judged as *unacceptable*. Similar to the case of *never* in sentence 1, mid-sentential placement of this PAF does not constitute a troublesome enterprise for the participant population, provided that out of the 74.2 % (98 students) of the participants who allocated this PAF in medial position, only 7 of them attained unacceptable patterns. Even regarding the fulfilment of the optimal placement pattern , this adverbial in this particular sentence is not exceptionally troublesome for students, given that a majority of 55 students (41.7%) did accomplish the pattern. As was previously the case of *never* in sentence 9, sentence-initial position of this PAF results problematic in sentence 12, since in this case no student participant placed this adverbial in this position.

It is remarkable that the same PAF in the two sentences where it occurs exhibits such contrasting results with respect to the placement patterns provided by students. Even though this phenomenon is clearly evidenced regarding *never*, it is also the case of other PAFs of the sentence set, A proposed means for resolution of this and other controversial results is accounted for in the last section of the study, where an aggregate of activities has been

adapted to address the needs of this particular student population, reflected in the results obtained for each position.

### **Final Position**

The final position placement of the PAFs, according to the parameters established by a number of general grammars, accounts for the sole instance where a PAF is placed after all other elements in a sentence. With respect to the specific set of PAFs that occur in the sentences of the methodological tool, they involve an overall smaller number of syntactic pattern possibilities than the two other sentence positions previously analyzed. In fact, an ample number of these PAFs result absolutely unacceptable in the final position, regardless of syntactic and punctuation considerations that can be made. All things considered, sentence-final placement of PAFs in the twelve sentences that compose the methodological tool displays two common, straightforward syntactic scenarios: 1) The PAF results absolutely unacceptable in this position, and 2) The PAF results acceptable in this position with or without the addition of a preceding comma. Although the addition of a preceding comma is not a necessary condition for the acceptable judgement of a sentence-final PAF, it does not constitute a detrimental factor for acceptability judgement either, provided that this judgement has ultimately been determined by a diagnosis of possible ambiguities more so than by a fulfilment of the general characteristics of one of these syntactic scenarios.

The placement patterns that correspond to acceptable judgements in final position involve the PAFs *sometimes*, *occasionally*, *usually*, and *frequently*, which occur in sentences 4, 6, 10, and 11, respectively. With or without the inclusion of a preceding comma, these PAFs can only project a broad-scopal reading in the final position of the sentences where they occur, an issue for which a modification in the order of neighbouring constituents does not generate any effect whatsoever. It is interesting that the general characteristic that holds among these PAFs is their positive connotation, a characteristic that nonetheless does not entirely account for their viability in the final position. Overall, sentence-final count of the participant responses has reported the smallest percentage of the provided patterns in all three sentence positions, being, in certain cases, even smaller than the count for the category *none*. Although this affair contributes to a positive preliminary evaluation of the global intuition for the placement of PAFs among students, a closer look into the quantitative categorization of the individually-provided patterns may confirm otherwise, along with the arousal of other insightful results.

In the case of acceptable sentence-final placement of *sometimes, occasionally, usually and frequently* teachers should consider making use of the proposed set of activities as a means to motivate placement of this and other PAFs in alternative sentence positions, being the final position the more atypical of them. Through practice and experimentation, students can better internalize the semantic conditions that make placement patterns acceptable or unacceptable. It is likewise important, whenever the situation is suitable, that teachers make their students conscious of the fact that each of them is an individual writer with an individual writing style which must not be amended in the cases when it is not grammatically faulty.

The remaining set of PAFs that result fully-unacceptable in sentence-final position, which constitute the majority of adverbials from the sentence set, displays different degrees of unacceptability. Whereas placement of *generally* in this position results in intelligible versions of the sentence where it occurs (*I stay at home on rainy days generally* final-sentential placement of *rarely, always, seldom, often, hardly ever* and *never* results utterly unintelligible in the sentences of the set where they occur and, assumably, in any sentence in the language. Because of this absence of intelligibility among this particular group of PAFs, further research on their sentential placement should decidedly make reference to the concept of *grammaticality*, a notion that involves no gradable judgement of well-formedness. Under the theoretical grounds stipulated for this study, however, any pattern containing final-position occurrence of one of these PAFs should be viewed as fully-unacceptable.

### **Conclusions:**

1. The placement responses provided by the 132 students that participated in the study can be accounted for with reference to one of these 4 cases: 1) fulfilment of the optimal position, 2) acceptable placement of the PAF, without attaining the optimal position, 3) unacceptable placement of the PAF, though intelligible reading of the sentence version, and 4) unacceptable placement of the PAF and unintelligible reading of the sentence. As a general point that accounts for the average situation of the twelve-sentence cases for PAF positioning, it is relevant to acknowledge that the majority of student participants demonstrated to have a correct notion of the positions for preverbal adverbs of frequency in the sentence (since the significant majority allocated them in medial position). However, the majority of them ignored their scopal implications over neighbouring sentence constituents as well as their scopal repercussion for the global, sentential reading, even when they formulated placement

patterns that were acceptable. This situation justifies the fact that the majority of the participants did not attain the optimal placement positions inherent to the sentences, a situation that conforms to the second case described above, which is possibly the most predominant one of all twelve sentences.

2. Even when the predominance of the second case among the participant responses is, to a certain extent, justifiable (provided that students are non-native speakers of the language and the idiomatic conventions of the language may result, in many cases, unfamiliar to them), the results provide evidence that not only the semantic aspects of PAF placement but also the structural, grammatical aspects were problematic in this student population. The particular cases that account for this conclusion are the following: a) Student responses consistently showed anomalies regarding the phrasal preverbal adverb *hardly ever*, where the majority of participants did not recognize its two word components as an individual adverbial unit. b) Students did not show a basic command of the subject-auxiliary inversion rule with respect to sentence-initial placement of the negative adverbials *never* and *rarely*. No student formulated a response that exhibited this pattern. 3) Some students managed to build acceptable placement patterns for the corresponding PAF, even though they did not manage to do so with all the elements of the sentence. In that respect, the lack of all sentence elements reflects an inability on the part of participants to recognize their function in actual sentences. As should be expected, this matter was more notorious in longer sentences than in shorter ones.
3. The case of the category *none* has not been considered in detail, in spite of the fact that this nonexistent category certainly gives us valuable insight into the contemplation of the tasks that students are and are not able to do. Because the main pursuit of the present study has been that of uncovering anomalies to contribute with a solution, this category has been left unattended, disregarding the fact that this category may indeed be the result of a source of bias in the study. As a concluding concern, it is worth pointing out that a considerable portion of the student population revealed difficulty with respect to punctuation conventions, since very few participants allocated commas to account for particular PAF placement patterns in sentences that impaled this operation. Although the impact that this general neglect has had for the purpose of providing test responses is minimal, teachers should consider that this affair becomes imminently critical for the outcome of productive

writing tasks where not only the semantic constraints of grammatical structures play a major role, but also pragmatic and discourse protocols.

## **Proposal**

This section presents a description of the proposed set of activities that has been assembled, according to the results obtained in the applied part of the study. Each one of the 5 activities that congregate the set is thoroughly described in relation to the class setting where it can be used and the procedure for its implementation. The format employed for activity description is composed of two elements: a lesson pre-planning grid containing all details regarding the class profile and the learning situation of the student group. and a thorough, detailed explanation of activity specifications and execution procedures. Along with mentioning and describing the essential role of teachers in each activity and the steps they ought to follow, a description of the necessary materials has been provided, even though no sample of any of these materials is presented unless this is crucial for the overall understanding of the activity. As an important point to keep in mind for teachers, the 5 activities hereby proposed have been designed to constitute a continuance of activities to be gradually implemented in a class period and serve as a resource to which teachers can look whenever they intend to include writing material as part of their curricula.

### **i. Introduction**

As stated by Tessema (2005), an activity and journal article author, motivation in the language classroom is a complex construct that considerably influences student performance and is itself influenced by a number of factors. Even though the ways in which teachers can elicit motivation in students are countless, drawing general guidelines regarding the number and type of writing activities/projects that they can implement along a class period or term can be highly useful, particularly because, as this and other authors affirm, writing development can be especially demotivating for certain students. The complete set of activities hereby presented is based on the teaching principle that project-based tasks naturally increase student motivation. (Tessema, 2005) The main reason in support of this principle has to do with the value of sense and goal-orientation that such tasks induce in students, given that in order to complete a task, they must be able to go through several stages

and use the target language accordingly. As a further point, the activities that are more related to deductive grammar practices have been adapted and ultimately turned into task-like activities that have clear objectives and contribute to the development of writing abilities. The themes that the productive writing activities tackle, on the other hand, appeal to student interest and encourage them to write purposefully.

It may often be the case that language teachers favor one methodological approach over others and are especially skeptical about some of them. Prejudice towards certain teaching methodologies is most certainly the case of the great majority of language teachers, textbook designers and other stakeholders<sup>4</sup>. Even students may have preferences for certain methodological practices and activities over others, either consciously or unconsciously, an aspect that may as well influence their motivation. In direct connection with these issues, the proposed set of activities intends to demonstrate that a balanced convivence among methodologically different activities is possible, in spite of some of them being more inclined towards a deductive approach to grammar teaching and others being more communicative than the rest. As was previously mentioned, all of the activities have been made meaningful to students by aligning them with task-based specifications and having students achieve goals through their resolution. Appropriate balance among the teaching philosophies that underlie teacher choice of curricular activities and projects should prove useful for the majority of classroom profiles to cover all curricular content, from arduous grammar topics to fully productive tasks.

**ii. Activity descriptions**

**Activity 1: Sharing student expertise with the world**

**Overall details:**

<p><b>General Student Information</b></p>	<p>B1 students, approximately aged 18-28; the majority of the student population can be assumed to come from a similar linguistic background, although the same cannot be assumed regarding their educational</p>
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<sup>4</sup> Stakeholders: The people who have a particular involvement in an educational program and who thus have a right to comment on teaching and curriculum processes. (Richards, 2006)

	background in relation with English learning and use.
<b>Class Profile</b>	EFL summer program of intensive learning; each classroom session lasts 4 hours.
<b>Content Association</b>	<p><b>What students should be able to do and know:</b></p> <ul style="list-style-type: none"> <li>- Use the simple present tense to refer to habits and routines.</li> <li>- Refer to general grammar rules of preverbal adverb of frequency placement.</li> <li>- Use appropriate verbs and collocations to refer to daily routines and recurring states, and life events.</li> <li>- Use passive structures and defining relative clauses.</li> </ul> <p><b>What students will subsequently learn:</b></p> <ul style="list-style-type: none"> <li>- Use narrative tenses in writing.</li> <li>- Use simple and complex conditional forms.</li> <li>- Use adverbs of frequency with past simple and complex forms.</li> <li>- Use linking devices to connect ideas in writing.</li> </ul>
<b>Activity Time Length</b>	Approximately 15-20 hours. This estimate may differ from student to student and among different classroom profiles.
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>1. To have students write an entry of 1000-1500 words on a pre-selected topic, placing special but natural emphasis on preverbal adverb of frequency use.</li> <li>2. To have students publish the article on the English version of Wikipedia according to the standard norms therein requested.</li> <li>3. To have students describe the content of the article in the manner of an oral presentation.</li> </ol>
<b>Evaluation</b>	Students should be evaluated according to the fulfilment of each goal. A reasonable percentage balance among the three goals should be similar to a pattern of 50%, 30%, and 20%, respectively..

<b>Additional notes</b>	It is of the utmost importance that teachers place clear emphasis on the main requirement for article writing, namely preverbal adverb of frequency use. Nonetheless, teachers should be sensitive enough so that that emphasis does not lead to overuse of these syntactic items on the part of students.
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### **Activity Specifications:**

The following activity has been taken from the journal article *Writing for the World: Wikipedia as an Introduction to Academic Writing* (Tardy, 2010). This activity is aimed at a student population of young adults and accounts for a productive writing task to be performed individually and whose outcome, most importantly of all, has a clear application in real life. The main objective is that of having students write an entry about a favorite topic, place, person, object, animal, event, custom, social issue, etc. in relation to its habitual characteristics and publishing that entry on the English edition of the online encyclopedia *Wikipedia*. Wikipedia, as a free-edition platform, is an ideal tool for the promotion of writing skills through real online contribution and norm-referenced participation. Indeed, apart from being an inviting host to non-certificate contributors, Wikipedia presents an optimal environment for intermediate English learners to start making modifications of their writing style towards a more academically-oriented, non-personal type of writing, which, at the same time, encourages them to search for reliable information and therethrough receive a considerable amount of input. Students can guide their selection of topics by referring to the lists of unmarked entries that are available in Wikipedia according to related topics and categories that they search for.

The clear advantage that this type of activity has over other productive tasks is that of motivation, since students are faced, probably for the first time in their student careers, with the challenge of writing for a real-world audience of native and non-native speakers of English. The rationale that supports this activity is namely that young people, more so currently than before, like to have contact with an international world and like to show their relative expertise on a preferred topic; wikipedia, as a free-edition encyclopedia, is an ideal tool for the endeavour. Furthermore, such a task has the advantage of exposing students to a

great deal of responsibility in the self-selection of content and of calling for more attentiveness regarding citation formats. As exciting and motivating as the activity in itself is, however, it is crucial that teachers continuously make clear to students what exactly is expected from them at every stage along the writing process and what grammar (preverbal adverbs of frequency) and discourse resources are required in their writing. Although the role of the teacher is that of a recurrent feedback provider, they should make students feel co-authors of the article and responsible for the writing process. In this respect, the appeal that this activity may have on students is at the cost of more teacher planning and in-class control load, an aspect that has to be considered by teachers before proposing the activity to their class.

Whether applied as a summative or formative writing project, teachers should bear in mind that the activity may not be adequate for certain classroom profiles. In large classrooms, for instance, it may be difficult to get all students to understand what the activity is about and the number of possible topics that are non-existent in the English version of Wikipedia may match neither the number of students in the classroom nor their interests. In addition, teachers may not be able to maintain complete control of individual student progress in such a case, an aspect that is crucial for successful activity implementation. Although the way a teacher implements this activity ultimately depends on a number of factors inherent to a situational analysis of the English program and the classroom, it is a common condition for EFL instructors to be obliged to meet the curricular demands of each level, even when they may have different attitudes or beliefs towards their benefits to students. For this reason, this activity should be best covered as a writing project to be executed along a settled period of time in a semester term, after which the fulfilment of established goals can be evaluated.

For a satisfactory outcome in the implementation and execution of the activity proposed, a suggested overall sequencing set of steps can be established as follows:

- **1) Getting students familiar with Wikipedia:** Explaining the traits that make this online encyclopedia a good tool for classroom use and having students create a free account.
- **2) Exploring Wikipedia:** Choosing a preferred topic in agreement with topic vacancy in the English version of the encyclopedia.
- **3) Explaining the activity in detail:** At this point, students should have an idea of what is to come. Teachers ought to reinforce that idea and explain the grammar

purpose of the activity (using preverbal adverbs of frequency related to states and habits).

- **4) Gathering information:** Controlling student content selection. In this stage, teachers must pay close attention to the sources from which students draw information.
- **5) Outlining and paraphrasing:** Getting students familiar with the style conventions used in similar wikipedia articles.
- **6) Drafting:** Having students plan an outline of ideas for each paragraph in the written text. It is important that teachers make students aware of the connections existent between content organization and style conventions.
- **7) Source Formatting:** Getting students acquainted with citation conventions of Wikipedia articles. For this purpose, APA style should be suitable.
- **8) Revising:** Applying meaningful text correction techniques with each student in the group. In this fashion, a meaningful correction process of the text makes reference to a series of sessions where the teacher maintains qualitative contact with the student and together discuss errors and mistakes in the text. It is important to bear in mind that this step should be divided into a number of sessions, depending on the needs of each of the students.
- **9) Publishing:** Having students present their articles to peer classmates and afterwards publish their articles in the classroom.

Below, a paragraph example of the style in which students should write their entry is provided, written on a topic that is still non-existent in the English version of Wikipedia. The noticeable but natural patterns of adverb of frequency use should be recognized by teachers and students:

### **Jucho**

*Jucho* is an ancestral ecuadorian drink that is typically made from a tapping of peach and ground cherry together with a mixture of different pieces of fruit, all of which is usually served hot. Although this drink is assumed to take its origins in the Puruha locality of the central region of Ecuador (Chimborazo province), it is a beloved drink in several other provinces of the central region (Tungurahua, Bolívar and Cotopaxi), most commonly served as a dessert. While the elaboration of *Jucho* follows some general popular conventions, its outcome may vary from region to region and even among families as a result of different

social and generational ingredient traditions. The drink is generally served between the months of December and February. This given the harvest season of ground cherry in this period of the year and the indigenous celebration *Pawkar Raymi*.

## Activity 2: Adbusting as a didactic resource for academic writing development

### Overall details:

<b>General Student Information</b>	B1 students, approximately aged 18-28; the majority of the student population can be assumed to come from a similar linguistic background, although the same cannot be assumed regarding their educational background in relation with English learning and use.
<b>Class Profile</b>	EFL summer program of intensive learning; each classroom session lasts 4 hours.
<b>Content Association</b>	<p><b>What students should be able to do and know:</b></p> <ul style="list-style-type: none"> <li>- Use the simple present tense to refer to habits and routines.</li> <li>- Refer to general grammar rules of preverbal adverb of frequency placement.</li> <li>- Use appropriate verbs and collocations to refer to daily routines and recurring states, and life events.</li> <li>- Use passive structures and defining relative clauses.</li> </ul> <p><b>What students will subsequently learn:</b></p> <ul style="list-style-type: none"> <li>- Use narrative tenses in writing.</li> <li>- Use simple and complex conditional forms.</li> <li>- Use adverbs of frequency with past simple and complex forms.</li> <li>- Use linking devices to connect ideas in writing.</li> </ul>
<b>Activity Time Length</b>	Approximately 6-10 hours. This estimate should be assigned both for independent as well as classroom work and may differ

	depending on the classroom profile.
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>1. To have students select an advertisement which they criticize from a printed or virtual source and have them justify their choice in the manner of a short oral intervention in front of the class.</li> <li>2. To have students create an adbuster for the chosen advertisement either manually or using a virtual program/platform of their choice.</li> <li>3. To have students write an entry of 600-1000 words that describes the habitual state of affairs reflected in reality and the purpose and meaning of the adbuster.</li> <li>4. To have students describe their adbuster to the class in the manner of a short oral presentation.</li> </ol>
<b>Evaluation</b>	Students should be evaluated according to the fulfilment of the proposed set of goals. In that respect, a percentual balance of 10%,30%,40% and 20%, respectively, should be reasonable.
<b>Additional notes</b>	Just as was the case of the previous activity, it is crucial that teachers explicitly require students to relate their adbuster to the habitual state of affairs in reality and use preverbal adverbs of frequency in their writing in an emphatic, but natural way.

### **Activity Specifications:**

The following activity has been taken from the journal article *Adbusting: Critical Media Literacy in a Multi-Skills Academic Writing Lesson* (Grigoryan & King, 2008). This activity is aimed at a student population of young adults and embodies a productive writing task to be performed individually based on the stimulation of critical-thinking skills with respect to the ideas and values that stand behind advertisements and the employment of communication skills in visual mode to create an adbuster, a graphic illustration of the values and ideas that oppose those created by common advertisements. In this manner, the general objective of this activity can be established as two different but mutually dependent goals: 1) having students

design an adbuster of their own, using the means that they prefer for that endeavour, and 2) having students write and entry of 600-1000 words that criticizes the products or ideas in the original advertisement and explains the ones proposed in the adbuster. Besides motivating students to sharpen their critical-thinking and communicative skills, this activity provides an optimal environment to pay special attention to a stage along the writing process that is usually left unattended in a classroom context, namely that of analysing the target audience.

The rationale that supports the activity is that almost every individual in a classroom, especially in one assembled by young adult students, should have a solid prejudice about the ideas conveyed through an advertisement. Teachers must make their students aware of these ideas in direct relation with the content explicitly portrayed in the advertisement, because the design of the adbuster depends on their mutual contrast. As is the case with the other activities proposed in the set, it is crucial that teachers direct student writing towards a description of the habitual state of affairs in society and reality of the ideas existent in the advertisement, ultimately requesting students to deliberately use certain grammar structures (preverbal adverbs of frequency) and discourse conventions. Interestingly, this activity has the additional benefit of exposing students to some of the nuances of one of the latests methodological proposals in language teaching, the multiliteracies approach, and therethrough use the peculiarities of everyday language in conjunction with the features of other non-linguistic communication codes.

A clear advantage that can make this activity stand out from the contents of a curriculum is motivation, an attribute that is concordant with the rest of activities hereby presented. Favorable for teachers, above all, is the fact that motivation through this activity must not be elicited at the cost of more work and control load on their part, provided that its objectives may be accomplished in the time proportion of two or three classroom sessions. In addition, the activity is suitable for all kinds of classroom profiles, although in certain student groups contemplation should be given to possible opinion confrontations that may arise among students rather than class size considerations or any other profile aspects. Moreover, this activity may well be combinable with curricular content and may not necessarily be conducted as a semester term project, but instead as part of a textbook unit or even as a recreational, graded enterprise.

For this activity, no samples of the adbusters or the written entries that accompany them are provided, given that their elaboration endorses an individualized involvement of creativity, attitude and viewpoint that may be subject to copyright conditions. Teachers should, however, refer to the innumerable websites that display adbuster examples for their students to get acquainted with their characteristics.

### Activity 3: Using present tense descriptions and E-Prime format in the classroom

#### Overall details:

<p><b>General Student Information</b></p>	<p>B1 students, approximately aged 18-28; the majority of the student population can be assumed to come from a similar linguistic background, although the same cannot be assumed regarding their educational background in relation with English learning and use.</p>
<p><b>Class Profile</b></p>	<p>EFL summer program of intensive learning; each classroom session lasts 4 hours.</p>
<p><b>Content Association</b></p>	<p><b>What students should be able to do and know:</b></p> <ul style="list-style-type: none"> <li>- Use the simple present tense to refer to habits and routines.</li> <li>- Refer to general grammar rules of preverbal adverb of frequency placement.</li> <li>- Use appropriate verbs and collocations to refer to daily routines and recurring states, and life events.</li> <li>- Use passive structures and defining relative clauses.</li> </ul> <p><b>What students will subsequently learn:</b></p> <ul style="list-style-type: none"> <li>- Use narrative tenses in writing.</li> <li>- Use simple and complex conditional forms.</li> <li>- Use adverbs of frequency with past simple and complex forms.</li> <li>- Use linking devices to connect ideas in writing.</li> </ul>

<b>Activity Time Length</b>	Approximately 60-90 minutes every time the activity is applied; in the classroom context of the participant population selected for the study, this has a number of advantages for classroom use.
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>1. Having students write a short description of a place, area or region of their choice (no more than 600 words) and mention any changes that this location has recently undergone. For this task, students should mainly use the simple present tense, the verb to be and as many preverbal adverbs of frequency as possible.</li> <li>2. Assigning each student a random description written by a classmate and having them rewrite it in E-Prime format, maintaining the same preverbal adverbs of frequency employed by their classmate authors.</li> <li>3. Having students read aloud their E-Prime editions of the original descriptions and having the original writers recognize them.</li> </ol>
<b>Evaluation</b>	Students should be evaluated according to the fulfilment of the 3 objectives proposed. A well-balanced proportion might be 40% for the first, 50% for the second, and 10% for the third.
<b>Additional notes</b>	It should not be stigmatized that teachers directly request the use of several preverbal adverbs of frequency in student writing. In this particular activity, indirect, theme-based elicitation of their use may only motivate students to use a limited number of them of similar semantic characteristics. Bearing in mind the time length assigned for this activity, it is useful to make clear to students what is expected from them and allow them to gain practice with different adverb placement patterns, even when they may not be used in a natural way.

**Activity Specifications:**

The following activity has been adapted from the journal article *English Prime as an Instructional Tool in Writing Classes* (Herbert 2003). The activity is not aimed at a specific age group and consists of a three-stage writing exercise that presupposes a dynamic interaction of students with the written texts provided by their classmates. As a first step, students must write a description of a place in the city or an area in the countryside, giving detail into any changes that this location has recently undergone. For this purpose, students should limit themselves to using the simple present tense as the predominant tense, the verb to be and as many preverbal adverbs of frequency as it is reasonable to include in a 500/600-word writing. As a second step, students are randomly assigned a piece of writing of one of their classmates and are requested to rewrite it using the format *English Prime*, better known as E-Prime, which consists of a paraphrasing technique that dismisses the use of the verb to be, replacing it for more elaborate constructions using other verbs and phrasing means but preserving the same preverbal adverbs of frequency employed by their classmates. Students should, however, place these adverbs in different positions according to the syntactic structures they produce. Finally, each student reads their paraphrased version of the text out loud for their classmates to recognize their original pieces of writing.

The rationale that grounds this activity is that presumably all students of all age groups are driven by motivation when it comes to applying creativity in some way or another, especially when they experience the excitement of becoming co-authors of a piece of writing whose outcome, to an extent, depends on their contribution. Additionally, the majority of student editors probably feel a sense of responsibility towards the written work of their classmates and may hence be more motivated to contemplatively modify it. With respect to the more intrinsic characteristics of the activity, it is worth highlighting the opportunity that it provides to exploit different stylistic nuances, especially considering that most teaching efforts normally focus on plain instruction on the part of the teacher more so than practice on the part of students, a situation that prevents instructors from uncovering real writing aptitude in the classroom before introducing new material for writing development. To maximize these benefits, however, it is necessary that teachers be proactive and control their students as they write their descriptive texts as well as when they edit those written by others, drawing student attention to the compliance of the instructions initially given. The efforts that teachers make for this endeavour at this stage prevent them from being obliged to give formal feedback to their students at the end of each writing task and therethrough lose activity momentum.

Aside from the benefits that application of the activity brings into the classroom, it certainly ensures teachers a stable part of their lesson plan without the costs of time-consuming planning and evaluation periods. As a matter of fact, this activity can be brought into play right in the middle of long class sessions and still be effective, for it also has the advantage of being a versatile turnover-agent that can be adapted to the curricular contents dealt with in single class sessions. In order to enlarge the potential effectiveness of the activity, however, teachers must pay close attention when giving instructions, particularly when they are in charge of large classrooms. In this particular case, it might be favorable to conduct the activity on a format-normed printed sheet where not only instructions but also time allotment indications are given. Regardless of the relative short duration of the activity, teachers must be attentive enough to find ways to optimize its application according to the profiles of their classrooms. A valuable procedure to consider in any possible situation is assigning the first step as a homework task, permitting students therethrough to select their topics more calmly and subsequently put together a more coherent and cohesive piece of writing.

A comparison of two paragraphs presented below, one written in a descriptive style and the other using *E-Prime*, exemplifies the ideal written outcome of the activity:

### **The weather in the highlands region of Ecuador**

#### **Original student description:**

The weather in the highlands region of Ecuador is normally colder, more rainy and cloudy during the first and last periods of the year, and sunnier, warmer and more windy during the second, central period. In the last period, however, there is usually a window of warm and sunny weather called “veranillo del niño”, which in recent times does not frequently occur anymore. During the first part of the year, it is generally the case that days are more rainy than similar days of other seasons. The absence of rain and the unusual manifestation of sunny mornings and afternoons at this point in time is a situation that worries the majority of the population in the country.

#### **E-Prime edition:**

The weather in the highlands region of Ecuador normally shows itself colder, more rainy and cloudy during the first and last periods of the year, and sunnier, warmer and more windy during the second, central period. In the last period, however, a window of warm and sunny weather called “veranillo del niño” usually takes place, which in recent times does not

frequently occur anymore. During the first part of the year, the days are generally more rainy than similar days of other seasons. The absence of rain and the unusual manifestation of sunny mornings and afternoons at this point in time is a situation that worries the majority of the population in the country.

**Activity 4: Writing from memorized chunks of language**

**Overall details:**

<p><b>General Student Information</b></p>	<p>B1 students, approximately aged 18-28; the majority of the student population can be assumed to come from a similar linguistic background, although the same cannot be assumed regarding their educational background in relation with English learning and use.</p>
<p><b>Class Profile</b></p>	<p>EFL summer program of intensive learning; each classroom session lasts 4 hours.</p>
<p><b>Content Association</b></p>	<p><b>What students should be able to do and know:</b></p> <ul style="list-style-type: none"> <li>- Use the simple present tense to refer to habits and routines.</li> <li>- Refer to general grammar rules of preverbal adverb of frequency placement.</li> <li>- Use appropriate verbs and collocations to refer to daily routines and recurring states, and life events.</li> <li>- Use passive structures and defining relative clauses.</li> </ul> <p><b>What students will subsequently learn:</b></p> <ul style="list-style-type: none"> <li>- Use narrative tenses in writing.</li> <li>- Use simple and complex conditional forms.</li> <li>- Use adverbs of frequency with past simple and complex forms.</li> <li>- Use linking devices to connect ideas in writing.</li> </ul>
<p><b>Activity Time Length</b></p>	<p>Approximately 60-90 minutes. This estimate will ultimately depend on the type and length of the text material that the teacher selects for classroom use as well as on the</p>

	different situational aspects of the particular classroom (session start time, number of students, etc.)
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>1. Having students reconstruct a short descriptive text from preverbal adverb of frequency prompts.</li> <li>2. Having students correct an ill-written version of the original descriptive text in pairs and therewith foment classroom discussion.</li> <li>3. Having students present their corrected text to the class.</li> </ol>
<b>Evaluation</b>	Students should be evaluated according to their performance in each of the two tasks. Typically, it is much easier and accurate to grade their individual performance, so teachers should attribute a higher percentage to individual enterprises. A balanced proportion of 70% for the first task and 30% for the second might be considered optimal among a student population of similar characteristics to the one selected for the present study.
<b>Additional notes</b>	Fundamentally different from the other activities proposed in this set, instructions given by teachers should not include explicit mention of the grammatical focus of the activity, namely preverbal adverbs of frequency. They should, however, be mentioned when students have already recognized them along with other grammar elements throughout the different stages of the activity.

### **Activity Specifications:**

The following activity has been adapted from the book *Teaching Chunks of Language: From Noticing to Remembering* (Lindstromberg & Boers, 2008), following the text reconstruction tasks proposed by the authors. The activity is aimed at an intermediate-level student population of a non-specific age group and consists of a three-task writing exercise to be performed both individually and collectively, using a deductive approach to grammar teaching that appeals to such student cognitive abilities as short-term memory, visual

processing and logic. The starting point of the activity, not yet a task in itself, is also the most decisive for a successful outcome and is founded on good teacher judgement, for the teacher must select a short text (100-200 words) that contains a considerable amount of preverbal adverbs of frequency distributed across sentences; the use of these adverbs of frequency, however, should not be unnatural as to make itself evident to students. As an activity that primarily triggers the monitor knowledge of language of students, teachers must not be reluctant to use basic grammar terminology and, as a conclusive stage, explain and encourage discussion of key grammar issues. Nonetheless, no mention of the role of preverbal adverbs of frequency in the activity should be specified in the activity instructions.

Prior to the implementation of this activity, it is necessary that teachers evaluate the disposal of basic classroom equipment (a computer, a projector and Wi-Fi access). As a preliminary stage, teachers distribute a printed copy of the text for each student to read and revise along with the class in the manner of a forum, paying special attention to the structures used in sentences and the meanings of unknown words. Teachers then proceed to collect the copies back and provide students with a new copy of the text where all words have been removed, except for preverbal adverbs of frequency. As a first task, students must be asked to individually complete the text as accurately as they possibly remember it, using the same words and building the same structures around the preverbal adverbs of frequency given as prompts. Once all students have finished, teachers collect their copies without giving them feedback whatsoever. As a second task, teachers pair each student with one classmate and project to them an ill-written version of the original text which, after a time-controlled exchange of ideas, they have to correct. For this purpose, it is necessary that each pair has access to a smartphone device that allows them to write their version of the text in digital form in order to project it in front of the class (a whatsapp message is sufficient). As a final task, each pair must present their text while teachers, just like in the previous stage, refrain from giving feedback and prevent other students from doing so until all pairs have presented. The original, correct version of the text should be projected for all students to compare afterwards.

The rationale that supports this activity is the fact that deductive grammar-based activities can be highly beneficial for classroom use when they follow clear application guidelines and yet allow students to uncover grammar peculiarities by themselves, either consciously or unconsciously, without feeling overwhelmed by continuous exposure to indirect or direct feedback. This rationale accounts for the way in which the activity stands apart from similar

drills found in textbooks and other sources, the majority of which may be found to rely heavily on a teacher-centered stance and give relatively little room for student self-reflection. Even though the activity constitutes a reliable, well- founded means of addressing grammar knowledge whenever it is necessary, it is utterly important that teachers plan the materials needed in advance and organize time efficiently. In this respect, particularly influential factors are the selection of a ground text and the evaluation of the materials available in the classroom. Additionally, teachers must be conscientious of the influence that their instructions and their control efforts in the classroom have, especially for bringing awareness into the negative effects that student feedback contributions to peer classmates may have at any point along the activity.

An example paragraph of a short description, adapted from the official website of *Fender Musical Instruments*, is provided below in order to illustrate the material that teachers should choose or design for this activity:

**The Fender Telecaster Electric Guitar**

The Fender Telecaster is the first solid-body electric guitar of all time that was made in series. Because of the historic background that lies behind this guitar model, it is usually referred to among guitarists as “the one that started it all”. In addition, the Fender telecaster has always been recognized for its outstanding versatility and is usually acknowledged by experienced guitar players to be the most durable, almost indestructible electric guitar ever made. As a result of all these categorical characteristics, this electric guitar is often used by many well-known artists, from Metallica to The Beatles, without mention of the innumerable jazz and blues guitarists who use it.

**Activity 5: The *Climbing Grammar Hill* contest as an instrument for indirect feedback**

<b>General Student Information</b>	B1 students, approximately aged 18-28; the majority of the student population can be assumed to come from a similar linguistic background, although the same cannot be assumed regarding their educational background in relation with English learning and use.
<b>Class Profile</b>	EFL summer program of intensive learning;

	each classroom session lasts 4 hours.
<b>Content Association</b>	<p><b>What students should be able to do and know:</b></p> <ul style="list-style-type: none"> <li>- Use the simple present tense to refer to habits and routines.</li> <li>- Refer to general grammar rules of preverbal adverb of frequency placement.</li> <li>- Use appropriate verbs and collocations to refer to daily routines and recurring states, and life events.</li> <li>- Use passive structures and defining relative clauses.</li> </ul> <p><b>What students will subsequently learn:</b></p> <ul style="list-style-type: none"> <li>- Use narrative tenses in writing.</li> <li>- Use simple and complex conditional forms.</li> <li>- Use adverbs of frequency with past simple and complex forms.</li> <li>- Use linking devices to connect ideas in writing.</li> </ul>
<b>Activity Time Length</b>	50-60 minutes, depending on the number of sentences collected by the teacher for student participation.
<b>Activity Objectives</b>	<ol style="list-style-type: none"> <li>1. To group students into teams of 3 or 4 members and have them take part in active group discussion to judge the acceptableness of sentences.</li> </ol>
<b>Evaluation</b>	Although students should be evaluated in relation to the overall performance of their team, it is important that teachers continuously supervise their individual interaction in team discussions.
<b>Additional notes</b>	Crucial for the success of this activity are two fundamental criteria: 1) an adequate selection of the most salient erroneous sentences on the part of teachers, and 2) the organization of the greatest number of teams using a minimal number of students in each of them.

**Activity Specifications:**

After the fulfilment of the objectives established for a particular writing activity, providing negative feedback to students may constitute an authentic challenge for teachers, given the fact that such an endeavor usually absorbs a considerable amount of classroom time to be effective or that it simply is unwelcome to students after a period of effort and academic burden. As a matter of fact, the effectiveness of feedback may not only depend on the way it is given but also when it is given, being an immediate post-activity phase probably not the most profitable point for its utilization. In pursuit of the purpose of presenting a useful instrument for posterior, strategic use of student grammar anomalies in written form, the following activity has been adopted from the journal article *Climbing Grammar Mountain: An Interactive Learning Experience* (Gunn & McCallum, 2005). This activity is aimed at an intermediate level student population of a non-specific age group and accounts for a playful, animated team contest that revolves around the grammar knowledge of students and their argumentative abilities to take part in group discussions in order to judge the well-formedness or ill-formedness of sentences, an enterprise which not often takes place in a Foreign Language classroom.

The first step for activity implementation involves the organization of student teams. For this purpose, students can organize themselves in peer teams of their choice or can be organized by teachers in a random manner. Mandatory is, nonetheless, that teams are composed of a minimum number of 2 members (a maximum of 4), so that the need for participation of each student is more evident than in large groups. After the teams have been formed, teachers proceed to delineate the instructions of the contest and explain the procedures to be followed. For every round, each team must select one sentence from a pencil case or bag and decide whether the chosen sentence is acceptable or not regarding its grammar structure. This provides a two-way environment for peer correction to occur, both among the judgements of team members and also between these individual judgements and the one of the author of a mistaken grammar structure. If a team has classified one sentence as acceptable, its team members have the right to assign the number of meters that they are willing to risk to either go up the hill or fall down ( a maximum of 100 meters over 500 meters above sea level). On the contrary, if a team has classified one sentence as unacceptable, its team members have the right to correct it and earn a 25-meter bonus. In the latter case, however, members from other teams have a right to earn such a 25-meter bonus as well whenever members from the corresponding team cannot provide an acceptable version of the selected sentence. As may be

expected, usage of any electronic device or textbook source should be forbidden at all times along the contest.

The rationale that underpins this activity is that negative feedback from the teacher, because of a number of reasons, should be best kept for later use in an academic cycle, preferably after the culmination of an aggregate of activities that involve similar writing styles and hence similar syntactic structures. Such teaching strategy should be beneficial with respect to motivation, attitude and receptiveness on the part of students. Furthermore, as pointed out by the authors of *Climbing Grammar Mountain*, a considerable number of studies have shown how effectively grammar topics are tackled using playful tasks over rote, mechanical drills and grammar-rule memorization exercises. Because writing skills are difficult to master, even in a first language, it is often the case that students experience lack of motivation to continue learning a language, an issue that most naturally becomes an obstacle for language teachers. (Tessema, 2005) This and similar obstacles can be overcome when teachers adopt inventive mechanisms to exploit the linguistic resources at hand produced by students to engage them in more productive and meaningful processes of feedback internalization and peer-correction without the high costs of demoralization and demotivation. In this respect, feedback is a dish best served cold, a dish for which teachers should make use of systematic methods for error collection.

The game illustration to be projected to students while participating in the contest is presented below:

### **iii. Conclusions:**

As has been discussed throughout the whole of this section, success over the implementation of a writing activity in the classroom is dependent on a number of unintelligible factors that relate to student attitudes and willingness. Teachers can ultimately employ different techniques and resources to elicit motivation among their students; however, such elicitation-means may be limited to other less-skilled and unexperienced teachers who are very much willing to accept the challenge of developing writing skills in their classrooms. After a quantitative analysis of the placement mistakes that the selected population of students has revealed on the methodological tool used, this 5-activity proposal constitutes a resourceful instrument to address the evident needs of this and other student populations of similar characteristics (preferably intermediate-level students), while providing a motion-starting tool for those teachers who may lack experience in the teaching of writing skills at the same

time. Although the design that composes this set presupposes a systematic, gradual application of each of the activities, teachers can refer to each of these as individual units or apply them in an order different from the one hereby proposed.

The selection and adaptation criteria for the activities that congregate this set were grounded on an interaction of three fundamental teaching principles: 1) A highly effective way to generate motivation in students towards writing in a foreign language is to implement activities that relate to the task-based approach, provided that such activities exhibit a goal-orientation sense that lends meaningfulness to the efforts made by students. 2) A profitable coexistence of activities that draw upon both an inductive and a deductive approach to grammar teaching is eminently viable in daily practice, regardless of teacher or student preferences over the stipulations of established teaching methodologies. 3) It should not be stigmatized that teachers promote awareness of the grammatical purpose of each activity and explicitly require students to use certain grammatical items, especially when an activity comprehends the fulfilment of intrinsic objectives that naturally appeal to student interest. 4) Feedback distribution is a critical procedure for which not only the way in which it is given is important, but also the time at which this enterprise takes place. Feedback provision, as proposed in this activity set, may be most effective in the form of follow-up, interactive tasks where students can easily enroll and be better disposed to accommodate their knowledge. Notable for teachers should be the fact that an interaction of these 4 principles presupposes in itself a fruitful coexistence of teaching approaches that presumably take their grounds in different teaching methodologies.

Writing development is a challenging endeavour for all teachers, more so to some of them than to others. Especially challenging becomes the implementation of extra-curricular writing activities that ultimately increase the workload of students and teachers. For this reason, it is important to bear in mind that the specifications proposed for each activity of this set have been outlined according to the overall structure of the English program and the characteristics of the particular classrooms from which the selected participant population has been drawn. The ways in which teachers implement these activities in their classrooms build upon a formal or informal situational analysis to be conducted by themselves, with or without the help of the departments for which they work. In this respect, the selection and implementation of writing activities on their part implies not only a review of available literature, but also a substantial effort allocation for micro-curricular planning in order to establish a coherent correspondence between writing activities and the topics that compose

curricula. Such an operation should especially be considered by non-experienced teachers or experienced ones who decide to adapt these activities to their needs.

## CONCLUSIONS

The research that has been conducted in this work to account for the placement of preverbal adverbs of frequency in the writing output of B1.2 EFL students at Pontificia Universidad Católica del Ecuador has allowed to draw the following conclusions:

- Students present problems regarding register and mode, especially in written texts vs. spoken language. They have a syntactic notion of where to place certain preverbal adverbs of frequency, but they ignore their scope and produce unacceptable utterances. Some of these might be acceptable and interpretable to some native speakers of English but they are definitely not idiomatic.
- There are students who do appear to know the grammatical rules of adverb positioning and correct themselves immediately after they have made a mistake. This is evident in the written responses that they provided as a result of their monitor knowledge of the language.
- The longer the sentence, the more problems students seem to have to sequence its elements. They either omitted some elements or changed the tense of the verb, so that they did not fulfill the task assigned to them appropriately. Nevertheless, they created acceptable placement patterns for the PAFs.
- No student seemed to be aware of the negative constituent fronting rule that requires subject-auxiliary inversion. As a result PAFs with a negative connotation were never fronted in the students' responses.

- Some students do not seem to pay attention to the use of commas to set off the PAF in initial position from the rest of the sentence. As seen above, the lack of a comma changes the scope of the preverbal adverb of frequency in initial position in the sentence. Teachers should provide enough writing practice in the EFL classroom to avoid such ambiguous utterances.
- It is not precisely the case that PAF positioning potentially leads to syntactic unintelligibility but it can certainly lead to syntactic ambiguity, as seen in the previous conclusion. In fact, very few patterns are uninterpretable, they are mostly unidiomatic.
- Phrasal PAF's might be a problem for EFL students in general. In this case, the majority of students could not recognize the phrasal adverb *hardly ever*, nor could they place it correctly. Very few students, however, could do this well.
- It was evidenced in certain sentences that students tended to arrange patterns in chunks, dividing the sentences into 2-3-4 units according to possible related words. This confirms the hypothesis that learning fixed chunks with respect to preverbal adverb placement can be more beneficial to students than learning syntactic rules.
- From some of the sentences provided by participants, it was clear that some of them focused too much on grammatical rules and tried to sneak the corresponding PAF into them, forgetting about the relationship that this adverb has with the other sentential elements.

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# ANNEXES

# PILOT STUDY

B1.1

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay home on rainy days
2. we're rarely home on afternoon Sunday
3. sally and Fred ~~always~~ don't always do homework together
4. I've sometimes thought my yoga class as expensive
5. she watches TV in the afternoon.

6. Joshua occasionally is in the mood for beer.
7. Marya often rejects invitations to go ~~to~~ the cinema
8. He ever wakes up early in the middle night
9. Lilian never wants to go for after work
10. His ~~usually~~ doesn't miss my cousin to his favorite TV programs <sup>usually.</sup>
11. Alejandra frequently complains about the weather
12. I've never played bingo in this manner.

B1.1

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days
2. We rarely are home afternoons on Sunday
3. Sally and Fred don't do homework together
4. I sometimes thought have my Yoga class as expensive.
5. She seldom watches TV in the afternoon

6. Joshua occasionally in the mood is for a beer
7. Myra go of ten to rejects invitations to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants go for walks after work
10. Wis usually doesn't want miss his favourite TV programs
11. Alfredo frequently complains about the weather
12. I never have played bingo in this manner

B1.1

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. Generally I stay home on rainy days
2. rarely we are home on Sunday afternoons
3. Sally and Fred always do not do homework together.
4. I have sometimes thought my Yoga class is expensive.
5. Seldom she watches TV in the afternoon.

6. Occasionally Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for walks after work.
10. Luis, my cousin usually does not want to miss his favourite TV program
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner!

Bl. 1

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days.
2. We rarely are on home Sunday afternoons.
3. Sally and Fred always do not do homework together.
4. Sometimes I have thought as
5. She seldom watches TV in the afternoon

6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to go for walks after work.
10. My cousin Luis usually does not want to miss his favorite TV programs.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner!

B1.1

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I stay at home on days generally
2. We are rarely afternoon home on Sunday.
3. I sometimes thought of expensive as my Yoga class.
4. She seldom watches TV in the afternoon.
5. Joshua is in the mood for a beer occasionally

7. Mayra often rejects invitations to go the cinema

8. He hardly ever wakes up in the middle <sup>of the</sup> night

9. Lilian never wants to go for walks

10. Luis <sup>my cousin</sup> usually doesn't want to miss his favorite TV programs

10. Alexandro complains about the weather frequently

11. I have never played bingo in this manner!

12. Sally and Fred doesn't always do homework

## B1 2 Level

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on days rainy

2. We <sup>rarely</sup> are home afternoons on Sunday

3. Sally and Fred always do not do homework together

4. I <sup>sometimes</sup> have thought as expensive of my Yoga class

5. She <sup>seldom</sup> watches TV in the afternoon.

6. Joshua is occasionally mood for a beer

7. He hardly ever wakes up of the in middle night

8. Lilian never wants walk after to work

9. Lilian never wants walk after to work

10. \_\_\_\_\_

11. <sup>About</sup> The weather frequently complains Alejandro

12. I never have played bingo in this manner

B 1.2

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days

2. We rarely are home on Sunday afternoons

3. Sally and Fred always don't do homework together

4. \_\_\_\_\_

5. She seldom watches tv in the afternoon

6. Joshua occasionally is in <sup>the</sup> mood for a beer
7. Marya often rejects invitations to go to cinema
8. He hardly ever wakes up in the middle of the night
9. Cilian never wants to go for walks after work
10. \_\_\_\_\_
11. Alc Sandoz frequently complains about the weather
12. I never played bingo in this manner!

B1.2

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always don't do homework together.
4. I have sometimes thought of my yoga class as expensive.
5. She watches TV seldom in the afternoon.

6. Joshua occasionally is in mood for a beer.
7. Mayra often rejects invitations to go the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Liliana never wants to go for work after walks.
10. Wes my cousin usually doesn't want to miss his favorite TV programs.
11. Aljando frequently complains about the weather.
12. I have never played bingo in this manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.  
③ ④ ① ⑦ ⑥ ⑧ ② ⑨
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.  
① ② ⑥ ⑦ ③ ④ ⑤ ⑧ ⑨
9. go wants to for work never after walks Lilian.  
⑤ ③ ④ ⑥ ⑦ ① ⑧ ⑨ ②
10. does not want to miss Luis usually my cousin his favorite TV programs.  
③ ④ ⑤ ⑥ ⑦ ① ② ⑧ ⑨ ⑩ ⑪
11. the weather complains frequently about Alejandro.  
⑤ ⑥ ③ ② ④ ①
12. bingo in this manner played never have I!

1. \_\_\_\_\_

2. We rarely are on home Sunday afternoons

3. Sally and Fred do not always do homework together

4. She watches T.V. in the afternoon seldom

5. \_\_\_\_\_

6. Joshua is occasionally in the mood for a beer
7. Mayra often rejects invitation to go to the cinema.
8. He wakes up hardly in the middle of the every night
9. Lilian never want to go for work after walk
10. My cousin Luis usually does not want to miss his favourite T.V. programs
11. Alejandro frequently complains about the weather
12. I have never played Bingo in this summer

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days
2. We rarely are home on afternoons Sunday
3. Sally and Fred always do not do homework together
4. I thought sometimes thought of my expensive Yoga class.
5. She watches seldom TV in the afternoon

6. Joshua occasionally is the mood for a beer

7. Mayer often rejects invitations to go to the cinema

8. He hardly ever wakes up in the middle of the night

9. Whom never wants go to work after walks

My cousin

10. He usually doesn't want to miss his favorite TV programs

11. Alfonso frequently complains about the weather

12. I never have played Bingo in this manner

B1.2

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I ~~to~~ STAY HOME ON DAYS RAINY AT GENERALLY

2. WE ARE ~~(RARELY)~~ HOME RARELY ON SUNDAY

3. Sally ALWAYS ~~to~~ AND Fred homework TOGETHER

4. I HAVE SOMETIMES THOUGH EXPENSIVE AS OF MY @ YOGA CLASS

5. She WATCHES TV Seldom IN THE AFTERNOON

6. JOSHUA PASIONALLY IN THE MOOD IS FOR A BEER

7. MAYRA OFTEN TO REJECTS INVITATIONS TO GO TO THE CINEMA

8. HE HARDLY EVER WAKES UP IN THE MIDDLE OF NIGHT

9. LILIAN <sup>NEVER</sup> WANTS GO TO WORK AFTER WORK

10. \_\_\_\_\_

11. FREQUENTLY DIEGO COMPLAINS ABOUT THE WEATHER.

12. I HAVE NEVER RIDDEN BIKES IN THIS MANNER

Level 4 B1.2

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home <sup>on</sup> rainy days

2. we rarely are home on Sunday afternoons

3. Sally and Fred always

4. \_\_\_\_\_

5. she watches TV seldom in afternoon

6. Joshua occasionally is in the mood for a beer.

7. Mary often rejects invitations to go to the cinema

8. He hardly ever wakes up in the middle of the night

9. Lilian never wants to walk after go for work

My cousin

10. Luis usually

11. \_\_\_\_\_

12. \_\_\_\_\_

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. At generally, I stay in home on days rainy.
2. We are rarely home afternoons on Sunday.
3. Sally and Fred always do homework together.
4. I sometime thought a my Yoga class as expensive.
5. She watches seldom TV in the afternoon.

6. \_\_\_\_\_

7. Mayra often rejects invitations to go to the cinema.

8. He hardly ever wakes up in the middle of night.

9. Lilian never walks to go after work.

10. \_\_\_\_\_

11. Alejandro frequently complains about the weather.

12. I never have played bingo in this manner!

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home at rainy days
2. We are rarely home afternoons on Sunday
3. Sally and Fred always do not do homework together
4. I thought sometimes have of expensive as my yoga class
5. She seldom watches TV in the afternoon.

6. Joshua is occasionally in the mood for a beer.
7. Mayra often go to cinema to invitations rejects
8. He hardly eve wakes up in the middle night
9. Lilian never wants to go walks after for work
10. Luis my cousin does not usually want to miss his  
favorite TV programs
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

B 1.2

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I stay at home on rainy days generally.
2. Sunday afternoons we rarely are at home.
3. Sally and Fred do not always do homework together.
4. Sometimes I have thought as \_\_\_\_\_
5. She watches TV seldom in the afternoon

6. Joshua occasionally is in the mood for a beer
7. Mayra often goes to the cinema to reject invitations.
8. He hardly ever wakes up in the middle of the night.
9. Liliam never wants to go for work after walks.
10. Luis usually does not want miss my cousin to his favorite TV programs.
11. Alexandro frequently complains about the weather.
12. I have never played in this bingo manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. Generally I stay at home on rainy days
2. We are at home afternoons seldomly rarely.
3. Sally and Fred don't do homework together.
4. Sometimes I have thought of expensive as my yoga class.
5. Seldom the afternoon she watches.

6. Joshua is in the mood for a beer or a cold.
7. Magra often goes to reject's invitation to the cinema
8. Hadny ever he wakes up in the middle of the night one night
9. Lilian never after wants to walk to work
10. Does my cousin doesn't want to miss his <sup>favorite TV program.</sup> ~~TV program~~
11. Alexandro frequently complains about the weather.
12. I have never played bingo in this manner!

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I stay at home on rainy days generally.
2. Rarely we are on home Saturday afternoons.
3. Sally and Fred always do homework together.
4. I sometimes have expensive as my Yoga class.
5. She watches seldom in TV the afternoon.

6. Ocasionalmente Joshua, s in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up in the middle of the hardly ever night.
9. Lilian never wants go walks after work.
10. Luis usually does not want to miss my cousin his favorite TV programs
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I stay at home on rainy days generally.
2. We<sup>are</sup> rarely home on Sunday afternoons.
3. Always Fred ~~do~~ Sally and don't do homework together.
4. I sometimes thought. have as expensive of my Yoga class.
5. She watches tv in the afternoon seldom.

6. Joshua is occasionally in the mood for a beer.
7. Mayer often goes to the cinema & rejects invitations.
8. He hardly wakes up in the middle of the night every night.
9. Lilian never wants <sup>for walks after</sup> ~~you~~ ~~to~~ ~~walk~~ ~~the~~ ~~sets~~.
10. His usually doesn't want to miss his cousin's favorite TV programs.
11. Alfonso frequently complains about the weather.
12. I never have played bingo in this manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I home stay on days rainy at generally
2. rarely we are home afternoons on Sundays
3. Sally always do and Fred do not homework together
4. the afternoon she watches in TV seldom
5. does not want to miss Luis usually my cousin his  
favourite TV programs

6. He in the middle wakes up of the hardly ever night
7. Occasionally in Joshua the mood is for a beer
8. go wants to for work never after waks Lillian
9. I thought have sometimes of expensive as my yoga class
10. rejects invitation to go often to Mayra the cinema
11. does not want to miss Luis usually my cousin his favorite TV program
12. bingo in this manner played never have I

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do not do homework together.
4. I sometimes thought of my Yoga Class as expensive.
5. In the afternoons she watches TV seldom.

6. Joshua is occasionally in a mood for beer
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night
9. Ulrian never wants to go for walks after work
10. My ~~cousin~~ <sup>brother</sup> Luis usually does not want to miss his favorite TV programs
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner!

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. Generally, I stay at home on rainy days.

2. Rarely, we are home on Sunday afternoons.

3. Sally and Fred do not always do homework together.

4. \_\_\_\_\_

5. She watches TV seldom in the afternoon.

6. The mood in Joshua is occasionally for a beer.

7. Mayra often rejects invitations to go to the cinema.

8. He, hardly ever, wakes up in the middle of the night.

9. \_\_\_\_\_

10. \_\_\_\_\_

11. Alejandro frequently complains about the weather.

12. I have never played bingo in this manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days .
2. We rarely are at home on Sunday afternoons .
3. Sally and Fred always don't do homework ~~together~~ together.  
~~together.~~
4. I sometimes thought
5. Joshua occasionally is in the mood for a beer .

6. She <sup>seldom</sup> watches \_\_\_\_\_
7. Majra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lillian never wants to walk after work.
10.  Luis, my cousin, usually does not want to miss his favorite TV programs.
11. Alejandro frequently complains about the weather.
12. I ~~have~~ never have played bingo in this manner.

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally. ✓
2. rarely we are home afternoons on Sunday. ✓
3. Sally always do and Fred do not homework together. ✓
4. I thought have sometimes of expensive as my Yoga class. ✓
5. the afternoon she watches in TV seldom . ✓
6. occasionally in Joshua the mood is for a beer. ✓
7. rejects invitations to go often to Mayra the cinema. ✓
8. He in the middle wakes up of the hardly ever night. ✓
9. go wants to for work never after walks Lilian. ✓
10. does not want to miss Luis usually my cousin his favorite TV programs. ✓
11. the weather complains frequently about Alejandro. ✓
12. bingo in this manner played never have I! ✓

1. Generally, I stay at home on rainy days.
2. Rarely, we are home on Sunday afternoons.
3. Sally and Fred do not do homework together.
4. Sometimes I have thought as expensive of my yoga class.
5. She watches TV seldom in the afternoon.

6. Joshua occasionally is in the mood for a beer.
7. Marya often rejects invitations to go to the cinema.
8. He, hardly ever, wakes up in the middle of the night.
9. Ulrich never wants to go for walks after work.
10. Like my cousin, does not want to miss his favorite TV programs.
11. Alexandro frequently complains about the weather.
12. I have never played bingo in this manner.

B1.4

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I stay at home generally on rainy days
2. We are rarely on Sunday afternoon at home
3. Sally and Fred do not do homeworks together
4. Sometimes I have thought of my yoga class as expensive
5. She watches TV seldom in the afternoon.

6. Occasionally Joshua is in the mood for a beer
7. Mayra often reject invitations to go to the cinema.
8. He hardly wakes up on the middle of the night
9. Lilian never wants to go for walks after work
10. My cousin Luis does not want to miss his favorite <sup>TV</sup> show
11. Alejandro complain frequently about the weather
12. I never have played bingo in this manner

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. <sup>3</sup>rejects <sup>4</sup>invitations to go <sup>2</sup>often to <sup>1</sup>Mayra the cinema.
8. <sup>1</sup>He in the middle <sup>2</sup>wakes up of the hardly ever night.
9. <sup>5</sup>go <sup>3</sup>wants to for work <sup>4</sup>never after walks <sup>1</sup>Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. Generally, on rainy days I stay at home.
2. We are home afternoons, rarely on Sunday.
3. Sally and Fred do not always do homework together.
4. Sometimes, I thought as my Yoga class how of expensive.
5. She watches the afternoon seldom in TV.

6. Occasionally the mood for Josva is a beer.

7. Mayra often rejects invitations to go to the cinema

8. He wakes up hardly in the middle of the ever night.

9. Lilian never wants to go for work after walks

10. \_\_\_\_\_

11. Alejandro frequently complains about the weather.

12. I have never played bingo in this manner!

Organize the words to form correct sentences. Do not modify the words, just order them. Write the correct sentences in the spaces below. You have 12 minutes to complete the task.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually my cousin his favorite TV programs.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I!

1. I generally stay at home on rainy days.
2. On Sunday afternoons we are rarely home.
3. Sally and Fred don't do homework always together.
4. Sometimes I have thought of my yoga class as expensive.
5. She watches seldom in tv the afternoon.

6. Occasionally Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go after work for walks.
10. My cousin Luis doesn't want to miss his favorite TV programs.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner!

# METHODOLOGICAL TOOL

1

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I STAY AT HOME GENERALLY ON RAINY DAYS.
2. ~~ON SUNDAYS~~ WE RARELY WE ARE ~~AT~~ HOME ON SUNDAY.
3. NOT ALWAYS SALLY AND FRED DO HOMEWORK TOGETHER.
4. I THOUGHT HAVE SOMETIMES OF MY YOGA CLASS AS EXPENSIVE.
5. IN THE AFTERNOON SHE WATCHES SELDOM TV.
6. JOSHUA IS OCCASIONALLY IN THE MOOD FOR A BEER.
7. MAYRA REJECTS TO GO TO THE CINEMA OFTEN INVITATIONS.
8. HE WAKES UP HARDLY IN THE MIDDLE OF EVERY NIGHT.
9. LILIAN NEVER WANTS TO WALKS AFTER GO FOR WORK.
10. LUIS USUALLY DOES NOT WANT TO MISS CLASS.
11. ALEJANDRO COMPLAINS FREQUENTLY ABOUT THE WEATHER.
12. I HAVE NEVER PLAYED BINGO IN THIS MANNER.

2

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on-Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes-up of the hardly ever night.
9. go wants to for work never-after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I <sup>generally</sup> stay at home generally, at on rainy days
2. On Sunday rarely we are home afternoons
3. Sally and Fred always do not do homework together
4. I sometimes have yoga class
5. She watches tv in the afternoon
6. Joshua occasionally is in the mood for a beer
7. Mayra often rejects invitations to go to the cinema
8. He hardly wakes up in the middle never night
9. Lilian never walks after to wants go to work
10. Luis usually does not want to miss class
11. Alejandro frequently complains the weather about Alejandro
12. I never have bingo

3

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. <sup>generally</sup> I stay at home on rainy days
2. Rarely we are home on afternoons Sunday
3. Sally and Fred <sup>don't</sup> always do homework together
4. I have thought sometimes of my expensive Yoga class
5. She watches TV seldom in the afternoon
6. In occasionally the mood in Joshua is for a beer
7. Mayra often rejects invitations to go to the cinema
8. He wakes up in the middle of the hardly ever night
9. Lilian never wants to go work for after walks
10. Luis usually does not want to miss class
11. Alejandro complains frequently about the weather
12. I have never played in this manner bingo

4

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy
2. We are home rarely on Sunday afternoons
3. Sally and Fred do homework do not together
4. I thought sometimes my Yoga class of expensive
5. She watches in the afternoon TV seldom
6. Joshua in occasionally the mood is for a beer.
7. Mayra often rejects invitation to go to the Cinema
8. He wakes up in the middle of the hardly ever night
9. Lilian wants to walks never after for work
10. Luis does not usually want to miss class
11. Alejandro complains frequently about the weather
12. I have never play bingo in this manner

5

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I ~~was~~ stay at home generally on rainy days
2. We are rarely afternoons on Sunday
3. Sally and Fred don't do homework together
4. ~~She~~ ~~is~~ ~~in~~ ~~the~~ ~~afternoon~~ ~~seldom~~ I have thought sometimes expensive <sup>of as my Yoga class</sup>
5. She watches TV in the afternoon seldom
6. Joshua is occasionally mood in for a beer
7. Mayra go to the cinema often rejects invitations
8. He wakes up hardly ever in the middle ~~of~~ night
9. Lilian <sup>never wants to go walks for work</sup> ~~go~~ ~~to~~ ~~for~~ ~~work~~ ~~never~~ ~~has~~ ~~time~~ ~~to~~ ~~go~~ ~~to~~ ~~work~~
10. Luis does not want to class usually
11. Alejandro frequently complains about the weather
12. I never played bingo have in this manner

6

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally on rainy days I stay at home.
2. On Sunday ~~rarely~~ afternoons rarely we are home.
3. Sally and Fred ~~always~~ do not homework together.
4. Sometimes I <sup>have</sup> thought of my Yoga class as expensive.
5. She seldom watches TV in the afternoon.
6. Occasionally, Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up in the middle of the night hardly ever.
9. After Lilian go to work never wants for walks.
10. Usually Luis does not want to miss class.
11. Frequently Alejandro complains about the weather.
12. I never have played bingo in this manner.

7

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I <sup>generally</sup> / stay home on rainy days
2. On Sunday afternoons rarely we are home
3. Sally and Fred always do not homework together.
4. Sometimes I have thought expensive of my yoga class
5. She watches in TV seldom the afternoon
6. Joshua is occasionally the mood in for a beer
7. Mayra often to go to rejects invitations the cinema
8. He wakes up in the middle of the hardly ever night.
9. After Lilian to go to work for never walks.
10. Usually Luis does not miss to want class
11. Frequently Alejandro - <sup>about</sup> complains the weather
12. I played bingo in this never have manner.

8

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home days rainy at generally
2. we are home rarely afternoons on Sunday
3. I sometimes thought have of expensive as my Yoga class
4. she seldom watches TV in the afternoon
5. Joshua occasionally is in the mood for a beer
6. Mayra often go to the cinema to reject invitations
7. Sally and Fred not always do homework together
8. He hardly ever wakes up in the middle night
9. Lilian never walks after go to for work
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather
12. I never played bingo in this manner

9

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I <sup>at</sup> stay home generally on rainy days
2. We rarely are home afternoons on Saturday
3. ~~Sally and Fred~~ <sup>Sally and Fred</sup> always ~~do not~~ do homework together
4. I sometimes thought my Yoga class is expensive
5. She seldom watches TV in the afternoon
6. Joshua occasionally beer for the mood
7. Mayra often ~~to~~ rejects invitatio to go to the cinema
8. He hardly ever wakes up in the middle of the night.
9. Lilian never go walks after for work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home days rainy at generally
2. We're rarely home afternoons on Sunday
3. Sally and Fred don't always do homework together.
4. I thought have sometimes as expensive of my Yoga class.
5. She watches TV in the afternoon seldom.
6. Joshua occasionally is <sup>the</sup> mood for a beer.
7. Mayra often go to invitations rejects the cinema
8. He wakes up in the middle of the hardly ever night
9. Liliana never walks after go for work to wants
10. Luis doesn't usually want to miss class.
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

11

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. we are rarely home on Sunday afternoons
3. Sally and Fred do not do homework together
4. Sometimes I thought my yoga class expensive
5. She watches TV in the afternoon seldom
6. Joshua is occasionally in the mood for a beer
7. Mayra often rejects invitations to go to the cinema
8. He ever hardly wakes up in the middle of the night
9. Lilian never wants to go for walks after work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about weather
12. I have never played bingo in this manner

12

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I thought have sometimes of expensive as my Yoga class.
2. does not want to miss Luis usually class
3. I home stay on days rainy at generally.
4. rarely we are home afternoons on Sunday
5. occasionally in Joshua the mood is for a beer
6. Sally always do and Fred do not homework together.
7. the afternoon she watches in TV seldom.
8. bingo in this manner played never have I.
9. Lilian never wants to walk's for go work
10. Luis usually does not want to miss class
11. Alejandro frequently complain about the weather
12. I have never played bingo in this manner.

13

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days.
2. We are rarely home on Sunday afternoons
3. sally and Fred always do homework
4. ~~the use~~ I sometimes thought my yoga class have of expensive
5. She watches TV in the afternoon seldom.
6. Joshua is occasionally in the mood for a beer.
7. Mayra ~~go~~ often go to the cinema to rejects invitations
8. He wakes up of the hardly in the middle ever night
9. Lilian never walks ~~to work~~ for want to go work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather
12. I ~~have~~ never have manner played in this bingo.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilián.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay home on rainy days at generally.
2. We are home rarely on sundays afternoons.
3. Sally and Freds do not do homework together always.
4. I thought I have sometimes expensive as my Yoga class.
5. She watches TV seldom in the afternoon.
6. Joshua is occasionally in the mood for a beer.
7. Mayra rejects invitations to go often to the cinema.
8. He wakes up ~~at~~ ~~the~~ hardly in the middle of the night.
9. Lilian never wants to <sup>go</sup> work after <sup>for</sup> walks.
10. Usually Luis does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

15

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on days rainy at home.
2. We are rarely home afternoons on Sunday.
3. Sally always do not homework together.
4. I have sometimes thought of expensive as my yoga class.
5. She seldom. watches in the afternoon
6. Joshua occasionally is for a beer in mood.
7. Mayra often go to the cinema invitation rejects.
8. He wakes up hardly ever in the middle night.
9. Lilian never go to after work
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

16  
Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days.
2. We rarely are home on afternoons Sunday.
3. Sally and Fred always do homework together.
4. I sometimes thought as have my Yoga class of expensive.
5. she seldom watches TV in the afternoon.
6. Joshua occasionally is in the mood for a beer.
7. Mayra often go to the cinema to rejects invitations.
8. He wakes hardly ever wakes up in the middle of the night.
9. Lilian never wants to walks after go for work.
10. Luis usually do not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

17

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home rainy days.
2. we rarely are on home afternoons Sunday.
3. Sally and Fred always do not do homework together.
4. I thought sometimes have expensive ~~of~~ as my Yoga class.
5. She watches TV seldom in the afternoon.
6. Joshua occasionally is in the mood for a beer.
7. Mayra often go to the cinema to rejects invitations.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for walks after work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

18

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days
2. On Sunday afternoons we are rarely home
3. Sally and Fred always don't do homework together.
4. I have sometimes thought my yoga class as expensive
5. She watches TV in the afternoon seldom
6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go walks after work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy
2. We rarely are home afternoons on Sunday
3. Sally always do homework and Fred don't together
4. Sometimes, I thought have expensive as my yoga class
5. She watches TV seldom in the afternoon
6. Joshua occasionally is in the mood for a beer
7. Mayra rejects invitation to go often the cinema
8. He ~~was~~ hardly ever wakes up in the middle night.
9. Lilian wants to go for after work
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally I stay at home on rainy days
2. We are rarely home afternoons on Sunday
3. Sally always do and Fred do not homework together
4. I sometimes thought of expensive as my Yoga class have
5. She watches TV seldom in the afternoon
6. The occasionally mood in Joshua is for a beer
7. Mayra rejects invitations to go often to the cinema
8. He <sup>hardly ever</sup> wakes up in the middle of ever night
9. Lilian never go walks after go to work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

21

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay rainy days at home
2. We are rarely home afternoons on Sunday.
3. Sally always do homework together and Fred don't.
4. I sometimes thought my Yoga class as have of expensive.
5. Seldom and she watches TV in the afternoon.
6. Joshua occasionally is beer in a mood.
7. Mayra often to go rejects invitations to the cinema.
8. He hardly ever wakes up of the middle in the night.
9. Lilian never go walks to wants for work after.
10. Luis usually doesn't want miss to class.
11. Alejandro frequently complains about the weather
12. I never played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

At generally

1. I stay at home on rainy days.
2. Sunday we are rarely on home afternoons
3. Sally and Fred always do not do homework together
4. ~~My~~ Yoga class have expensive of as I thought
5. In the afternoon she watches TV seldom.
6. Occasionally Joshua is in the mood for a beer.
7. Mayra often rejects inventions to go to the cinema.
8. <sup>Hardly</sup> In the middle of the night he wakes up. ~~hardly~~
9. Lilian never wants to go after work
10. Luis usually does not want to miss class <sup>for walks</sup>
11. Alejandro frequently complains about weather.
12. I have never played bingo in this manner.

23

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay rainy on days
2. We are rarely home afternoons on Sunday
3. Sally and Fred always do not homework together
4. I have sometimes thought as my Yoga class of expensive
5. She watches TV seldom in the afternoon
6. Joshua occasionally is for a beer in the mood
7. Mayra often reject invitations to go to the cinema
8. He ~~wakes up~~ <sup>hardly ever</sup> wakes up in the middle night
9. Lilian never wants go walks after do for work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy
2. We are rarely home afternoons on Sunday.
3. Sally and Fred always don't do homework together.
4. I have sometimes thought of expensive as my Yoga class.
5. She watches TV seldom in the afternoon.
6. Joshua is occasionally in mood for a beer.
7. Mayra often go to the cinema to rejects invitations
8. He hardly ever wakes up in the <sup>middle</sup> night.
9. Lilian never ~~lets~~ walks after go for work.
10. Luis <sup>usually</sup> doesn't ~~miss to~~ want to miss class
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

25

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are at home Sunday afternoons.
3. Sally and Fred always do not homework together.
4. I sometimes <sup>have</sup> thought of my yoga class as expensive.
5. She watches TV seldom in the afternoon.
6. Joshua occasionally is for a beer in the mood.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to walk for go to work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played in this manner bingo.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I rainy stay at generally on days.
2. We are home rarely afternoons on Sunday
3. Sally and Fred do always do homework together.
4. I have sometimes thought of expensive my Yoga class.
5. She watches Tv in seldom the afternoon.
6. Joshua occasionally is a beer for in the mood.
7. Mayra often to rejects invitations go to the cinema.
8. He wakes up, the hardly of middle ever night.
9. Lilian <sup>never</sup> go to work after go wants walks.
10. Miss Luis doesn't usually want to class
11. Alejandro Frequently the weather about complains.
12. I have never played bingo in this manner.

27

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days.
2. Afternoons we are rarely on home.
3. Sally and Fred do not homework together
4. I sometimes thought ~~is~~ my Yoga class as expensive.
5. She watches TV seldom in the afternoon
6. Joshua occasionally is for a beer in the mood
7. Mayra often go to the cinema to rejects invitations
8. He hardly ever wakes up in the middle of the ~~the~~ night.
9. Lilian never ~~goes~~ wants to go after work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I never have ~~played~~ <sup>played</sup> bingo in this ~~bingo~~ <sup>manner</sup> played.

28

**Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.**

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay rainy at home on days
2. We are rarely afternoons on Sunday
3. Sally and Fred always don't do homework together
4. I sometimes have thought as my Yoga class of expensive
5. She seldom watches TV in the afternoon
6. Joshua occasionally is the mood for a beer
7. Mayra often rejects invitation to go to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to go to walks after work.
10. Luis does not usually want to miss class.
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner.

29

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally I stay at home on rainy days.
2. We are rarely home afternoons on Sunday.
3. Sally together Fred do and do not homework
4. Sometimes I have thought as expensive of my Yoga class
5. She watches TV seldom in the afternoon .
6. Joshua is occasionally for a beer in the mood
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up hardly ever in the middle of the night .
9. Lilian never wants go to walks after work .
10. Luis does not usually want to miss class.
11. Alejandro complains about the weather frequently
12. I have never played bingo in this manner

30

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay home days rainy at generally
2. We rarely afternoons are home on Sunday.
3. Sally and Fred always do homework together.
4. I sometimes have thought
5. She watches seldom TV in the afternoon.
6. Joshua occasionally is in the mood for a beer.
7. Mayra often go to the cinema rejects invitations
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner

31

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay home at generally rainy on days
2. We are rarely home afternoons on Sunday.
3. Sally and Fred always together do not home work
4. I have sometimes of expensive as my Yoga class
5. She watches TV seldom in the afternoon.
6. Joshua occasionally the mood is for a beer.
7. Mayra go to the cinema rejects invitations.
8. He wakes up in the middle ever night.
9. Lilian <sup>never</sup> wants go to walks a work
10. Luis does not want to miss usually class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

32

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.  
*I generally stay at home on rainy days*
2. rarely we are home afternoons on Sunday.  
*We are rarely home on afternoons Sunday*
3. Sally always do and Fred do not homework together.  
*Sally and Fred do not always do homework together*
4. I thought have sometimes of expensive as my Yoga class.  
*I have thought of my Yoga class as expensive sometimes*
5. the afternoon she watches in TV seldom .  
*She seldom watches TV in the afternoon*
6. occasionally in Joshua the mood is for a beer.  
*Joshua occasionally is in the mood for a beer*
7. rejects invitations to go often to Mayra the cinema.  
*Mayra often rejects invitations to go to the cinema*
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. We are rarely home on afternoon Sunday
3. Sally and Fred don't always do homework together
4. I have sometimes thought of my Yoga class as expensive
5. She seldom watches TV in the afternoon
6. Joshua occasionally is in the mood for a beer
7. Mayra often rejects invitations to go to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to go walks after work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

33

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on rainy days
2. We rarely are home on Sunday afternoons
3. Sally and Fred do not always do homework together
4. I sometimes thought as of <sup>expensive</sup> have my Yoga class
5. she watches seldom TV in the afternoon
6. Joshua occasionally is in the mood for a beer
7. Mayra often rejects invitations to go to the cinema
8. He wakes up hardly in the middle of the night ever
9. Lilian never wants to go for work after walks
10. Luis does not usually want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

34

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I ~~stay~~ generally stay at home on days rainy
2. We are rarely home on Sunday afternoons
3. Sally and Fred don't always do homework together.
4. I have thought sometimes as expensive of my Yoga class
5. She ~~often~~ watches seldom in TV the afternoon
6. Joshua is occasionally the mood for a beer
7. Mayra <sup>often</sup> rejects invitation to go the cinema
8. He wakes up in the middle of ever night hardly
9. Lilian <sup>never</sup> wants to go walks after work
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather
12. I never have played bingo in this manner

35

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I have stay on days rainy at generally.
2. We rarely on home Sunday afternoons
3. Sally and Fred always do not do homework together
4. I sometimes though sometimes of expensive as my yoga class.
5. She seldom watches TV in the afternoon
6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for walks after work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner

36

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay ~~rain~~ generally rainy on home at day
2. We ~~are~~ rarely are home afternoons on Sunday
3. Sally and Fred always do not homework together
4. I have thought of expensive as my Yoga class sometimes
5. She watches tv seldom in the afternoon
6. Joshua is in the mood for a beer occasionally
7. Mayra ~~rejects~~ often rejects invitations to go to the cinema
8. He wakes up of the hardly in the middle ever night
9. Lilian ~~wants~~ go wants to for work never after walks
10. Luis usually does not want to miss class
11. Alejandro ~~to~~ complain about the weather frequently
12. I never played bingo in this manner

37

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay rainy at home generally on days.
2. We are home rarely on Sunday.
3. Sally and Fred do not homework always together.
4. I have thought as my Yoga class sometimes.
5. She watches TV seldom in the afternoon.
6. Joshua is mood the beer for occasionally.
7. Mayra often rejects invitations to go the cinema.
8. He wakes up of the hardly in the middle every night.
9. Lilian never wants to go work for after.
10. Luis usually does not want to miss Luis.
11. Alejandro frequently complain's about the weather.
12. I have never played bingo in this manner.

38

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home generally at raining days
2. Rarely we are home afternoons on Sunday
3. Sally and Fred do not homework together
4. I thought have sometimes as my Yoga class of expensive
5. She watches in the afternoon TV seldom
6. Joshua occasionally in the mood is for a beer
7. Mayra rejects invitations to go often to cinema
8. He wakes up every night in the middle of the hardly
9. Lilian walks never go to wants for work after
10. Luis usually does not to want class miss.
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner.

39

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay home on days rainy at generally
2. We are rarely home on Sunday afternoon
3. Sally and Fred do not always home work together
4. I have thought sometimes of expensive as my Yoga class
5. She watches the afternoon in TV seldom .
6. Joshua in occasionally the mood is for a beer
7. Mayra go to cinema the rejects invitations
8. He wakes up in the middle of the hardly ever night
9. Lilian go walks wants to for work never
10. Luis does not usually want to miss class.
11. Alejandro frequently complains about the weather
12. I have bingo in this manner never played.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay rainy on home generally at days
2. We are rarely home on Sunday afternoons
3. Sally and Fred do not homework do together always
4. I have my Yoga class of expensive as sometimes
5. She watches TV seldom in the afternoon
6. Joshua is occasionally the mood for a beer
7. Mayra rejects invitations go to the cinema often
8. He wakes up <sup>of</sup> hardly in the middle ever night
9. Lilian walks wants go to for never work after
10. Luis does not want to miss class
11. Alejandro frequently about the weather complains
12. I never have played bingo in this manner

41

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. We are rarely at home on Sunday afternoons.
3. Sally and Fred always do not homework together.
4. I have thought my yoga class as expensive
5. she watches seldom the afternoon in TV
6. Joshua occasionally is in mood for a beer.
7. Mayra often go to the cinema rejects invitation
8. He hardly ever wakes up in the middle of night
9. Lilian never wants to go after walks for work
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played in this bingo.

42

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on rainy days generally.
2. We rarely are at home on afternoons Sunday.
3. Sally and Fred do not do homework together.
4. I (thought) sometimes have thought of as expensive as my Yoga class.
5. She watches TV seldom in the afternoon.
6. Joshua occasionally is the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up hardly in the middle every night.
9. Lilian never wants to walk for go work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

43

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on rainy days generally.
2. We rarely are at home afternoons Sunday.
3. Sally and Fred always do not do homework together.
4. I thought my Yoga class as expensive have sometimes expensive.
5. She watches TV seldom in the afternoon.
6. Joshua is a beer in the mood occasionally.
7. Mayra go often to the cinema to rejects invitations.
8. He wakes up in the middle of the hardly ever night.
9. Lilian never walks after work.
10. Luis usually does not want to miss class.
11. Alejandro complains frequently about the weather.
12. I never have played bingo in this manner.

44

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy.
2. We rarely are home on Sunday afternoons.
3. Don't Sally and Fred always do homework together.
4. I sometime have thought my yoga class of as expensive.
5. she seldom watches TV in the afternoon.
6. Joshua occasionally is for a beer in the mood.
7. Mayra often go to rejects invitations to the cinema.
8. He hardly ever wakes up in the middle eve night.
9. Lilian never wants to go for work after walks.
10. Luis usually doesn't miss to want class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

45

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home, on rainy days generally.
2. We are rarely on Sunday home afternoons
3. Sally and Fred always do homework don't together.
4. I have thought sometimes as expensive of my Yoga class.
5. She watches in the afternoon TV seldom
6. Joshua is occasionally in the mood for a beer
7. Mayra go often to the cinema invitations rejects
8. He wakes up in the middle night of the hardly
9. Lilian never walks for work for wants
10. Luis doesn't usually to miss class
11. Alejandro complains frequently about the weather
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
- 4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally, I stay at home on rainy days
2. Rarely, we are home on afternoons Sunday
3. Sally and Fred do not always do homework together
4. Sometimes, I <sup>have</sup> thought as expensive my Yoga class.
5. She seldom watches TV in the afternoon
6. Occasionally, Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema
8. He wakes up hardly in the middle of the every night.
9. Lilian never wants to walks after go for work.
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I never have played in this bingo manner.

47

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally. *Generally, I stay at home on rainy days*
2. rarely we are home afternoons on Sunday. *Rarely we are home on Sunday afternoons*
3. Sally always do and Fred do not homework together. *Sally and Fred do not do homework together*
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom. *She watches TV seldom in the afternoon*
6. occasionally in Joshua the mood is for a beer. *Occasionally, Joshua is in mood for a beer*
7. rejects invitations to go often to Mayra the cinema. *Mayra often rejects invitations to go the cinema*
8. He in the middle wakes up of the hardly ever night. *He<sup>ever</sup> hardly wakes up in the middle of the night*
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. *Sometimes I thought as have my expensive Yoga class*

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. *Lilian never ~~walks~~ wants to go for work after walks*

10. *Usually, Luis does not want to miss class*

11. *Alejandro complains frequently about the weather*

12. *I never have played in this bingo manner*

48

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at my home on day rainy.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do not homework do together.
4. I sometimes have thought of expensive.
5. she watches TV seldom in the afternoon.
6. Joshua occasionally is in the beer for mood.
7. Mayra often rejects invitation go to the cinema.
8. He hardly ever wakes up in the middle night.
9. Lilian never walks after.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy
2. We are rarely home afternoons on Sunday.
3. Sally and Fred always do not homework together
4. I have sometime thought my Yoga class of expensive.
5. she watches seldom TV in the afternoon
6. Joshua occasionally
7. Mayra often to go rejects invitations to the cinema
8. He hardly ever wakes up at in the night
9. Liliana after walks never go wants to for work.
10. Luis usually does not want class
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. ~~I~~ thought ~~have~~ sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lillian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay generally at home on rainy days
2. We rarely are home on Sunday's afternoons
3. Sally and Fred always don't do homework together
4. I sometimes have thought as expensive of my Yoga class
5. she seldom watches TV in the afternoon
6. Joshua occasionally is in the mood for a beer.
7. Mayra often go to the cinema to reject invitations
8. He hardly ever wakes up in the middle of the night
9. Lillian never wants to go to work after walks
10. Luis usually doesn't want to miss class
11. Alejandro complains about the frequently weather
12. I never played have played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home a rainy days.
2. Sunday afternoons we rarely are on home
3. Sally and Fred do not always do homework together
4. I thought have sometimes as expensive my class of yoga
5. In the afternoon she watches TV in seldom.
6. Joshua is occasionally in the mood for a beer.
7. Mayra often reject invitations to go to the cinema.
8. He wakes up hardly in the middle of the night.
9. Lilian never wants to walk after work
10. Luis usually does not want miss class.
11. Alejandro frequently complains about the weather
12. I never have played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. We are rarely on home saturday afternoons rarely
3. Sally and Fred do not do homework together always
4. I have thought Yoga class sometimes of expensive
5. She watches TV in seldom the afternoon
6. Joshua is mood for a beer in occasionally
7. Mayra rejects invitations to go to the cinema often
8. He wakes up in the middle of the night hardly ever
9. Lilian wants to walk for go to work after never
10. Luis does not want to miss class usually
11. Alejandro complains about the weather frequently
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days ✓
2. We are rarely home afternoons on Sunday
3. Sally and Fred always don't do homework together.
4. I sometimes thought my yoga class have expensive as my.
5. She watches seldom TV in the afternoon.
6. Joshua is occasionally for a beer mood.
7. Mayra often go to the cinema rejects invitations.
8. He wakes up in the middle of the hardly ever night.
9. Lilian wants to go for the work after.
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo this manner.

54

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. Sundays we rarely are at home afternoons
3. Sally and Fred always do homework together
4. I sometimes thought of expensive of my Yoga class
5. She seldom watches TV in afternoon
6. Joshua occasionally is in mood for a beer.
7. Mayra often rejects invitation to go to the cinema
8. He hardly ever wakes up in the middle night
9. Lilian never walks for work
10. Luis usually don't want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy
2. we rarely are home on Sunday afternoons
3. Sally and Fred do not do always homework together
4. I have thought sometimes of my expensive Yoga class
5. she watches TV seldom in the afternoon
6. Joshua occasionally is in mood for a beer
7. Mayra often rejects invitations to go to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to go for work walks
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

56

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom.
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Sally always do and Fred do not homework together
2. rarely we are home afternoons on Sunday
3. I thought have sometimes of expensive as my Yoga class
4. the weather complains frequently about Alejandro
5. He in the middle wakes up of the hardly ever night
6. bingo in this manner played never have I
7. go wants to for work never after walks Lilian
8. does not want to miss Luis usually class
9. rejects invitations to go often to Mayra the cinema
10. occasionally in Joshua the mood is for a beer
11. the afternoon she watches in TV seldom
12. I home stay on days rainy at generally

57

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I thought have sometimes of expensive as my Yoga class
2. Sally always do and Fred do not homework together.
3. rarely we are home afternoons of Sunday.
4. He in the middle wakes up of the hardly ever night.
5. go wants to for work never after walks Lilian.
6. the afternoon she watches in TV seldom
7. does not want to miss Luis usually class
8. I home stay on days rainy at generally
9. the weather complains frequently about Alejandro
10. bingo in this manner played never have I.
11. rejects invitations to go often to Mayra the cinema
12. occasionally in Joshua the mood is for a beer.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home generally rainy days.
2. Rarely, we are on home afternoon Sundays.
3. Fred and Sally not always do homeworks together.
4. Sometimes I have thought expensive of as my Yoga class.
5. She watches TV in the afternoon seldom.
6. Occasionally in Joshua is for a beer in the mood.
7. Mayra rejects invitations to go often to the cinema.
8. He wakes up in the middle of every night hardly.
9. Lilian never wants to walk after work.
10. Luis usually does not want to miss class.
11. Alejandro complains frequently about the weather.
12. I have never played bingo in this manner.

59

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at rainy on days
2. We rarely are afternoons on Sunday
3. Sally and Fred always together do not homework
4. I thought have of expensive Yoga class
5. she watches seldom TV in the afternoon
6. Joshua occasionally is in the mood a beer
7. Mayra often to go to cinema rejects invitations
8. He wakes up in the middle of the hardly ever night.
9. Lilian never go walks for after to work.
10. Luis usually doesn't want to miss class
11. Alejandro frequently weather complains
12. I have never played bingo in this manner

60

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lillian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on rainy days.
2. We are home afternoons rarely on Sunday.
3. Sally and Fred always do not homework together do.
4. I thought my yoga class have some times as of expensive.
5. she watches TV seldom in the afternoon
6. Joshua occasionally is the mood for in a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up in the middle of the hardly ever night
9. Lillian walks to work never after wants to go.
10. Luis does not usually want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

61

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on generally rainy days
2. We are rarely home on Sunday afternoons
3. Sally and Fred always do not homework together
4. I have thought expensive of my Yoga class sometimes
5. She watches seldom TV in the afternoon
6. Joshua occasionally is for a beer in the mood
7. Mayra go the cinema reject invitation
8. He wakes up in the middle hardly ever night
9. Lilian go wants for work after walks
10. Luis does not want miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner.

62

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Sally always do and Fred do not homework together
2. He in the middle wakes up of the hardly ever night
3. occasionally in Joshua the mood is for a beer
4. I thought have sometimes of expensive as my Yoga class
5. the afternoon she watches in TV seldom
6. I home stay on days rainy at generally
7. rarely we are home afternoons on Sunday
8. rejects invitation to go often to Mayra the cinema
9. go wants to for work never after walks Lilian
10. The weather complains frequently about Alejandro
11. does not want to miss Luis usually class
12. bingo in this manner played never have I

63

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are home afternoons on Sunday.
3. Sally and Fred do no homework always together.
4. I have thought sometimes my Yog class as expensive.
5. she watches TV seldom in the afternoon.
6. Joshua occasionally is the mood for in a beer.
7. Mayra go to the cinema to rejects invitations.
8. He wakes up in the middle of the hardly night ever.
9. Lilian never wants to walks after for work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

64

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home at generally rainy days.
2. We are home rarely afternoons on Sunday.
3. Fred and Sally always do not together homework.
4. I have sometimes expensive class as My thought Yoga
5. In the afternoon she watches seldom TV.
6. Joshua in occasionally is the mood for a beer.
7. Mayra rejects invitations to go often to the cinema.
8. He wakes up ever night of the hardly in the middle.
9. Lilian never walks go wants for to work.
10. Luis usually does not to miss wait class.
11. \_\_\_\_\_
12. \_\_\_\_\_

65

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. ~~I thought have~~ sometimes of expensive as ~~my Yoga class~~.
5. the/afternoon/she/watches/in/TV/seldom.
6. occasionally in Joshua the mood is for a beer.
7. ~~rejects~~ invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. ~~go wants to for work never~~ after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home <sup>generally</sup> on rainy days.
2. we are rarely afternoons home on Sunday.
3. Fred do not homework and Sally always do together.
4. ~~I have~~ I thought yoga.
5. She watches TV seldom in the afternoon.
6. Occasionally Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for walks after work.
10. Usually Luis does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

66

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I ~~stay~~ generally stay at home on rainy days
2. We rarely are at home Sunday afternoons
3. Sally and Fred always do not do homework together
4. I sometimes thought of my Yoga class as expensive
5. She watches the TV afternoon in seldom
6. Joshua occasionally is for a beer in the mood
7. Mayra<sup>often</sup> rejects invitations to go to the cinema
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to walk after work
10. Luis usually not does to want miss class
11. Alejandro frequently complains about the weather.
12. \_\_\_\_\_

67

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay home days on rainy
2. We are rarely afternoons home on Sunday
3. Sally and Fred do not do homework together always
4. I have thought
5. She watches TV seldom in the afternoon
6. Joshua
- 7.
8. He wakes up in the middle night of the hardly ever
9. Lilian walks to work
10. Luis does not miss want to usually class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

68

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on days it rains.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always don't do together homework.
4. \_\_\_\_\_
5. She seldom watches in TV the afternoon.
6. Joshua occasionally is in a mood the beer.
7. Mayra often go to the cinema to rejects.
8. He hardly ever wakes up in the middle night.
9. Lilian never
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

69

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. We are rarely home on
3. Sally and Fred always don't do homework together
4. She seldom watches TV in the afternoon
5. I sometimes thought of my yoga class as being expensive
6. \_\_\_\_\_
7. Mayra <sup>often</sup> rejects go to the cinema to rejects invitations
8. He hardly ever wakes up in the middle of the night
9. Lilian never wants to go walks after work
10. Luis usually does not want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

70

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. GENERALLY, I STAY AT HOME ON RAINY DAYS
2. RARELY WE ARE HOME ON SUNDAY AFTERNOONS
3. ALWAYS SALLY AND FRED DON'T DO HOMEWORK TOGETHER
4. SOMETIMES, I HAVE THOUGHT
5. SCHEM, SHE WATCHES TV. IN THE AFTERNOON.
6. OCCASIONALLY, JOSHUA IS FOR A BEER IN THE MOOD.
7. OFTEN, MAYRA REJECTS INVITATIONS TO GO TO THE CINEMA
8. HARDLY EVER, HE WAKES UP IN THE MIDDLE OF THE NIGHT
9. \_\_\_\_\_
10. USUALLY, LUIS DOESN'T WANT TO MISS CLASS
11. FREQUENTLY, ALEJANDRO COMPLAINS ABOUT THE WEATHER
12. I NEVER HAVE PLAYED BINGO IN THIS MANNER

71

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. Sunday we rarely are
3. Sally and Fred always don't do homework together.
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Joshua occasionally is a beer in the mood.
7. Marya often reject invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to works for
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

72

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home rainy days
2. We rarely are afternoons Sunday on home
3. Sally and Fred always do homework do not together
4. I have
5. She watches TV in the afternoon seldom
6. Joshua occasionally is beer is for the mood
7. Mayra often go to rejects invitations the cinema
8. He
9. Lilian never wants to go for work
10. Luis does not usually want to miss class
11. Alejandro frequently complains about the weather
12. I never have played bingo in this manner

73

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. \_\_\_\_\_
3. Sally and Fred do not do always homework together.
4. \_\_\_\_\_
5. In the afternoon she watches TV seldom
6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for walks after work.
10. Usually Luis does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

- 1. I home stay on days rainy at generally.
- 2. rarely we are home afternoons on Sunday.
- 3. Sally always do and Fred do not homework together.
- 4. I thought have sometimes of expensive as my Yoga class.
- 5. the afternoon she watches in TV seldom .
- 6. occasionally in Joshua the mood is for a beer.
- 7. rejects invitations to go often to Mayra the cinema.
- 8. He in the middle wakes up of the hardly ever night.
- 9. go wants to for work never after walks Lilian.
- 10. does not want to miss Luis usually class.
- 11. the weather complains frequently about Alejandro.
- 12. bingo in this manner played never have I.

- 1. I generally stay on home at days rainy
- 2. We rarely are home Sunday on afternoons.
- 3. Sally and Fred always don't do homework together
- 4. I sometimes thought have
- 5. She seldom watches TV in the afternoon
- 6. Joshua occasionally
- 7. Mayra often rejects invitations to go to the cinema
- 8. He hardly ever wakes up in the middle of the night.
- 9. Lilian never wants to
- 10. Luis usually miss
- 11. Alejandro frequently complains about the weather
- 12. Bi

75

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. We're rarely afterwards home on Sunday
3. Sally and Fred always don't homework do together
4. I have sometimes expensive as thought my yoga class
5. she <sup>seldom</sup> watches TV in the afternoon
6. Joshua is occasionally for the mood in a bar
7. Maira go to the cinema, often to rejects invitation
8. He ever wake up of hardly in the middle night
9. \_\_\_\_\_
10. Luis usually doesn't want to miss class
11. \_\_\_\_\_
12. \_\_\_\_\_

76

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay home on days rainy.
2. Rarely we are home afternoons on Sunday.
3. Do Sally and Fred always don't homework together
4. Sometimes I have though Yoga class as of my expensive
5. She watches TV seldom in the afternoon.
6. The Occasionally Joshua is mood for a beer.
7. Mayra rejects to go invitations to the cinema.
8. He wakes up hardly in the middle ever night
9. Lilian wants to go for work after never walks
10. Luis usually does not want to miss class
11. Alejandro
12. I have never played

77

**Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.**

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on rainy days
2. Sunday on afternoons we are rarely home.
3. Sally and Fred do not do homework together
4. \_\_\_\_\_
5. She watches seldom TV in the afternoon
6. Joshua occasionally is in mood for a beer
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up hardly ever in the middle night
9. Lilian walks for go
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

78

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at her on rainy days
2. On Saturday afternoons we are rarely home.
3. Fred always do sally and do homework together.
4. I have thought as my expense of Yoga class.
5. She watches seldom TV in the afternoon.
6. Joshua is occasionally in mood for a beer.
7. Mayra go to the cinema, to rejects invitations.
8. He wakes up in the middle night ever.
9. Lilian wants go to walk after to walk
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

79

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. ~~rarely we are home afternoons on Sunday.~~ *We are rarely home on Sunday afternoons*
3. Sally always do and Fred do not homework together. ~~4~~
4. ~~I thought have sometimes of expensive as my Yoga class.~~
5. ~~the afternoon she watches in TV seldom.~~
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. ~~He in the middle wakes-up of the hardly ever night.~~
9. ~~go wants to for work never after walks Lilian.~~
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. \_\_\_\_\_
2. *We are rarely home on Sunday afternoons*
3. *Sally and Fred always do not do homework together.*
4. *I*
5. *She seldom watches TV in the afternoon*
6. \_\_\_\_\_
7. *Mayra often rejects to go in*
8. *He hardly ever wakes up in the middle of the night*
9. *Lilian never wants to go for walks after work*
10. *Luis usually does not want to miss class*
11. *Alejandro frequently complains about the weather*
12. *I have never played bingo in this manner*

80

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. ~~When~~ On rainy days I generally stay at home.
2. On Sunday afternoons rarely we are home.
3. Sally and Fred always doesn't do homework together.
4. Sometimes I thought expensive as have my Yoga class.
5. Seldom she watches TV in the afternoon.
6. Occasionally, Joshua is for a beer in the mood.
7. Mayra often rejects to invitation to go to the cinema.
8. He ever wakes up in the middle of night.
9. Lilian never wants to work after go walks.
10. Usually, Luis
- 11.
- 12.

81

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on days rainy generally
2. We are home on Sunday afternoon rarely.
3. Sally and Fred don't do homework together.
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. Mayra often rejects invitations to go to the cinema.
8. \_\_\_\_\_
9. \_\_\_\_\_
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains the weather
12. I have never played bingo in this manner.

82

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on/days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are afternoons home on Sundays.
3. Sally and Fred always do together do not homework.
4. I sometimes thought
5. She seldom watches TV in the afternoon.
6. \_\_\_\_\_
7. \_\_\_\_\_
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants go to walks after for work.
10. \_\_\_\_\_
11. Alejandro frequently complains about the weather.
12. I never played bingo have in this manner.

83

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV (seldom)?
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days
2. We are rarely afternoons on Sunday home
3. Sally and Fred always do homework do not together
4. I sometimes thought have of my expensive Yogaclass
5. She watches TV in the afternoon
6. Joshua occasionally is in the mood for beer
7. Mayra
- 8.
9. Lilian never
10. Luis usually want does not to miss class
11. Alejandro frequently complain about the weather
12. I have never played bingo in this manner

84

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. ~~The~~ home stay on days rainy at generally.
2. rarely we are home ~~afternoons on~~ Sunday.
3. ~~Sally~~ always do ~~and Fred~~ do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. ~~the afternoon she watches in TV~~ seldom .
6. occasionally in ~~Joshua~~ the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. ~~He in the middle wakes up of the hardly ever night.~~
9. go ~~wants to for work never after walks~~ Lilian.
10. ~~does not want to miss Luis usually~~ class.
11. the weather complains frequently about ~~Alejandro~~.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy
2. On Sunday afternoons
3. Fred and Sally do not do homework always together
4. I thought
5. She watches TV seldom in the afternoon
6. Joshua
- 7.
8. He wakes up of the hardly in the middle every night
9. Lilian never wants to go to work after walks
10. Usually Luis does not want to miss class
11. Alejandro
- 12.

85

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.  
1 2 3 4
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.  
8 9 7 3 2 4 1 5 6
8. He in the middle wakes up of the hardly ever night.  
1 4 5 6 7 3 7 8 9 4 10
9. go wants to for work never after walks Lilian.  
9 8 1
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally I stay at home on rainy days.
2. On Sunday <sup>afternoons</sup> rarely we are home
- \*3. Sally and Fred and Fred always do homework
4. My Yoga class sometimes
5. ~~In the afternoon she stays~~ In the afternoon she seldom watches TV
6. \_\_\_\_\_
7. Mayra often rejects invitations to go to the cinema
8. He wakes up ever in the middle of the hardly night
9. Usual
10. Usually Luis does not want to miss class
11. \_\_\_\_\_
12. \_\_\_\_\_

86

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. ~~I generally stay at home~~ On rainy days generally I stay at home.
2. On Sunday rarely we are home .
3. Fred and Sally
4. \_\_\_\_\_
5. She watches Seldom TV in the afternoon
6. \_\_\_\_\_
7. Mayra often rejects invitation to go the cinema.
8. He wakes up in the middle of the hardly ever night .
9. Lilian never wants
10. Luis does want to miss not class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner .

87

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom.
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy
2. \_\_\_\_\_
3. Sally and Fred doesn't do homework together
4. I thought
5. she watches TV seldom in the afternoon
6. Joshua occasionally is
7. \_\_\_\_\_
8. He wakes up in the middle
9. Lilian wants never walks
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

88

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We are rarely home on afternoons Sunday.
3. Sally and Fred always do not do homework together.
4. I sometimes have
5. She seldom watches TV in the afternoon.
6. Joshua is occasionally in the mood for a beer.
7. Mayra often go to rejects invitations to the cinema.
8. He
9. Lilian never wants to walks
10. Luis does not usually
- 11.
- 12.

89

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
- ✓4. ~~I thought have sometimes of expensive as my Yoga class.~~
- ✓5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
- ✓10. does not want to miss Luis usually class.
- ✓11. the weather complains frequently about Alejandro.
- ✓12. bingo in this manner played never have I.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. I sometimes have thought as of my expensive Yoga class
5. She seldom watches TV in the afternoon
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. Lilian never wants
10. Luis usually doesn't want to miss class
11. Alejandro frequently complains about the weather
12. I have never played bingo in this manner

90

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally, I stay at home on rainy days.
2. \_\_\_\_\_
3. Sally and Fred do not do homework together, Always.
4. \_\_\_\_\_
5. She watches seldom TV in the afternoon.
6. Mayra rejects often invitations to go to the Cinema.
7. He hardly ever wakes up in the middle of the night.
8. Lilian never.
9. \_\_\_\_\_
10. Luis usually does not want to miss class.
11. \_\_\_\_\_
12. I never have played bingo in this manner.

9 |  
Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I (stay) generally stay at home on rainy days.
2. \_\_\_\_\_
3. Sally and Fred always don't do homework together
4. \_\_\_\_\_
5. She watches TV seldom in the afternoon.
6. \_\_\_\_\_
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up of the middle in the ever night.
9. \_\_\_\_\_
10. Luis usually doesn't want to miss class
11. \_\_\_\_\_
12. I've never played bingo in this manner

92

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. On rainy days, generally, I stay at home.
2. Rarely, on Sunday afternoons we are home.
3. Sally and Fred always do and do not homework together.
4. I thought of my yoga as sometimes have expensive class.
5. She watches TV in the seldom afternoons.
6. Joshua, occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

93

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days
2. We rarely are home on afternoons Sunday
3. Sally and Fred always do not do homework together
4. I sometimes have
5. She watches TV the seldom in the afternoon
6. Joshua occasionally beer
7. Mayra<sup>to</sup> often rejects invitation go to the cinema
8. He hardly middle
9. Lilian
10. Luis usually
11. Alejandro frequently
12. I have never played manner this in bingo

94

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilián.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay home on days rainy at generally.
2. We
3. Sally always do homework together and Fred do not.
4. I thought
5. She watches in TV seldom
6. Joshua
7. \_\_\_\_\_
8. He . wakes up of the hardly in the middle ever night .
9. Lilian never wants: walks after go to for work.
10. Luis usually does not want to miss class .
11. Alejandro complains about the weather frequently .
12. I never played bingo in this manner.

95

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilián.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do homework together.
4. I sometimes thought have some expensive as my Yoga class.
5. She watches seldom in TV the afternoon.
6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects the invitation to go to the cinema.
8. He ever wakes up hardly in the middle of the night.
9. Lilián
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

96

**Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.**

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I + generally stay home on rainy days
2. \_\_\_\_\_
3. Always Sally and Fred do not do homework together.
4. Sometimes
5. She watches TV seldom in the afternoon
6. \_\_\_\_\_
7. Often
8. He wakes up hardly in the middle of ever night.
9. Lilian walks to work for after wants never go
10. \_\_\_\_\_
11. Alejandro frequently
12. I played bingo

97

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy.
2. Sunday we are rarely on home afternoons
3. I sometimes have thought as expensive of my Yoga class.
4. Sally and Fred always do not homework together
5. She watches Tv seldom in the afternoon
6. Joshua beer for the mood in occasionally
7. Mayra often rejects invitations to go the cinema
8. He wakes up in the middle of the hardly ever night.
9. Lilian never/walks to work for go wants
10. Luis usually doesn't want to miss class
11. Alejandro frequently the wea
12. \_\_\_\_\_

98

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home/stay/on/days/rainy/at/generally.  
3 1 8 6 2 4 3 2 1
2. rarely/we/are/home/afternoons/on/Sunday.
3. Sally/always/do/and/Fred/do/not/homework/together./
4. I thought/have/sometimes/of/expensive/as/my/Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently. about Alejandro.
12. bingo in this manner played never have I.

1. GENERALLY, ON RAINY DAYS I STAY AT HOME
2. RARELY WE ARE ON HOME AFTERNOONS SUNDAY
3. ALWAYS, SALLY AND FRED DO NOT DO HOMEWORK TOGETHER.
4. I HAVE OF MY YOGA CLASS, SOMETIMES THOUGHT AS EXPENSIVE
5. SHE WATCHES TV
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

99

**Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.**

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally, I stay at home on rainy days
2. Rarely, we are home on Sunday afternoons
3. \_\_\_\_\_
4. \_\_\_\_\_
5. She watches TV seldom in the afternoon
6. \_\_\_\_\_
7. Mayra often
8. \_\_\_\_\_
9. Lilian never wants to go walks after work
10. Luis usually doesn't want to miss class
11. Frequently, Alejandro complains about the weather
12. I have never played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. ~~I home stay on days rainy at generally.~~
2. ~~rarely we are home afternoons on Sunday.~~
3. ~~Sally always do and Fred do not homework together.~~
4. I thought have sometimes of expensive as my Yoga class.
5. ~~the afternoon she watches in TV seldom .~~
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. ~~He in the middle wakes up of the hardly ever night.~~
9. go wants to for work never after walks Lilian.
10. ~~does not want to miss Luis usually class.~~
11. the weather complains frequently about Alejandro.
12. ~~bingo in this manner played never have I.~~

1. I stay generally at home on days rainy.
2. We are rarely home on Sunday afternoons.
3. Sally and Fred, always, don't do homework together.
4. \_\_\_\_\_
5. She watches TV seldom in the afternoon
6. Joshua.
7. \_\_\_\_\_
8. He wakes up, ever night in the middle of the hardly
9. Lilian
10. Luis doesn't usually want to miss class.
11. Alejandro complains frequently about the weather
12. I have never played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

- 1. I home stay on days rainy at generally.
- 2. rarely we are home afternoons on Sunday.
- 3. Sally always do and Fred do not homework together.
- 4. I thought have sometimes of expensive as my Yoga class.
- 5. the afternoon she watches in TV seldom .
- 6. occasionally in Joshua the mood is for a beer.
- 7. rejects invitations to go often to Mayra the cinema.
- 8. He in the middle wakes up of the hardly ever night.
- 9. go wants to for work never after walks Lilian.
- 10. does not want to miss Luis usually class.
- 11. the weather complains frequently about Alejandro.
- 12. bingo in this manner played never have I.

- 1. I generally stay on home at rainy days.
- 2. We are rarely home on afternoons Sunday.
- 3. Sally and Fred <sup>always</sup> don't do homework together.
- 4. I
- 5. She seldom watches TV in the afternoon.
- 6. Joshua is occasionally in the mood for a beer.
- 7. (Mayra often ~~go~~ to the cinema) Mayra often rejects invitations to go to the cinema.
- 8. He hardly ever wakes up in the middle night.
- 9. Lilian never walks work after
- 10. Luis usually doesn't want to miss class.
- 11. Alejandro frequently complains about the weather.
- 12. I never ~~played~~ have played bingo in this manner

102

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay generally at home on days rainy.
2. We are rarely home afternoons on Sunday.
3. Sally do not homework
4. I have sometimes thought of expensive as my Yoga class.
5. She watches seldom in TV the afternoon.
6. Joshua occasionally is beer for the mood.
- 7.
- 8.
9. Lilian walks.
10. Luis does not want usually to miss class.
11. Alejandro about the weather complains frequently.
12. I <sup>have</sup> never played bingo in this manner.

103

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy.
2. We rarely are on home afternoons Sunday.
3. Sally always do and Fred do not homework together.
4. \_\_\_\_\_
5. she seldom watches in the afternoon TV.
6. Joshua occasionally is in the mood for a beer.
7. \_\_\_\_\_
8. \_\_\_\_\_
9. Lilian never wants to go
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

104

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. generally I stay on home at rainy days
2. rarely we are afternoons sunday on home
3. Sally and fred
4. I
5. she watches TV seldom in the afternoon
6. Joshua is
7. Maryra
8. He wakes up
9. Lilian
10. Luis does not want to miss class
11. Alejandro complains about the weather frequently.
12. I never have played bingo in this manner

105

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay home on rainy days.
2. We rarely are home
3. Sally and Fred always don't do homework together.
4. I sometimes
5. She seldom watches TV in the afternoon
6. Joshua occasionally is in the mood for a beer:
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up in the middle
9. Lilian never walks after
10. Luis usually doesn't want
11. \_\_\_\_\_
12. \_\_\_\_\_

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay generally at home on days.
2. <sup>rarely</sup> we are home on Sunday afternoons.
3. Sally and Fred do not always together.
4. Sometimes I thought my Yoga class.
5. She watches TV seldom in the afternoon.
6. Occasionally Joshua is the mood for a beer.
7. He wakes up of the hardly ever night in the middle.
8. Lilian never go to work after for walks.
9. Usually Luis does not want to miss class.
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally (~~I stay~~) on rainy days I stay at home
2. Barely we are home on Sunday afternoons
3. Sally and Fred always do homework, not together
4. I sometimes
5. Seldom she watches TV in the afternoon.
6. He hardly ever wake up in the middle night
7. (Lilian)
8. Luis usually does not want to miss class
9. (Alejandro Fred)
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather
12.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I home stay on home at generally days rainy.
2. We rarely are home afternoons on Sunday.
3. Sally and Fred always do homework, do not together
4. \_\_\_\_\_
5. She watches seldom in TV the afternoon
6. Joshua occasionally is mood in for a beer.
7. Mayra often to go to the cinema rejects invitations
8. He hardly ever wakes up in the middle of night
9. Lilian never wants to work after to go work.
10. Luis usually does not want to miss class
11. Alejandro complains the weather about frequently
12. I never have played bingo in this manner.

109

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. On Sunday we rarely are home in the afternoons.
3. Sally and Fred always do not do homework together.
4. I
5. She watches TV in the afternoon seldom.
6. Joshua is in the mood for a beer occasionally.
- 7.
8. He wakes up in the middle of the night hardly ever.
9. Lilian never walks to work.
10. Usually Luis does not want to miss class.
- 11.
12. I never played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. rarely we are home afternoons on Sunday.
3. Sally and Fred, always don't do homework together.
4. I have yoga class, though sometime as expensive.
5. She watches TV seldom in the afternoon.
6. Joshua occasionally beer for is in a mood.
7. Mayra often go to the cinema, to rejects invitations.
8. He hardly wakes up ever night in the middle.
9. Lilian never wants to go for walks.
10. Luis usually does not want to miss class.
11. \_\_\_\_\_
12. \_\_\_\_\_



112

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I ~~stay~~ generally stay at home on days rainy
2. We are rarely are home afternoons on Sunday / Sunday on afternoons rarely we are home
3. \_\_\_\_\_
4. I sometimes thought here of
5. She afternoon watches TV in seldom
6. Joshua occasionally is in mood for a beer
7. Mayra often go to cinema the cinema
8. He wakes up of the hardly in the middle every night
9. After Lilian never wants to go go walks for work
10. Luis does not usually want to miss class
11. Alejandro frequently complains about the weather
12. I never ~~play~~ bingo in this manner

113

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on rainy days generally
2. We rarely are on home Sunday afternoons.
3. Sally and Fred always do not do homework together
4. I sometimes have thought of my expensive yoga class.
5. She seldom watches tv in the afternoon
6. Joshua occasionally is in mood for a beer
7. Mayra rejects invitations to go often to the cinema
8. He hardly ever wakes up of in the middle night
9. Lilian never wants for walks after go to work
10. Luis usually does not want to miss class.
11. \_\_\_\_\_
12. \_\_\_\_\_

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We ~~are~~ rarely <sup>are</sup> home on Sunday afternoons.
3. Sally and Fred always do homework together.
4. I ~~it~~
5. She seldom watches TV in the afternoon.
6. Joshua occasionally <sup>is</sup> mood for a beer.
7. Mayra often ~~go to~~ rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never walks after for work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played.

115

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally. ✓
2. rarely we are home afternoons on Sunday. ✓
3. Sally always do and Fred do not homework together. ✓
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom. ✓
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We are rarely afternoons home on Sunday.
3. Sally and Fred always do not homework together.
4. \_\_\_\_\_
5. She watches in the afternoon TV seldom.
6. Joshua occasionally for the mood is a beer
7. often Mayra go to the cinema to rejects invitations
8. He wakes up in the middle of the night ever hardly.
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

116

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay ~~at~~ home on rainy days.
2. We rarely home on Sunday afternoons.
3. Sally and Fred always do not homework together.
4. I sometimes thought have.
5. she watches seldom TV in the afternoon.
6. Joshua occasionally is in mood for a beer.
7. Mayra rejects to invitations to go the cinema.
8. He wakes up hardly in the middle every night
9. Lilian
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather
12. I never have manner in this bingo  
played

117

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do not do homework together.
4. I sometimes
5. She seldom watches tv in the afternoon.
6. Joshua occasionally
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to walk after for work.
10. Luis usually does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy
2. Sunday on afternoons we rarely are home
3. Sally and Fred don't always do homework together
4. \_\_\_\_\_
5. She watches TV in the afternoon seldom
6. Joshua occasionally is mood for a beer
7. Mayra often go to the cinema to rejects invitations
8. He ever wakes up of the hardly in the middle night
9. Lilian never wants go to walks after work
10. Luis doesn't usually want miss to class
11. Alejandro frequently complains about the weather
12. I \_\_\_\_\_

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay rainy days at generally
2. We are rarely home afternoons Sunday
3. Sally and Fred do not always do homework together.
4. I sometimes have thought expensive as my class of yoga
5. She seldom watches TV in the afternoon
6. Joshua is occasionally for a beer in mood
7. Mayra often rejects invitations to go the cinema
8. He in the middle wakes up of hardly in the night.
9. Lilian never wants to walk after go for work
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally, I stay at home on rainy days
2. We are rarely home afternoons on Sunday
3. Sally and Fred do not do homework together always.
4. I have thought of expensive as my Yoga class sometimes.
5. She watches in the seldom TV afternoon
6. Joshua occasionally is in the mood a beer
7. Mayra, often go to rejects invitations to the cinema
8. He wakes up of the hardly ever in the middle night
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

121

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days
2. we rarely are home afternoons on Sunday
3. \_\_\_\_\_
4. I sometimes \_\_\_\_\_
5. she seldom watches TV in the afternoon
6. Joshua occasionally is \_\_\_\_\_
7. Mayra often go to the cinema
8. He hardly ever wakes up in the middle of night
9. Lilian never walks \_\_\_\_\_
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather.
12. I never have played bingo in this manner.

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. Generally I stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do not homework together.
4. \_\_\_\_\_
5. In the afternoon she watches TV seldom.
6. Occasionally the mood in Joshua is for a beer
7. Mayra often rejects invitations to go the cinema
8. In the middle of night he hardly ever wakes up
9. \_\_\_\_\_
10. Usually Luis does not want to miss class
11. Frequently Alejandro complains about the weather.
12. I have never played bingo in this manner

123

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home on rainy days generally.
2. Rarely we are home afternoons on home Sunday.
3. Sally and Fred do not <sup>always</sup> do homework together.
4. I have thought
5. She watches in the afternoon TV seldom.
6. Joshua is occasionally in the mood for a beer.
7. Mayra often reject invitation to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants to go for a walk after work.
10. Usually Luis does not want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never ~~matter~~ played bingo in this manner.

124

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay at home generally on days rainy
2. We are on home rarely Sunday afternoons.
3. Sally and Fred <sup>always</sup> do homework. do not together.
4. \_\_\_\_\_
5. She watches TV seldom in the afternoon
6. Joshua. occasionally in is mood for a beer.
7. Mayra often rejects invitation to go to the cinema.
8. He ~~is~~ hardly ever wakes up in the middle of the night.
9. Lilian never wants go to work
10. Luis usually does not want to miss the class.
11. Alejandro frequently complains about the weather.
12. I never have. played bingo in this manner

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on home at rainy days.
2. We rarely are on home Sunday afternoons.
3. Sally and Fred do not always do homework together.
4. \_\_\_\_\_
5. In the afternoon she watches seldom TV
6. ~~Occ~~ The mood in Joshua occasionally is for a beer.
7. ~~to~~ ~~go~~ ~~to~~ ~~the~~ ~~cinema~~ Mayra rejects invitations.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never walks to work, after wants for go.
10. Luis usually doesn't want to miss class.
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

126

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I home stay rainy at generally on days.
2. ~~we rarely~~ Rarely we are afternoons home on Sunday.
3. Sally and Fred always do not homework together.
4. ~~I have as sometimes~~ sometimes have thought of expensive yoga class.
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. Lilian
10. Luis does not want to miss usually class.
11. Alejandro about the weather complains frequently.
12. I have played bingo in this manner.

127

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay <sup>at</sup> home generally on days rainy.
2. We are rarely afternoons home on Sunday.
3. Sally and Fred always do don't homework together.
4. I sometimes
5. she watches TV seldom in the afternoon.
6. Joshua is <sup>a</sup> beer. occas.
7. Mayra often rejects invitations to go to the cinema.
- 8.
9. Lilian never walks after
10. Luis
11. Alejandro frequently complains about the weather.
12. I have never played bingo in this manner.

128

**Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.**

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I stay on home generally raining on days
2. we are rarely afternoons on Sunday
3. Sally and Fred always do not homework together
4. \_\_\_\_\_
5. she watches seldom TV in the afternoon
6. Joshua occasionally
7. \_\_\_\_\_
8. \_\_\_\_\_
9. Lilian never walks wants go to for work
10. Luis usually does not want miss to class
11. Alejandro frequently complains the weather
12. I never played bingo in this manner

129

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred always do homework, do not together.
4. she watches in TV the seldom afternoon.
5. Sometimes I thought as my expensive class of Yoga.
6. Occasionally, Joshua is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He wakes up hardly.
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

130

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on rainy days.
2. We rarely are home on Sunday afternoons.
3. Sally and Fred
4. I
5. She watches TV in the afternoon seldom.
6. Joshua occasionally is in the mood for a beer.
7. Mayra often rejects invitations to go to the cinema.
8. He hardly ever wakes up in the middle of the night.
9. Lilian never wants
10. Luis usually does not want to miss class.
- 11.
- 12.

131

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay on rainy at days.
2. We rarely are home on afternoons Sundays.
3. Sally and Fred always do homework, do not together.
4. I thought sometimes <sup>have</sup> my class of yoga expensive as my Yoga.
5. She watches TV in the afternoon. seldom.
6. Joshua occasionally is for a beer. in the mood
7. Mayra rejects invitations to go often to the cinema.
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

132

Por favor organice las siguientes oraciones. Solamente ordene las palabras, no las modifique.

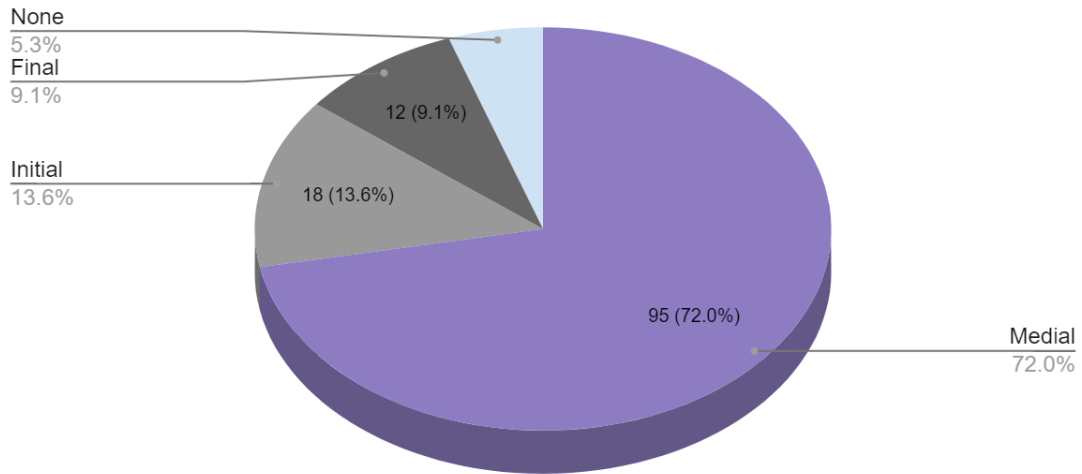
1. I home stay on days rainy at generally.
2. rarely we are home afternoons on Sunday.
3. Sally always do and Fred do not homework together.
4. I thought have sometimes of expensive as my Yoga class.
5. the afternoon she watches in TV seldom .
6. occasionally in Joshua the mood is for a beer.
7. rejects invitations to go often to Mayra the cinema.
8. He in the middle wakes up of the hardly ever night.
9. go wants to for work never after walks Lilian.
10. does not want to miss Luis usually class.
11. the weather complains frequently about Alejandro.
12. bingo in this manner played never have I.

1. I generally stay at home on days rainy.
2. We are home rarely afternoons on Sunday.
3. Sally and Fred always do not homework do together.
4. I thought sometimes <sup>have</sup> as expensive of my yoga class.
5. She watches TV seldom in the afternoon.
6. <sup>the mood</sup> Joshua is for a beer in occasionally.
7. Mayra often rejects invitation to go to the cinema.
8. He wakes up hardly in the middle of the ever night.
9. Lilian never wants to walk.
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

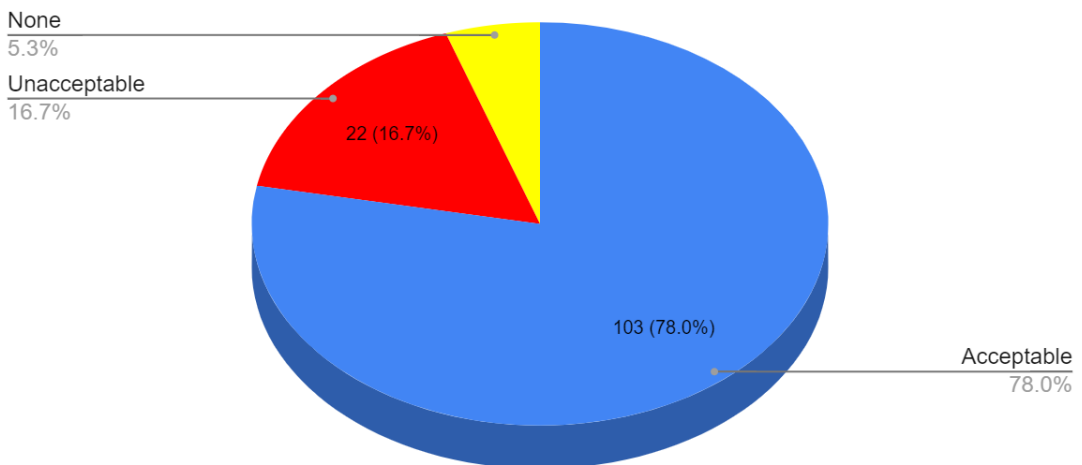
# QUANTITATIVE ANALYSIS

# 1. I generally stay at home on rainy days.

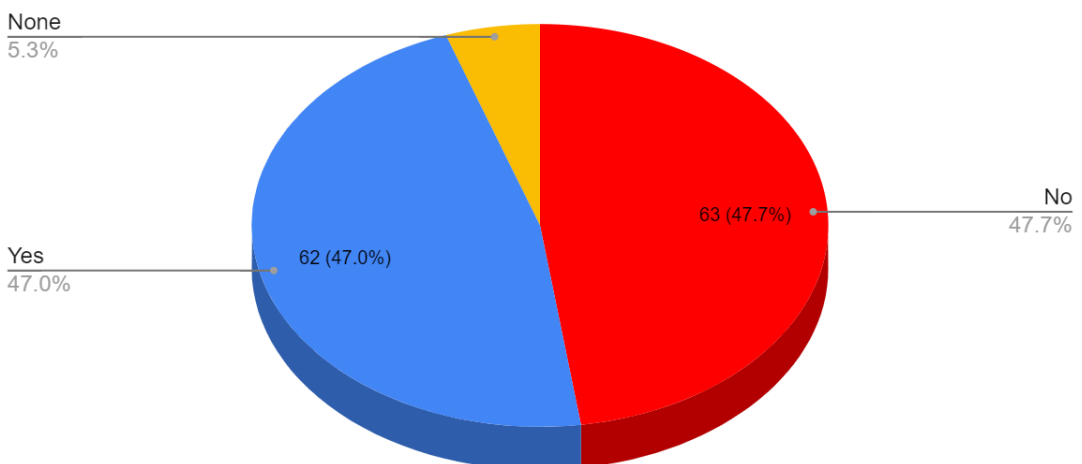
## Count of Adverb Position



## Count of Judgement

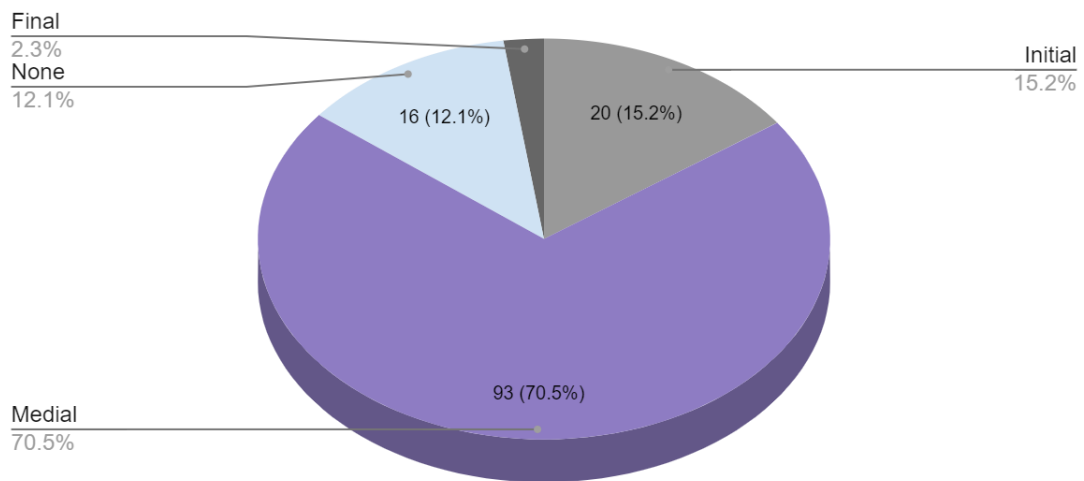


## Count of Optimal Position

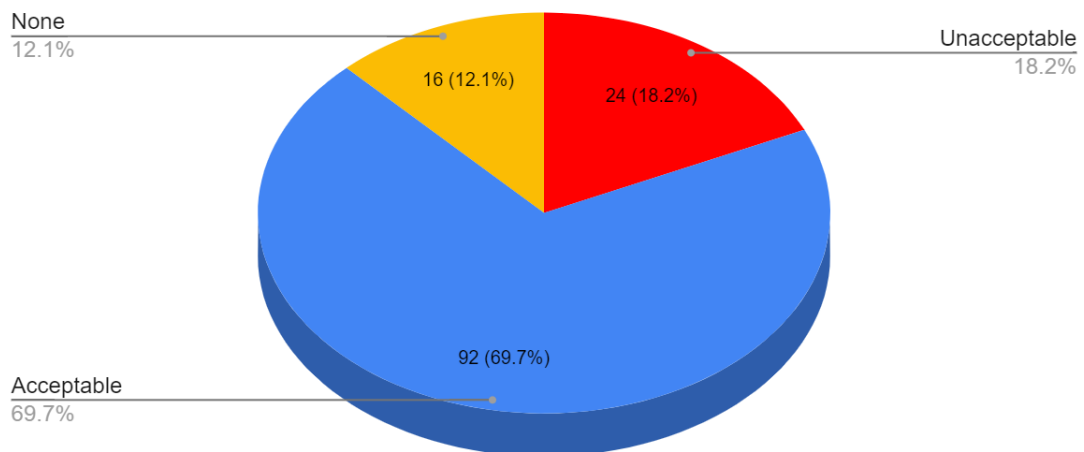


## 2. We are rarely home on Sunday afternoons.

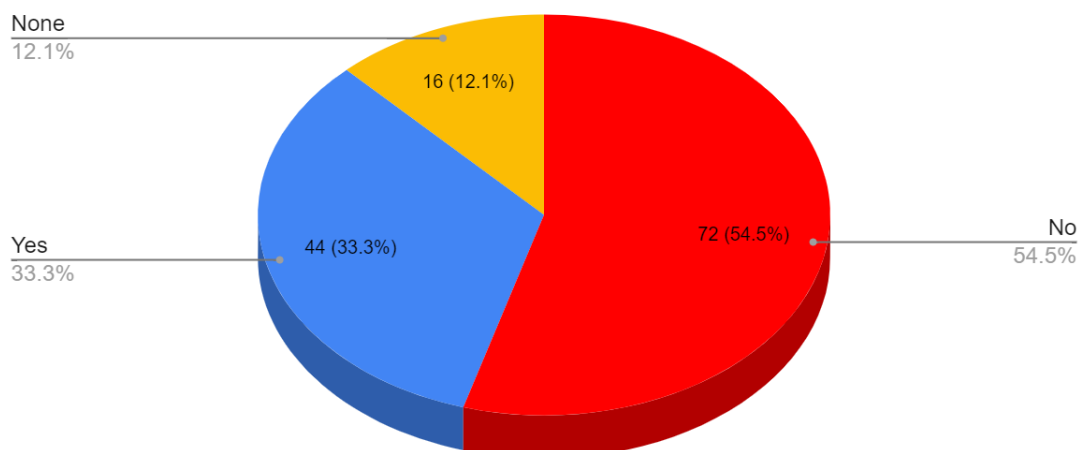
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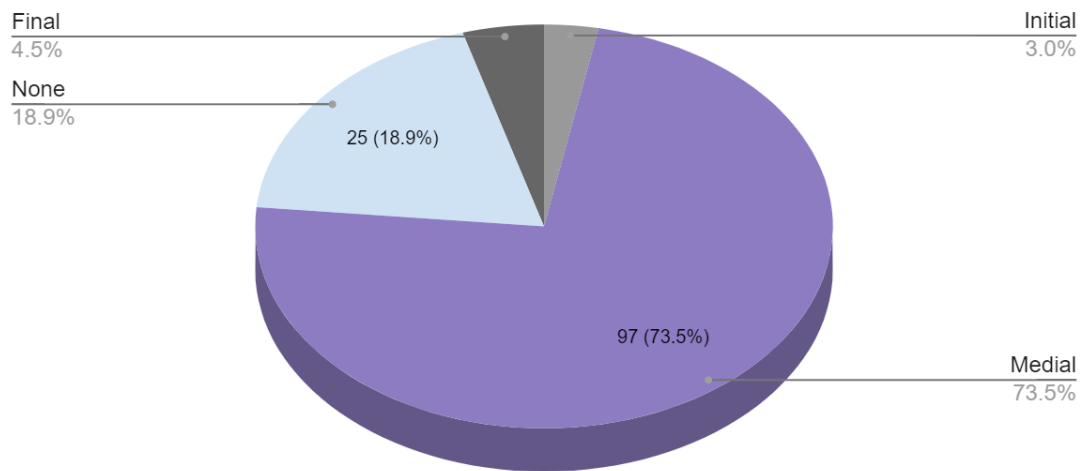


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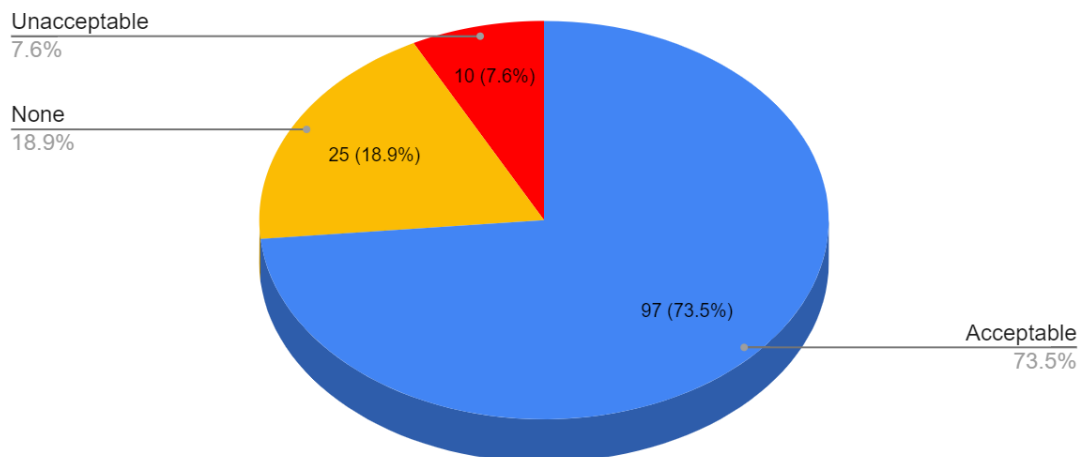


### 3. Sally and Fred do not always do homework together.

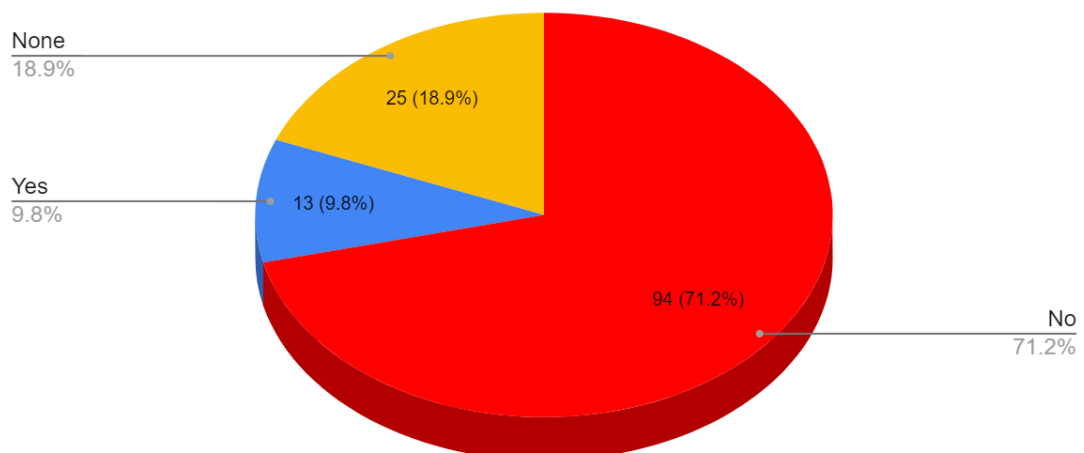
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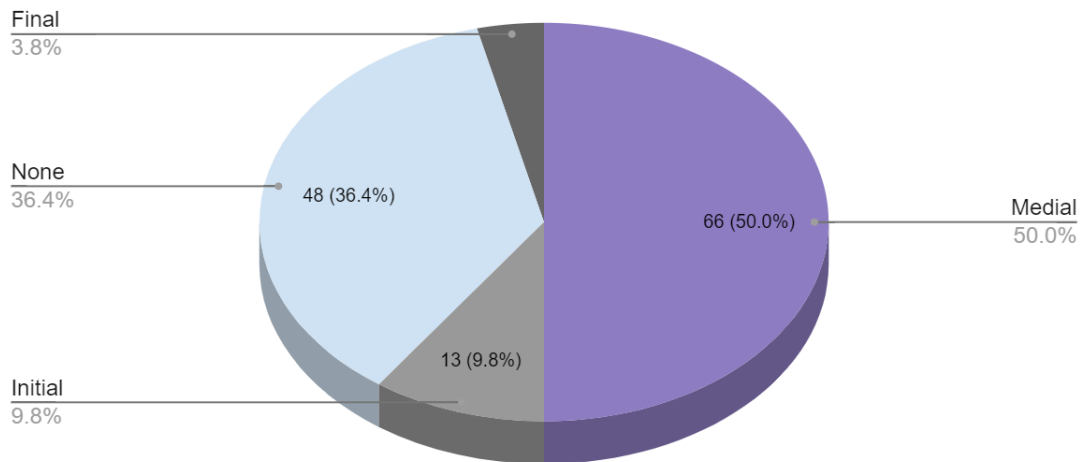


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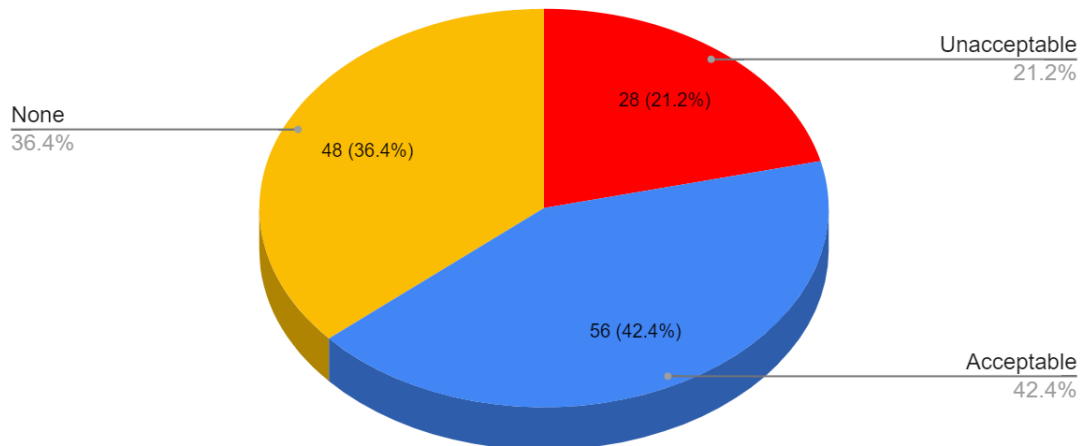


#### 4. I have sometimes thought of my Yoga class as expensive.

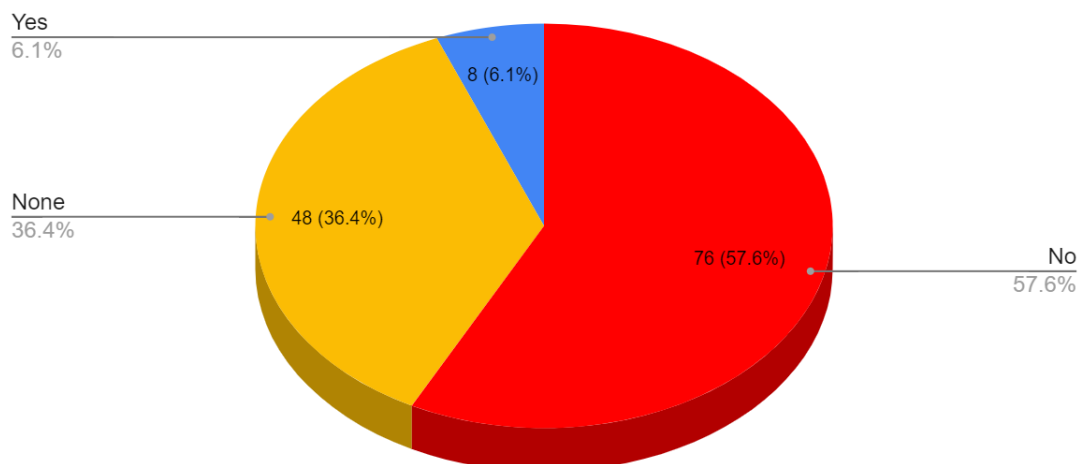
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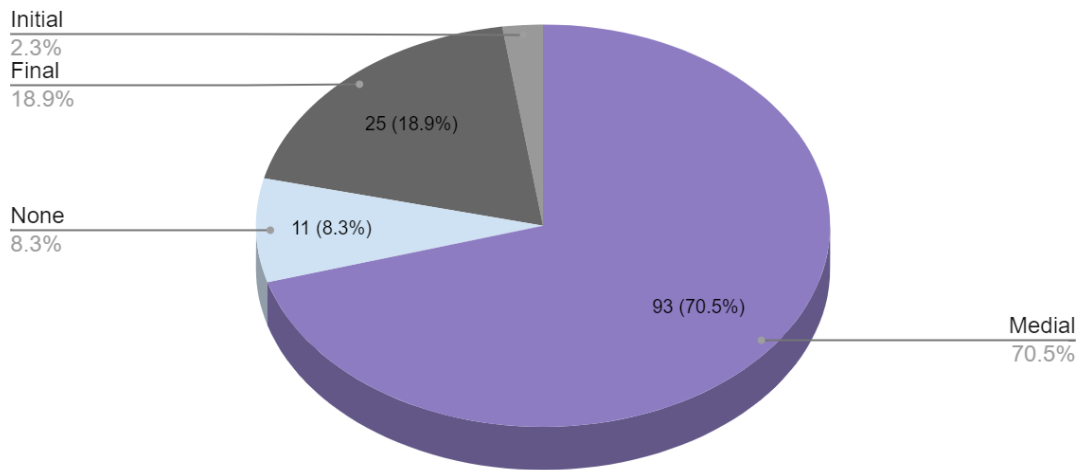


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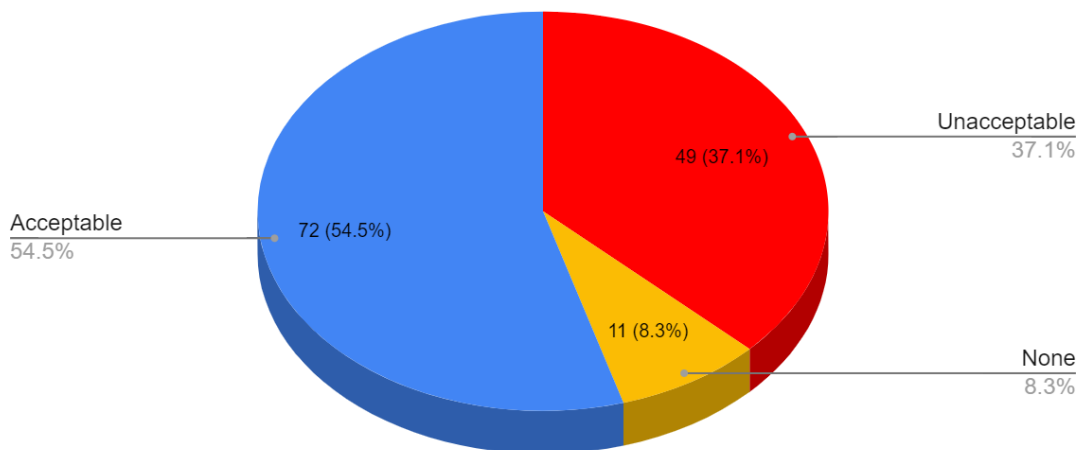


5. She seldom watches TV in the afternoon.

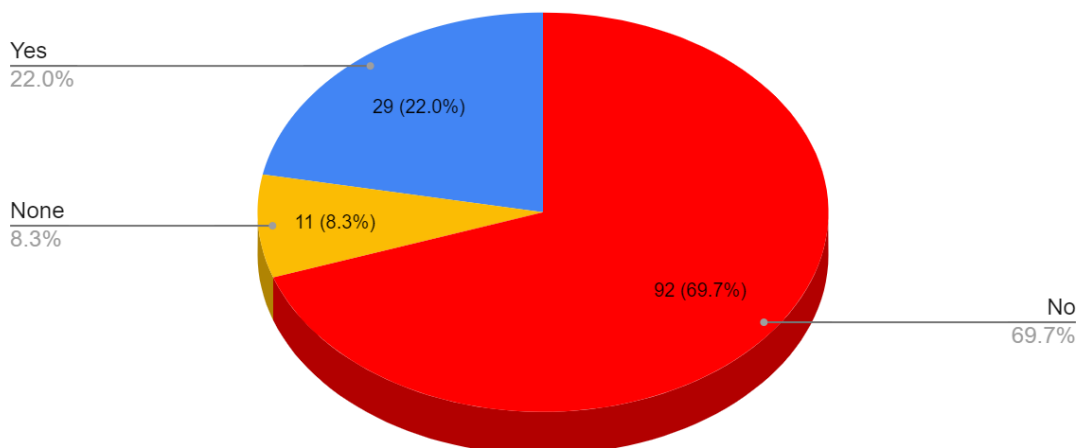
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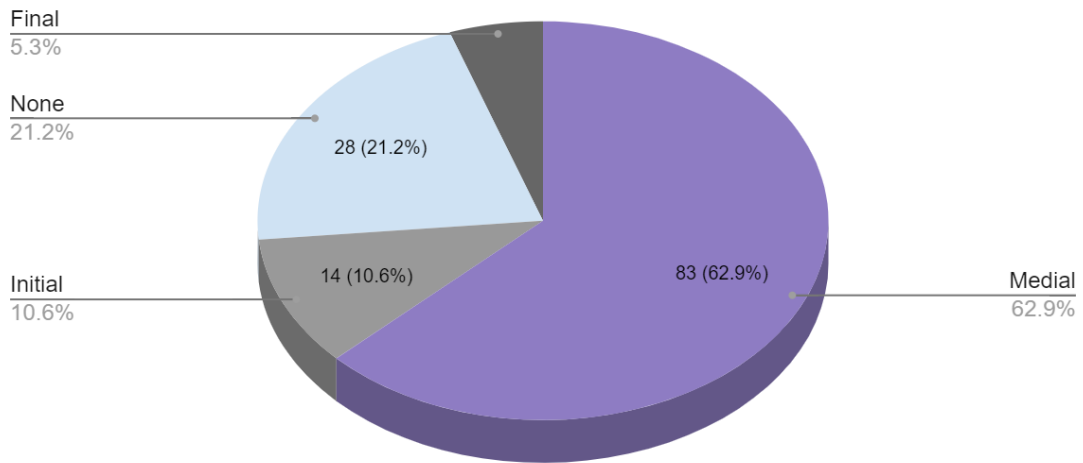


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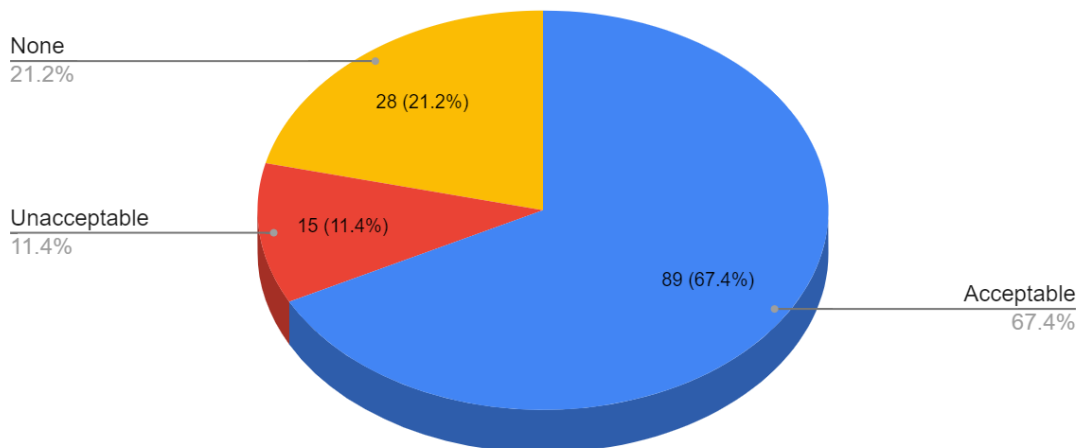


6. Joshua is occasionally in the mood for a beer.

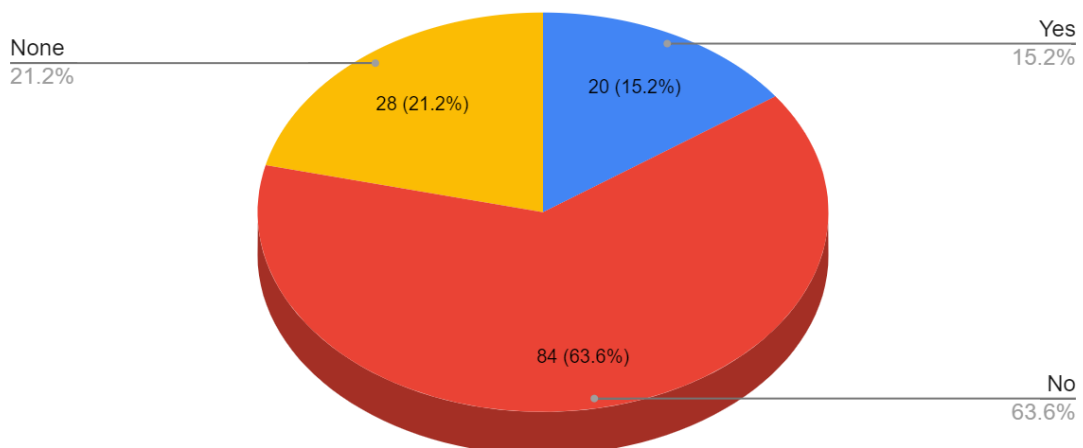
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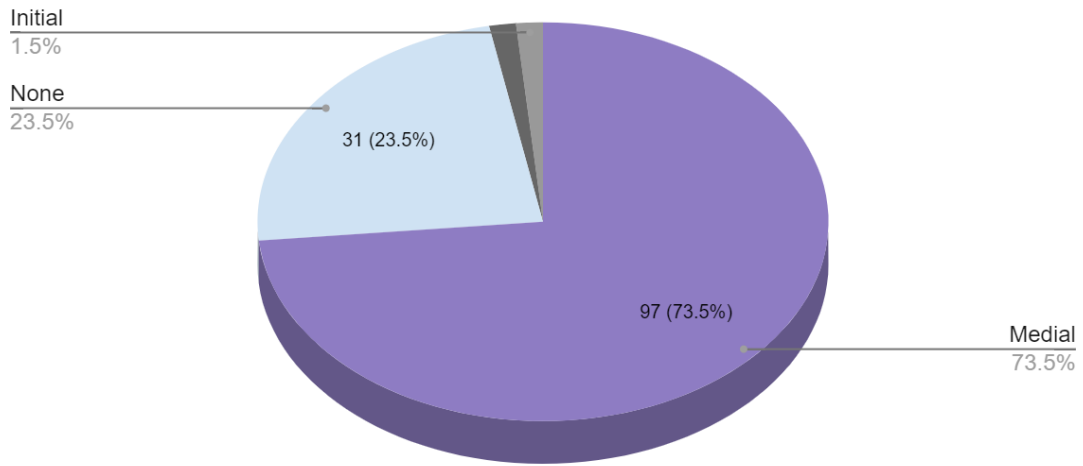


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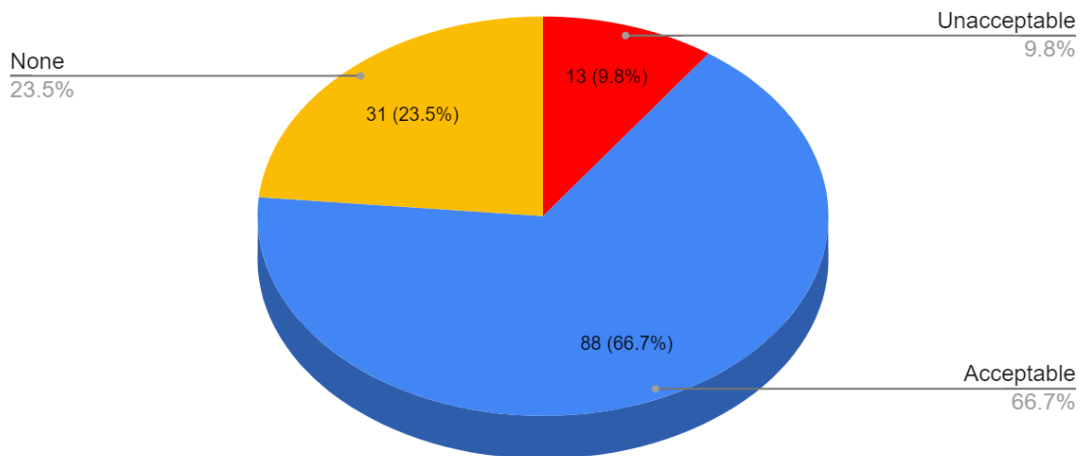


7. Mayra often rejects invitations to go to the cinema.

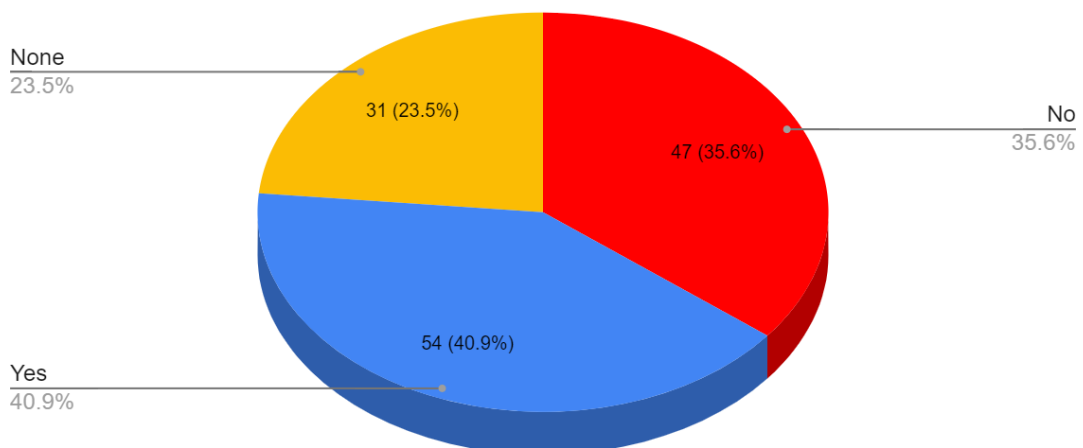
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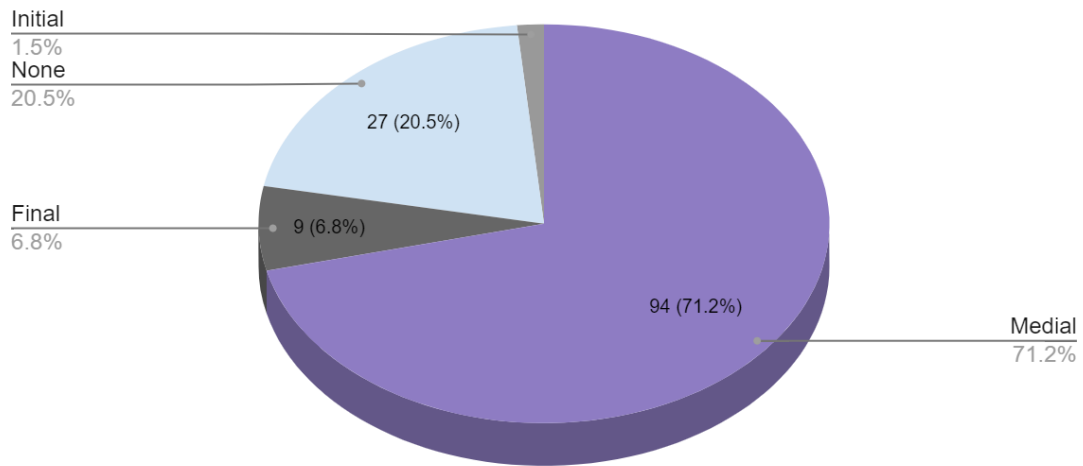


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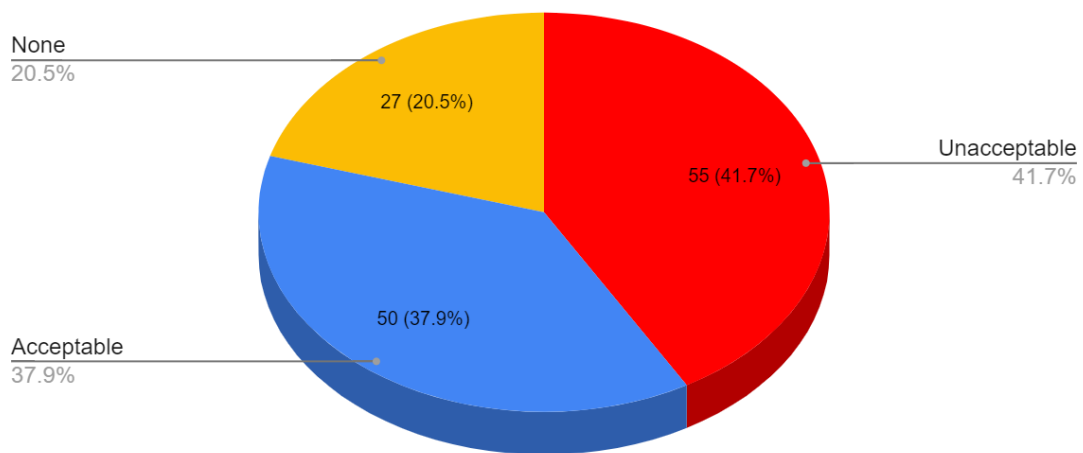


8. He hardly ever wakes up in the middle of the night.

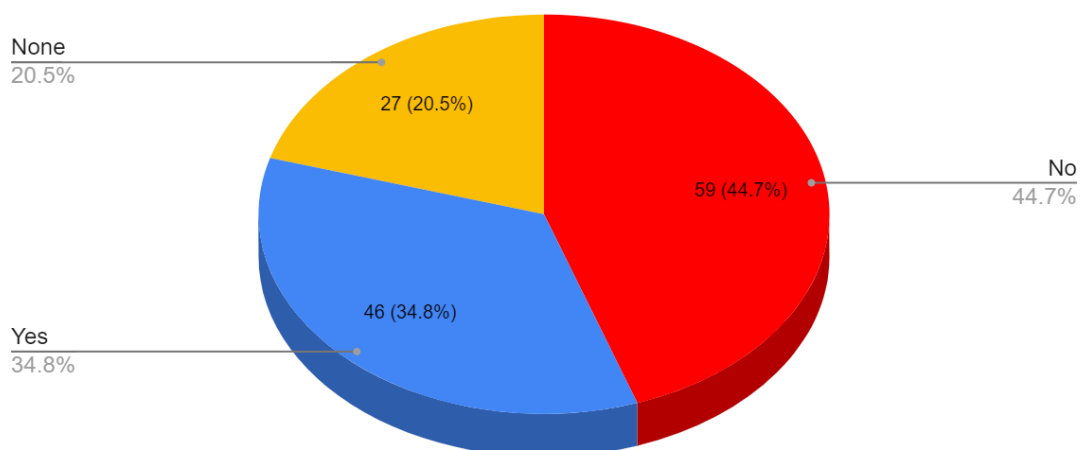
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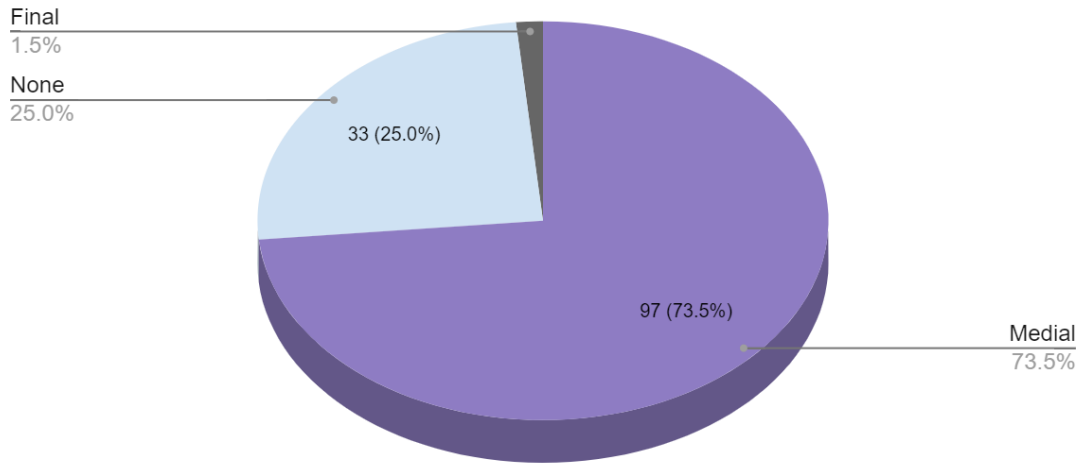


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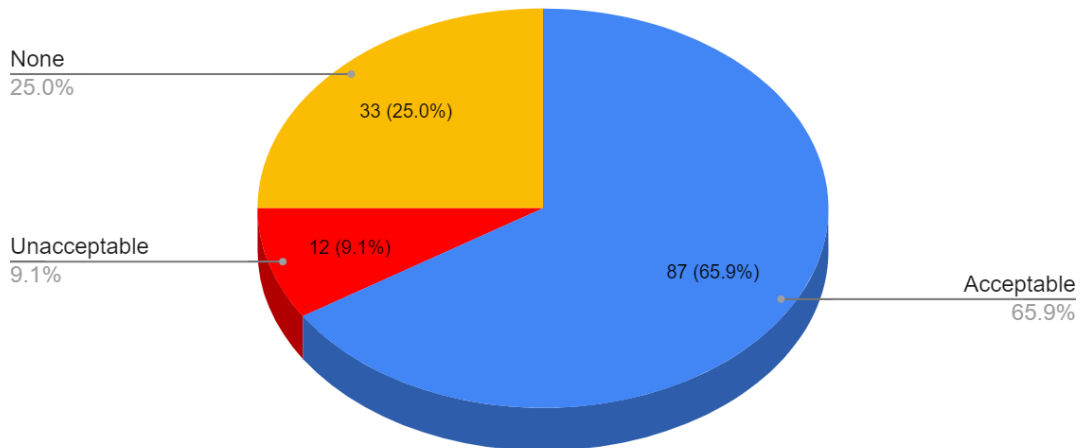


9. Lilian never wants to go for walks after work.

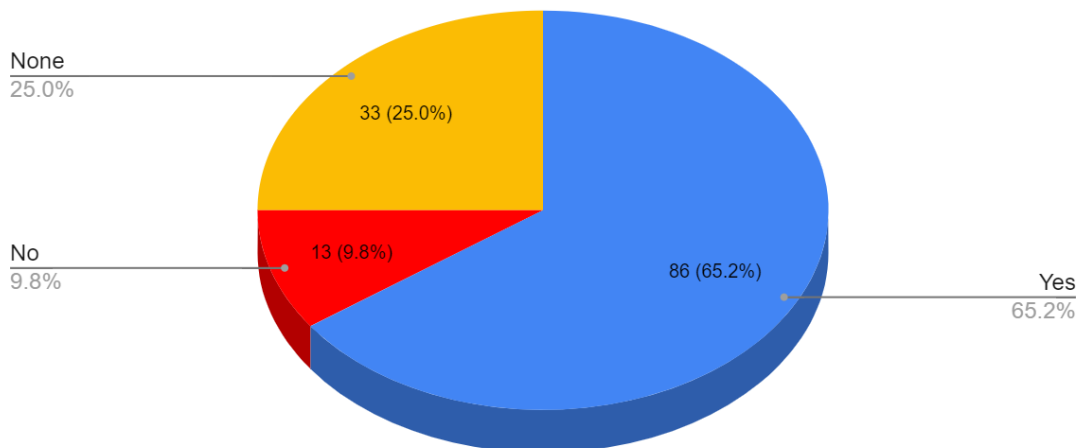
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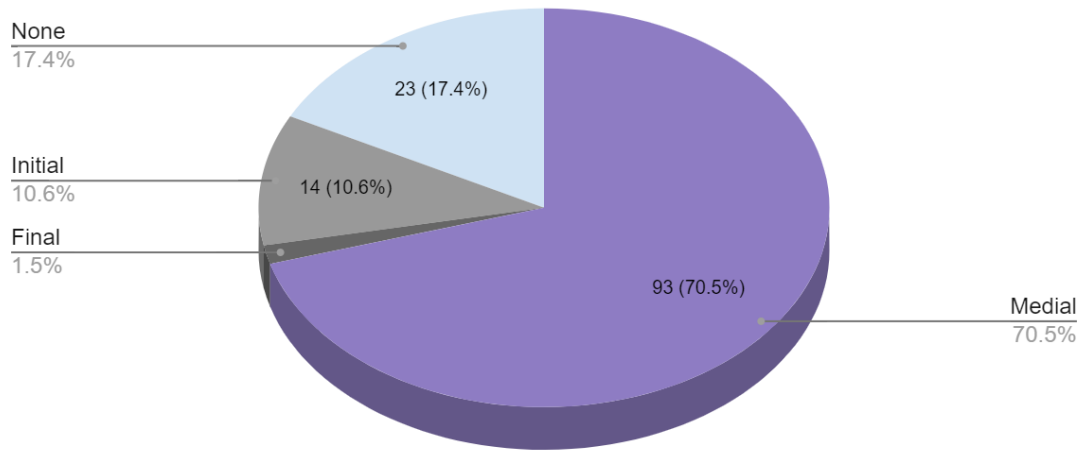


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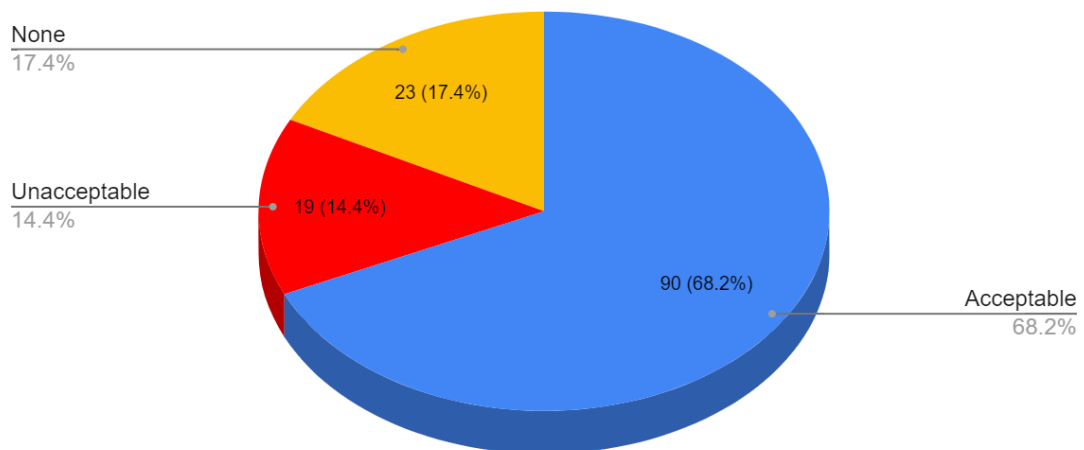


## 10. Luis does not usually want to miss class.

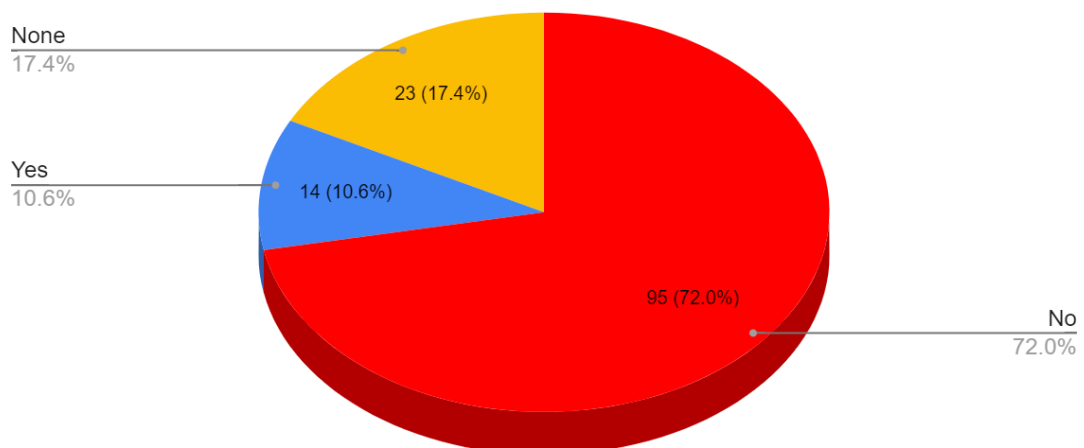
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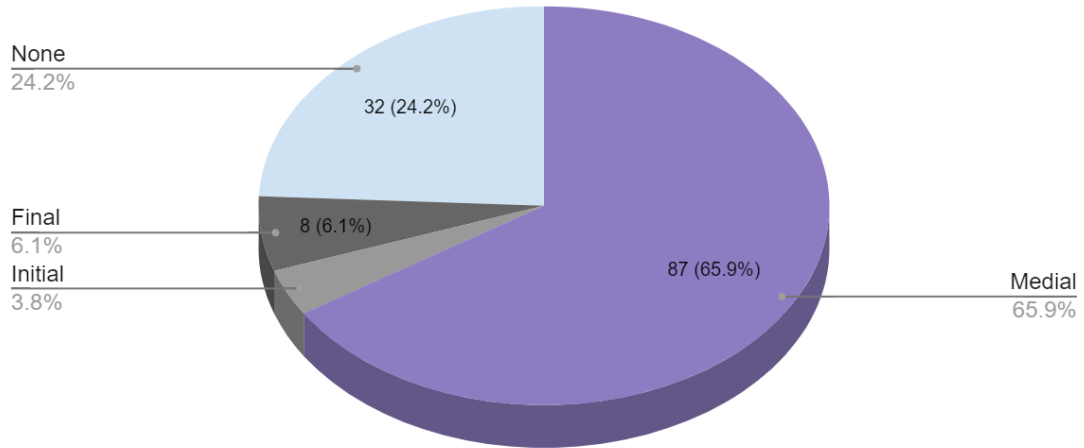


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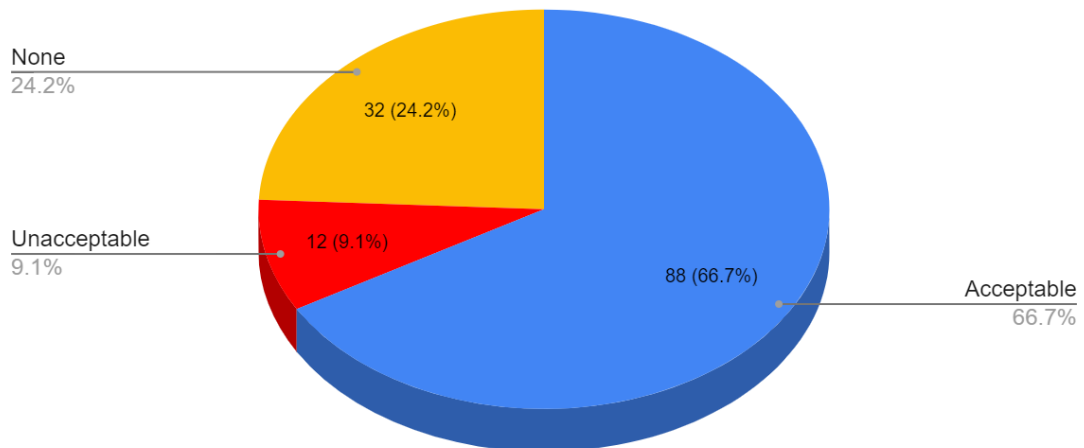


11. Alejandro frequently complains about the weather.

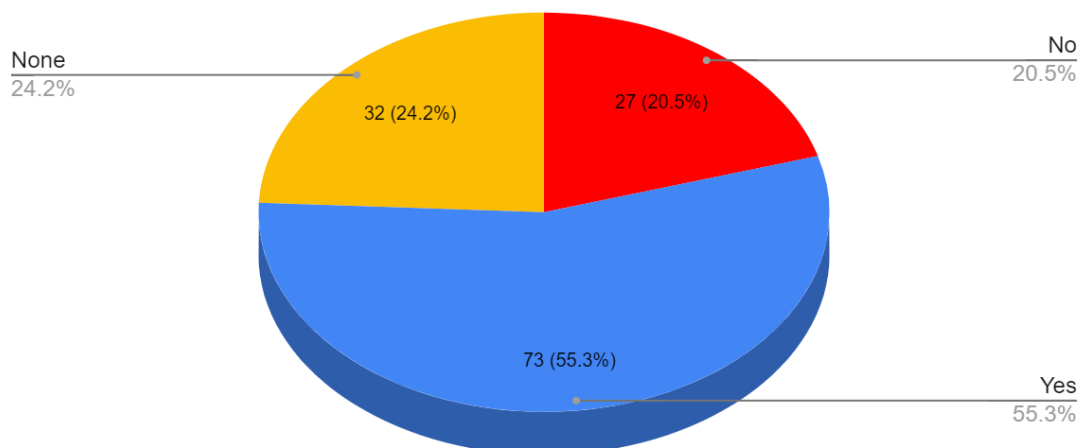
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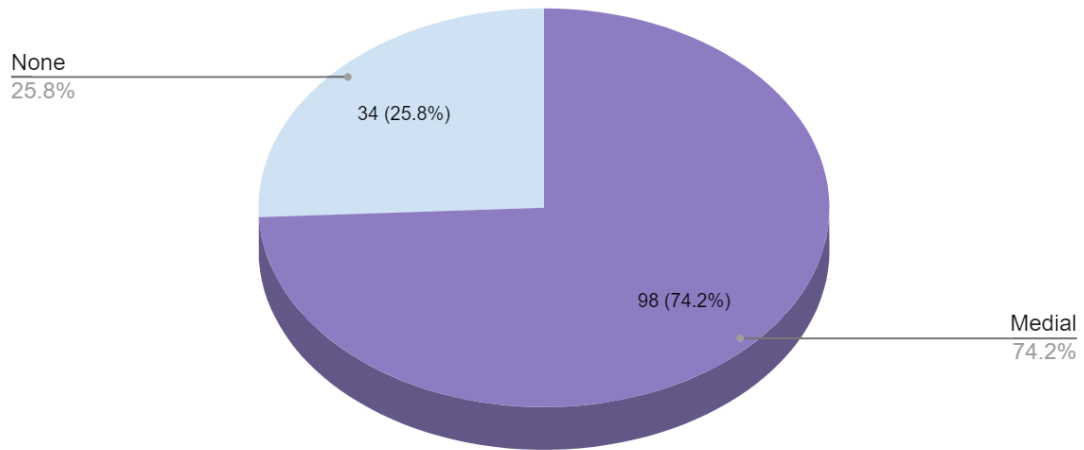


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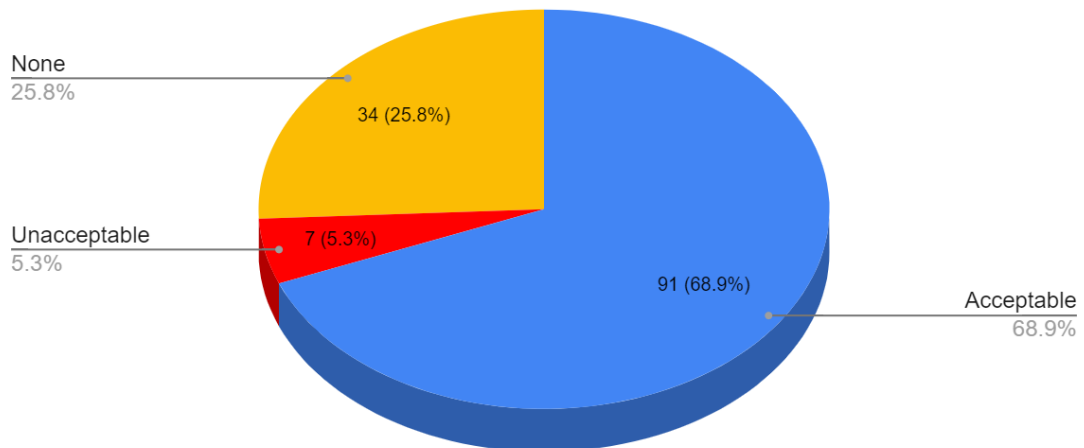


12. I have never played bingo in this manner.

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