

assessment should reflect the effort in completing the chart, as well as the students' success in translation. Do not correct or assess the content of the chart. Students should only be evaluated on how well they can use that information to pronounce and translate the sentence. Do not test the students on the words out of context as this will surely extinguish the enthusiasm for the activity.

Enrichment

Some students may wish to create their own sentences, alone or as part of a team. This is an excellent way to teach use of the thesaurus.

A natural follow-up is for students to "transmogrify" (to change simple to complex and surprising) familiar stories. This works best if students first write out a one- to two-page summary of the entire story or fairytale, and then transmogrify the summary. In this activity, students usually prefer to work alone and are encouraged to keep the identity of their

story a secret from others. The teacher reads the completed transmogrification aloud to the entire class until several students can guess the original story. Other sources for transmogrifications include proverbs and pithy sayings. Activities in the study of etymology, the history of words, are also related and appropriate.

CAUTION: Please do not evaluate the students' work on the chart. It is counterproductive for the teacher to carefully correct each pronunciation and meaning entry. The completed sheet should be used by the students to translate the sentence, and evaluation should be confined to the students' ability to provide a sensible translation. It is fine to leave lots of room for interpretation on the chart, as long as the student creates a sensible translation.

This activity will provide much enjoyment and excitement for your students if it is used sensibly and fairly. Enjoy watching your students get turned on to the excitement of the English language and to the history of words.

NOTE: The spelling in this book incorporates "ize" and "or" as word endings because they are now commonly accepted in Australia.

An Introduction to SUPER SENTENCES

This book contains twenty-two SUPER SENTENCES at two levels of difficulty. The chart on this page gives a rough idea of the appropriate years for each level.

These sentences have been successfully used in classroom situations to provide a challenging activity in vocabulary that includes all levels of Bloom's Taxonomy. Students must know how to use the dictionary, thesaurus, and pronunciation keys; comprehend the syntax of words and the parts of speech; be able to apply skills learned in reading, English and language arts in the SUPER SENTENCE setting; analyze the most sensible way to put the words together for coherent meaning; evaluate how well they are creating meaningful thoughts throughout the activity.

Since this activity is so challenging, students should be able to work together in pairs or triads so they may constantly check out the sense of their work with each other.

information to select the correct entry in the dictionary.

2. The teacher guides the students to discover the root words in each capitalized word to simplify the work in the dictionary. Students draw a box or circle around the root words.
3. Students work to complete the chart below each sentence. At least one or two days of class time are recommended. In addition, the students should have several days to work independently, practising with each other for correct pronunciation and translation. Students may write out their versions of the translation on the back of the page.
4. Using an entire class or group session, the students practise pronouncing the sentence. Moving around a circle formation, each student reads only that part of each sentence up to and including a capitalized word. The recitation

	<i>Above-average Ability</i>	<i>Average Ability</i>	<i>Below-average Ability</i>
<i>Level One</i>	Years 3 & 4	Years 5 & 6	Years 7-12
<i>Level Two</i>	Years 5-12	Years 10-12	

Materials

Each student should have 1) a copy of the worksheet with the appropriate SUPER SENTENCE; a secondary school or adult dictionary for personal use during the exercise; and (for Level Two) access to an unabridged dictionary.

Directions for Use

1. The teacher distributes one copy to each student and reads the sentences aloud several times. From the inflections and points of emphasis in the teacher's voice, the students are to determine the part of speech of each capitalized word. They write the abbreviation for the parts of speech above each word and use this

continues through several cycles which gives students the opportunity to pronounce a different word each time. At some point, some student will ask to try to read the sentence in its entirety. Give several students a chance to do this, and then perhaps the whole group can read the sentence in unison. Up to this point, no definitions are included.

5. Using the same technique as in step 4, students take turns sharing their definitions for each word.
6. Students now take turns translating the entire sentence. Some may wish to recite it from memory at this point.
7. If assessment is required, members of each team should earn the same assessment. The