The Calaveras County Jumping Frog Contest, which has taken place since 1982 in the village of Angels Camp in Calaveras County, California, is a popular event. In 1981, Smiley, a character in Mark Twain's short story "The Celebrated Jumping Frog of Calaveras County," participated in the contest. Smiley's frog, "Jimmie," won the contest, and the story of Smiley and his frog, "Jimmie," became the inspiration for the Calaveras County Jumping Frog Contest. Today, the contest is a major attraction, drawing thousands of spectators from around the world. The contest is organized by the Angels Camp Chamber of Commerce, and the location is the Angels Camp Fairgrounds where the Calaveras County Fair is held. The contest is held during the fair, and the crowds are large, with both local and international participants. The contest is open to frogs from different countries, and the entrants are divided into categories, such as the "more than 100" category and the "less than 100" category. The contest attracts frogs of different sizes, and the participants are encouraged to enter their frogs, whether they are local or international. The contest is a popular attraction, and the organizers strive to make it an event that is enjoyable for both frogs and spectators. The contest is a celebration of nature and the beauty of frogs, and it is an event that is enjoyed by people of all ages.
Research Paper

3. Some frogs frustrate their “jockeys”:
   a. upset     c. stop
   b. satisfy   d. reward

4. Frogs are unpredictable.
   a. experienced     c. native
   b. surprising     d. understandable

5. People can attend a farm animal auction at the fair.
   a. show     c. race
   b. contest   d. sale

6. The Calaveras County Jumping Frog Contest has gained international attention.
   a. festivity  c. emancipation
   b. competition  d. celebration

B-Vocabulary Building:
Complete the following sentences with the correct form of the bold words:

1. ENTER
   a. You must pay an ________________ fee if you want to take part in the competition.

   b. The ________________ are not allowed to touch their frogs during the contest.

2. PREDICT
   a. It is not easy to ________________ which way a frog will jump.

   b. Frogs do not always jump in a ________________ direction.

3. COMPETITION
   a. The ________________ try to make the frogs jump as far as possible.

   b. The contest can get very ________________ when people start to yell and scream at their frogs.

4. COMPARE
   a. Could you ________________ this picture with the one given earlier.

   b. Your ________________ should be very clear.

C-Vocabulary in a New Context:
Write your own sentences using the bold words from Part A and Part B.

D-Looking for Main Ideas:
Circle the letter of the best

1. The Calaveras County Jumping Frog Contest __________________
   a. is an expensive but popular event
   b. is a formal international event
   c. is an unusual but popular event
   d. is not a popular event

2. The Jumping Frog Contest __________________
   a. is open only to people from Calaveras County
   b. is open only to people with frogs caught in the area
   c. is open only to graduates from Croaker College
   d. is open only to people from the Calaveras County

E-Looking for Details:
Scan the reading quickly and find the answers to these questions. Write complete sentences.

1) Where did the idea for the Jumping Frog Contest come from?
   ________________________________________________________________

2) How often does the Jumping Frog Contest take place?
   ________________________________________________________________

3) Why would a jockey be frustrated if his or her frog jumped back to the launching pad?
   ________________________________________________________________

4) Why are frogs unpredictable?
   ________________________________________________________________

5) How do people feel during this contest?
   ________________________________________________________________

II. Analysis of the Strategies given by Broukal

To give some insights on the above strategies offered by Broukal, one can decipher the fact that they can all improve learners’ autonomy in many ways. For instance, vocabulary in context and vocabulary building may enhance students’ autonomy and help in creating a considerable vocabulary repertoire. Additionally, vocabulary in a new context is a very significant strategy in a sense that it targets the policy of working independently which is very important in terms of self-reliance.

Furthermore, Broukal includes two strategies that promote learners’ comprehension and autonomy. These strategies which are looking for the main ideas and looking for details are used to boost learners’ scanning and skimming ability in terms of reading which will in turn help in their autonomy.

Importantly, the last strategy offered by Broukal plays an important role in terms of learners’ autonomy. This strategy encourages the students to apply analytical and critical thinking skills and helps the students to develop independent and critical skills in reading, writing and thinking as they relate to social and cultural experience.

To assess these strategies proposed by Broukal, some individual and group assignments have been conducted to measure the significance of these strategies. Here, students’ autonomy and comprehension skills have been tested via some intermediate texts. They have been given a text and asked to design their own reading comprehension where they should apply the five strategies proposed by Broukal to enhance learners’ autonomy. The following text was given to the students to test their learning skills and autonomy along with their mastery for the strategies given by Broukal:

**Male and Female Family Members**

“In my family, there are three women and three men. The three women are my mother, my sister, and me. The men are my father and my two brothers. From my own experience and observations, there are similarities and differences in the behavior of males and females in my family in regard to how they communicate, what they communicate, and the way they shop.

When it comes to communicating, there are similarities and differences. Both the males and females go online to communicate with their friends. However, I noticed that the males are always looking at their messages and sending messages much more than the women. When communicating by phone, it seems the women like to talk on the phone more than men, especially my teenage sister. It’s rare to find her not talking to her friends on the phone. Also, when men talk, they communicate more directly, almost like giving orders. Whereas, the women in the family we are much more indirect. Instead of “yes,” my mother will write or say, “I think so.”

The content of the conversations on the phone has similarities and differences too. Both the male and female members of my family talk to their friends on the phone. The women, I think, have a need to talk about how they feel and show understanding if their friends have a problem. The women talk about friends, their weight, food, clothes, and other women. On the other hand, my father or my brothers don’t talk to their male friends for emotional support. When they have a conversation with a friend, they always joke a lot, about things like sports, work, or politics.

Males and females in our family shop differently too. When my father, sister, or I go shopping, it is like an outing; it’s a fun thing to do just like for some men it is exciting and fun to go to a sports event. We, the females, love to go shopping. We go all around the stores and look and try everything, even if we don’t buy anything. We go shopping not to buy, but just to look around as if it is a kind of entertainment, while the men in our family only go shopping when they need something. They go in the store, pick out the thing they need, and then leave right away.” (Taken from Broukal’s Weaving it Together, 2010, book 4, p. 102)

**The Aim of the Above Text:**
The aim of the above text was to inspect students’ ability to apply Broukal’s strategies of learning autonomy. The majority of students were able to apply Broukal’s strategies. For instance, 70% of the class got good, 20% very good and 10% excellent. However, and because the space given to this article, I cannot include all students’ samples, as a result I will include one sample where the student got an excellent mark as a result of the fact that she understood the strategies very well. The choice of this sample is an upshot of the fact that this article is concerned with those students who were able to reach the stage of learning autonomy, and master Broukal’s strategies. The following is Khadija Mohamed’s assignment. She got the highest mark:

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How did Khadija Mohamed apply Broukal’s Strategies?

Vocabulary

A. Vocabulary in Context
What are the meanings of the colored bold words? Circle the letter of the best answer.

1. The content of the conversations on the phone between men and women has its similarities and differences.
   a. resemblance c. equality
   b. agreements d. unlikeness
2. Men feel excited when they go to a sports event.
   a. nice c. unexcited
   b. good d. enthusiastic
3. We are going to buy a new television.
   a. bribe c. purchase
   b. accept d. sell
4. Ladies go shopping not to buy, but just to look around as if it is a kind of entertainment.
   a. game c. relaxation
   b. enjoyment d. show

B. Vocabulary Building
Complete the sentences with the correct form of the colored bold words. You may use your dictionary.

1. Conclusion
   a. I would like to ____________ my speech by thanking everyone for coming today.
   b. She ____________ that they were the one to blame.

2. Communicate
   a. I used the sign language as a means of ____________.
   b. I cannot ____________ with her.

3. Experience
   a. She had four years ____________ in nursing.
   b. I had just ____________ the worst time of my life.

4. Rare
   a. It is ____________ to find her not talking to others.
   b. Jane ____________ goes out of her house.

A. Looking for the Main Ideas
Circle the letter of the best answer.

1. There are ____________ in the behavior of males and females.
   a. similarities and differences
   b. no similarities
   c. huge differences
   d. no similarities and differences
2. The ____________ on the phone has its similarities and differences too.
   a. content of the conversations
   b. way they talk
   c. talking duration
   d. way males and females converse to each other
3. Ladies mostly go shopping not to buy but just to look around ____________.
   a. when they feel blue
   b. for curiosity's sake
   c. as if it's an entertainment
   d. when they are tired
4. For males, shopping is ____________.
   a. like an outing
   b. boring
   c. bothersome
   d. a kind of entertainment

B. Looking for Details
Scan the reading quickly to find the answers to these questions. Write complete sentences.

1. According to the writer, how are the male and female different when it comes to the way they communicate?