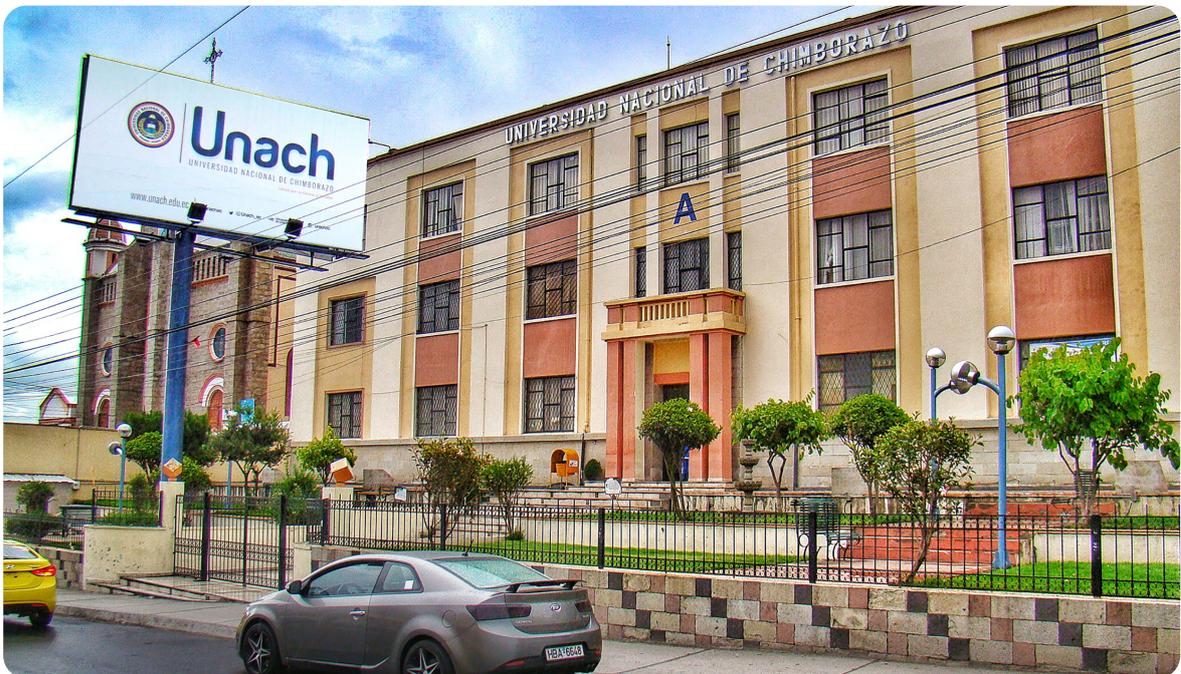




VICERRECTORADO DE POSGRADO E INVESTIGACIÓN
POSTGRADUATE INSTITUTE

ACTIVITY BOOK

EASY READING



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TOPIC:

The activity book “Easy Reading” is oriented to help students of Second Semester of Languages School, to improve their reading skill, for this reason it has a great impact. The activity book has real situation activities which can help students not just to develop their reading skill but also think about life situations that everybody could have. So that it is a useful instrument to use in class to develop reading skill.

PROLOGUE

"Reading is a fundamental fact in all the development of people as a nexus of cultural interaction with society, within the management and mastery of oral and written language tending to reach understanding of the text"(Chartier, 2004).

This implies that students in all areas and especially the students of the second semester of Languages School of the Unach should be progressively improving their vocabulary, skimming and intensive reading, aimed to have a better development in English language.

It is also considered that reading is a continuous process with the use of different documents and texts in order to make an appropriate interaction between the thought, language and message issued by the author, for this the reader needs to recognize words in English so that through the sentences and paragraphs students can find the center message.

"English Reading comprehension is focused on the reader's ability to understand what he or she reads, starting with the meaning of words in relation to the global text in order to learn the relevant ideas and thus relate to concepts that already have meaning for the reader" (Ovejero, 2010).

It implies that it is important that the students to achieve an adequate reading comprehension must have attention and concentration so they can understand and relate

the text through their ability to understand the meaning of words regardless of the size of the text.

It is considered of great value to develop reading techniques with the students of second semester of the Languages School of the Unach with the aim of improving their individual and group reading development that allow to reach an adequate reading comprehension starting from the identification of words with their meaning a fundamental factor to increase their vocabulary and then continue with sentences and paragraphs so that they can identify the message, characters and more aspects related to each text such as the handling the oral part, pronunciation, analysis, reflection, dialogues and debates.

OBJECTIVES

General objective

To enrich reading skill through the application of reading techniques using the activity book “Easy Reading” in the students of the second semester of Languages School of Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo.

Specific objectives

- To improve the reading skill by means of vocabulary exercises to enhance reading comprehension in the students of the second semester of Languages School of Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo.
- To improve the reading skill by means of skimming to enhance the reading comprehension in the students of the second semester of Languages School of Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo.

- To improve the reading skill by means of intensive reading to enhance reading comprehension in the students of the second semester of Languages School of Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo.

PROPOSAL OBJECTIVE

To improve the development of the Reading skill in the students of the second semester after their familiarization with reading techniques through the book activity “Easy Reading” to promote an effective reading comprehension.

FOUNDATION

Reading

"Reading allows the cognitive process of people, tending to achieve certain objectives that lead to generate multiple learning and thus the strengthened reading ability of mediation of teacher-oriented techniques" (Schneider, 2006)

In order to reach the cognitive processes by means of reading, it is important that permanent reading, techniques, motivations and practices are distributed among the teacher, students and the reading elements that lead to improve their lexicon, cultural development and teaching and learning processes.

What, where and when I read

"Identify where to read; how to do it and what kind of texts are going to be done, is part of the reading training process because it allows us to approach the use of texts, brochures, manuals, magazines with texts that motivate and enjoy reading"((Pinza García & Astudillo, 2011).

One of the main objectives of Unach Languages School is precisely to open spaces of active and continuous participation to the students of the second semester to have an interest in the processes of reading texts in English through the applicability of active

and practical techniques where dialogue and interaction between partners, which leads them to the reading comprehension and therefore to discover their preferences about texts, places and forms in which they enjoy doing this activity.

Suggestions to encourage reading in students

"The essence of reading is that it is necessary to know how to live the writer's experience with the state of mind in order to know how to understand based on the author's writing since he emits his own feelings, emotions and knowledge" (Santillana, 2009).

When you are reading you need to understand the message of the text, for this you must keep in mind certain tips that are basic in the realization of this:

- Perform a silent reading by following the line-by-line look
- Underline certain unfamiliar terms to find out in the dictionary
- Underline interesting phrases leading to better understanding of the message
- While reading, it is important that you record on a separate sheet what you think of something related to the text box.
- Repeat if necessary a fragment of the reading because you can concentrate many words with a clearer picture that relates to the main idea or the secondary ideas.
- Identify the characters and relate to the main actions of each of them.
- Discover books or reading texts that speak of plausible situations in order to relate to their own experiences and interests.
- Reflect with other students about the importance of reading in relation to the text.
- Conduct debates or dialogues between students in order to understand the message of reading and mainly learn to develop normal English.

Different readers, different understandings

"Within the reading process must be aware of the type of text you are reading as the objective of reading through a certain modality or execution of reading techniques that allow you to develop your vocabulary through the identification of words, such as reading sequencing of the text for an overview "(Slavin, 2004).

It implies that when students are developing processes and techniques of active and dynamic reading leads to control their own understanding of the text, but not always understand the message to the first read so you must repeat or continue reading in order to achieve a better clarification, or re-read and reformulate certain questions or relationships with real events.

Precisely, as long as they practice in a continuous way certain models, processes or techniques of reading will allow them to improve and develop their knowledge regarding the meaning of the text, aspect that leads them to be more precise, taking into account that the figure or image that the readers perform in their mind tests a series of relationships that modify their reading comprehension.

In conclusion, the reading comprehension of any text is not the same with all students, even though it is the same text, because precisely each one handles different types of assimilation and knowledge found in the text. By such circumstances understanding is considered to be relative in terms of the reader.

Keys to help develop reading competence

"Reading comprehension starts from stimulation through authentic reading activities, where students read with a specific purpose that allows them to select concepts and messages determined according to their purposes" (Bastardas Boada, 2005)

When optimal reading processes are centered on active techniques and strategies, they help students to generate firm and defined knowledge and at the same time promote their own understanding, so that they can realize the true message.

On the other hand, the reading comprehension of the students of the second semester of the Unach Languages School can be improved by organizing active and practical activities such as group discussions according to the text and message of what they have read the opportunity to mention different interpretations according to the assimilation and retention capacity.

Other actions that also allow the development of reading comprehension are those in which the teacher proposes practical strategies and diverse alternatives such as reading and commenting paragraph by paragraph in order to identify the main message according to their own interpretations.

Guidelines for developing comprehensive reading

"Identify the temporal sequence of reading, as well as establish cause and effect relationships, allow an adequate summary of the text, taking into account its vocabulary, the understanding of English to Spanish" (Irfeyal, 2012)

The reading process in order to reach an adequate understanding cannot ensure that the students develop an adequately comprehension of a text, but rather is to give guidance so that the students can have a practical development both in reading and writing. For this you can take as a base to make reading applications with different texts and will depend to a great extent on the objective, the following are detailed the following strategies:

- Reading should focus on specific projects and objectives that give meaning to the process.
- When performing reading processes, defined purposes must be established with the modality to be executed.
- Predict and use a large number of authentic texts.
- From inferences and contributions of previous knowledge, even if these are wrong.
- Give priority to silent reading performed with the look.

- Read aloud
- Based on reading it is advisable to conduct group discussions.
- Perform reading aloud for all students to listen to.
- Conduct a reflexive discussion about the content of the text read.
- It is advisable not to read very fast because it will not allow you to achieve the desired comprehension.
- The speed of reading is not a challenge in itself, it is, but understanding is what is aspired.
- Take your time to read cultural texts every day.

According with the needs of the students of Second Semester of the Languages School all the activities that contains this book were included in the Language Skills syllabus, so the students developed all of them.

INFORMACIÓN GENERAL:

INSTITUCIÓN:	UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD:	CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA:	IDIOMAS
NOMBRE DE LA ASIGNATURA:	LANGUAGE SKILLS I
CÓDIGO DE LA ASIGNATURA:	1.01-CP-LANSK-I
SEMESTRE:	SEGUNDO
PERÍODO ACADÉMICO::	ABRIL – AGOSTO 2016
MODALIDAD:	PRESENCIAL
NIVEL DE FORMACIÓN:	PROFESIONALIZANTE
UNIDAD DE ORGANIZACIÓN CURRICULAR:	TITULACION
TIPO DE ASIGNATURA:	OBLIGATORIA
NÚMERO DE SEMANAS:	16
NÚMERO DE HORAS SEMANAL:	4
TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:	64

NÚMERO DE CRÉDITOS:	6
TÍTULO(S) ACADÉMICO(S) DEL DOCENTE:	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN PROFESORA DE INGLÉS

PRERREQUISITOS Y CORREQUISITOS:

PRERREQUISITOS:		CORREQUISITOS:	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
1 GRAMMAR	2.03-CP-GRAM	1	

DESCRIPCIÓN DE LA ASIGNATURA:

Language skills se divide en las cuatro destrezas: escuchar, hablar, leer y escribir. El programa estructura varias metodologías para mejorar la capacidad del y de la estudiante para codificar, decodificar y comprender información oral y escrita, teniendo el conocimiento cultural.

OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA:

- Entender palabras familiares y expresiones utilizadas en el lenguaje de clase
- Identificar puntos principales y de apoyo para detalles.
- Responder instrucciones, órdenes y preguntas simples.
- Hablar con acento y entonación.
- Interactuar de manera simple en la consideración que la otra persona le hable lentamente y de manera clara, y está dispuesta a prestar ayuda.
- Demostrar comprensión básica de lectura de un texto
- Escribir un texto corto muy simple y llenar formularios con datos personales.
- Clasificar, organizar y categorizar información
- Reaccionar apropiadamente a lo que se dice y oye.
- Proporcionar oportunidad para el pensamiento crítico permitiendo a los estudiantes personalizar lo que han aprendido para poder discutir y discernir aspectos del buen vivir.

UNIDADES CURRICULARES:

UNIDAD N°: I (READING AND WRITING)	
NOMBRE DE LA UNIDAD: THE FRIENDSHIP PAGE	
NÚMERO DE HORAS POR UNIDAD: 22	
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD):	
- Infiere el significado de las palabras desde un contexto.	
- Respalda las opiniones con razones.	
-Reconoce y fundamenta ideas principales.	
CONTENIDOS ¿Qué debe saber, hacer y ser?	ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD

TEMAS Y SUBTEMAS:	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
<p>1. The origins of English.</p> <p>2. Reading One: Welcome to the friendship page</p> <p>2.1 Knowing the world 2.2 Knowing the world 2.3 Let's use</p> <p>Punctuation Clues 2.4 Definition Clues 2.5 Example Clues 2.6 Comparison Clues 2.7 Referent Clues</p> <p>3. Reading Two: Welcome to My Space</p> <p>3.1 Lost dog 3.2 Newspaper article 3.3 Thanksgiving 3.4 Riobamba Library 3.5 Job Vacancy 3.6 Your amazing body 3.7 Change one life</p>	<p>Exposiciones orales Debates Mesas redondas Discusiones Entrevistas</p>	<p>Investigaciones Proyectos Ensayos académicos Análisis de artículos científicos</p>	<p>Lecturas Investigaciones Lecturas de artículos</p>
<p>TIPOS DE EVALUACIÓN</p>	<p>Diagnóstica: Pruebas, Entrevista, Cuestionarios. Formativa: Observación, Pruebas, Autoevaluación, Entrevista, Situaciones orales de evaluación (exposición, diálogo, debate). Sumativa: Observación, Pruebas, Autoevaluación, Entrevista, Portafolio.</p>		

UNIDAD N°: II NOMBRE DE LA UNIDAD: WHAT WILL I WEAR? NÚMERO DE HORAS POR UNIDAD: 32			
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD): - Relaciona las experiencias personales a las lecturas. - Organiza y sintetiza detalles a partir de las lecturas. -Utiliza claves de contexto para encontrar significado.			
CONTENIDOS ¿Qué debe saber, hacer y ser?		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD	
TEMAS Y SUBTEMAS:		ACTIVIDADES DE DOCENCIA	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
1. Fashion 2. Reading One: A letter from the Principal. 2.1 Handicapped people do useful work 2.2 Soap operas 2.3 Scotland 2.4 A great sport 2.5 Tofu 3. Reading Two: School Newspaper Editorial		Exposiciones orales Debates Mesas redondas Discusiones Entrevistas	Investigaciones Proyectos Ensayos academicos Analisis de articulos cientificos
TIPOS DE EVALUACIÓN		Diagnóstica: Pruebas, Entrevista, Cuestionarios. Formativa: Observación, Pruebas, Autoevaluación, Entrevista, Situaciones orales de evaluación (exposición, dialogo, debate). Sumativa: Observación, Pruebas, Autoevaluación, Entrevista, Portafolio.	

UNIDAD N°: III NOMBRE DE LA UNIDAD: FARAWAY FRIENDS NÚMERO DE HORAS POR UNIDAD: 32			
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD): - Reconoce supuestos acerca de medios de comunicación.			

<p>- Interpreta ilustraciones. -Interpreta las actitudes de los interlocutores.</p>			
CONTENIDOS ¿Qué debe saber, hacer y ser?	ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
TEMAS Y SUBTEMAS:	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
<p>1.Friendship</p> <p>2.Listening One: Hello, This is the Friendship Order.</p> <p>3. Listening Two: The Best Summer of My Life.</p>	<p>Exposiciones orales</p> <p>Debates</p> <p>Mesas redondas</p> <p>Discusiones</p> <p>Entrevistas</p>	<p>Investigaciones</p> <p>Proyectos</p> <p>Ensayos academicos</p> <p>Analisis de articulos científicos</p>	<p>Lecturas</p> <p>Investigaciones</p> <p>Lecturas de artículos</p>
TIPOS DE EVALUACIÓN	<p>Diagnóstica: Pruebas, Entrevista, Cuestionarios.</p> <p>Formativa: Observación, Pruebas, Autoevaluación, Entrevista, Situaciones orales de evaluación (exposición, dialogo, debate).</p> <p>Sumativa: Observación, Pruebas, Autoevaluación, Entrevista, Portafolio.</p>		

<p>UNIDAD N°: IV NOMBRE DE LA UNIDAD: RECYCLED FASHION NÚMERO DE HORAS POR UNIDAD: 32</p>			
<p>RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD): - Infiere información no explícita en un texto - Utiliza expresiones idiomáticas en diálogo.</p>			
CONTENIDOS ¿Qué debe saber, hacer y ser?	ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
TEMAS Y SUBTEMAS:	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO

<p>1. Fashion</p> <p>2. Listening One: Eco-Fashion</p> <p>3. Reading Two: The Quilts of Gee's Bend .</p>	<p>Exposiciones orales</p> <p>Debates</p> <p>Mesas redondas</p> <p>Discusiones</p> <p>Entrevistas</p>	<p>Investigaciones</p> <p>Proyectos</p> <p>Ensayos academicos</p> <p>Analisis de articulos cientificos</p>	<p>Lecturas</p> <p>Investigaciones</p> <p>Lecturas de artículos</p>
<p>TIPOS DE EVALUACIÓN</p>		<p>Diagnóstica: Pruebas, Entrevista, Cuestionarios.</p> <p>Formativa: Observación, Pruebas, Autoevaluación, Entrevista, Situaciones orales de evaluación (exposición, dialogo, debate).</p> <p>Sumativa: Observación, Pruebas, Autoevaluación, Entrevista, Portafolio.</p>	

PROYECTO INTEGRADOR DE SABERES

Developing an English dictionary for improving language learning.

METODOLOGÍA:

Involucra el proceso de enseñanza de las cuatro destrezas lingüísticas :

Escuchar y Hablar:

Información general basada en experiencias previas de aprendizaje y conocimiento de vocabulario, gramática y sonidos.

Los estudiantes serán expuestos a diferentes tipos de Listening: Reactiva (Repetición), Intensiva (escuchar para detalles), Escuchar en busca de claves especiales o para dar respuestas, Pronunciación; escuchar para seguir ordenes, para clarificar, para revisar la comprensión. Se ejercitarán prácticas para dar nombres, fechas, hechos, localizaciones, ideas principales o conclusiones.

Las tareas se basan en:

- Conversaciones, conversaciones guiadas y entrevistas.
- Completación de información y actividades jigsaw
- Diálogos preestablecidos y dramatizaciones
- Actividades basadas en fotos o dibujos
- Acciones físicas al hablar

Lectura

- Actividades para:
- Predecir el contenido de un pasaje o lectura corta.
- Recurrir a la gramática para ayudar a entender construcciones no familiares.

- Entender las ideas principales
- Expandir vocabulario y gramática para incrementar la lectura
- Adivinar el significado de palabras o frases desconocidas
- Analizar el tema, estilo y conexiones para mejorar la comprensión
- Ligar palabras conocidas en Español con las del Inglés
- Crear mapas cognitivos.

Escritura

- Se enfatiza la escritura libre dando prioridad a:
 - Contenido
 - Deletreo
 - Construcción gramatical de oraciones
 - Puntuación
 - Escritura de experiencias personales

ESCENARIOS DE APRENDIZAJE:

Las actividades de aprendizaje se llevaran a cabo en diferentes ambientes tales como: laboratorios, escenarios laborales, aula de clase, espacios virtuales, contextos sociales, culturales y otros. Los mismos que permitirán que los estudiantes interactúe con creatividad, criterio innovador y de esta manera crear un ambiente apropiado para el proceso enseñanza aprendizaje.

EVALUACIÓN DEL ESTUDIANTE POR RESULTADOS DE APRENDIZAJE:

Para la composición de la nota semestral de los estudiantes, se tomará en cuenta la siguiente tabla:

COMPONENTE	ACTIVIDADES DE EVALUACIÓN	Primer Parcial % (Puntos:)	Segundo Parcial % (Puntos:)
DOCENCIA (Asistido por el profesor y actividades de aprendizaje colaborativo)	Conferencias, Seminarios, Estudios de Casos, Foros, Clases en Línea, Servicios realizados en escenarios laborables. Experiencias colectivas en proyectos: sistematización de prácticas de investigación-intervención, proyectos de integración de saberes, construcción de modelos y prototipos, proyectos de problematización, resolución de problemas, entornos virtuales, entre otros. Evaluaciones orales, escritas entre otras.	40%	40%
PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN (Diversos entornos de aprendizaje)	Actividades desarrolladas en escenarios experimentales o laboratorios, prácticas de campo, trabajos de observación, resolución de problemas, talleres, manejo de base de datos y acervos bibliográficos entre otros.	30%	30%

ACTIVIDADES DE APRENDIZAJE AUTÓNOMO (Aprendizaje independiente e individual del estudiante)	Lectura, análisis y comprensión de materiales bibliográficos y documentales tanto analógicos como digitales, generación de datos y búsqueda de información, elaboración individual de ensayos, trabajos y exposiciones.	30%	30%
PROMEDIO		100% - 10	100% - 10

RELACIÓN DE LA ASIGNATURA CON LOS RESULTADOS DE APRENDIZAJE DEL PERFIL DE EGRESO DE LA CARRERA:

Resultados de Aprendizaje del Perfil de Egreso de la Carrera: (Copiar los elaborados para cada unidad)	Nivel de Contribución: (ALTA – MEDIA - BAJA: Al logro de los R.de A. del perfil de egreso de la Carrera)			Evidencias de Aprendizaje: El estudiante es capaz de:(evidencias del aprendizaje: conocimientos, habilidades y valores)
	A Alta	B Media	C Baja	
1.- Respalda sus opiniones con razones		X		Escribe párrafos describiendo a su amigo, utilizando el vocabulario de la unidad.
2.- Organiza y sintetiza detalles a partir de las lecturas.	X			Escribe una carta al Director de su escuela expresando su opinión acerca de que los estudiantes usen o no uniformes.
3.- Analizar la realidad social en base al desarrollo y evolución de la cultura.	X			Crea un dialogo utilizando el gramática y vocabulario de la unidad.
4. Utiliza expresiones idiomáticas en diálogo.				Presenta en forma oral como elaborar una pieza de vestir.

BIBLIOGRAFÍA:

11.1. BÁSICA:
Jonh Beaumont, North Star: listening and speaking level 1, second edition.
Jonh Beaumont, North Star: reading and writing level 1, second edition.

11.2. COMPLEMENTARIA:

Liz Driscoll, Real Reading 3, Cambridge University Press, 2008
Liz Driscoll, Real Reading 2, Cambridge University Press, 2008
Judy B. Gilbert, Clear Speech, Cambridge University Press, 2009
Gairns, Cambridge University Press, 2011
Activity book “Easy Reading”

CONTENTS

- Vocabulary
- Skimming
- Intensive Reading

UNIT 1

VOCABULARY



Source: Students at the Languages School at UNACH

DEFINITION

Learn to read through the use of vocabulary make this process easier, because when you use it in an appropriate way like guessing the meaning of new words you do not have to look up in the dictionary, maybe you cannot understand the meaning at the first time but when you read again you will have a general idea, with this process you can use your previous knowledge about world.

ACTIVITY ONE

TOPIC: Knowing the world



Source: Students at the Languages School at UNACH

OBJECTIVE:

To apply students' previous knowledge to comprehend selections.

TASK

Read the complete sentences and guess the meaning of the underlined words just by using your own knowledge of the world and how things work.

1. Some vegetarians believe that killing animals is wrong. Others are vegetarian because they think meat is bad for people.

A vegetarian is probably _____

2. The driver swerved to miss the little boy who stepped out into the road.

To swerve is probably _____

3. The podiatrist told the woman to take the medicine for 5 days and call him if she didn't feel better.

A podiatrist is probably _____

4. She picked the irises and arranged them in a vase to put on the coffee table.

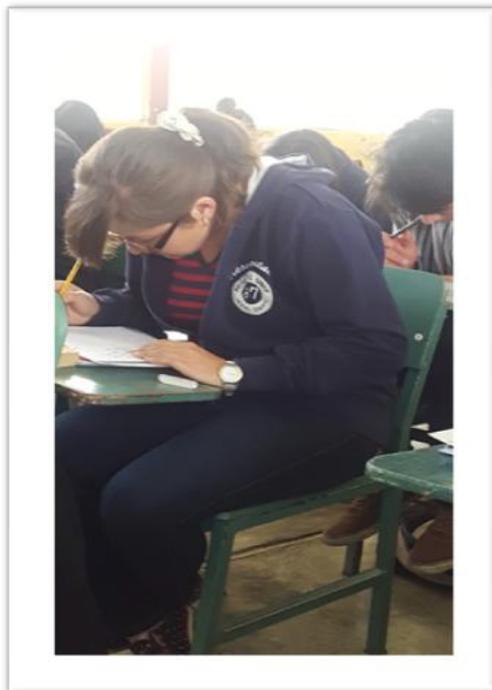
An iris is probably _____

5. Her tea was tepid, so she put it in the microwave.

Tepid probably means _____

ACTIVITY TWO

TOPIC: Let's use Punctuation Clues



Source: Students at the Languages School at UNACH

OBJECTIVE:

To improve reading comprehension through the use of punctuation clues.

TASK

Read the sentences and use the punctuation clues to find the meaning of the underlined words.

1. The deluge, a flood of rain, threatened to drown the little town.

A deluge is _____

2. Sleet (half rain and half snow) can be very difficult to drive in due to poor visibility.

Sleet is _____

3. Freezing rain – rain which freezes when it hits the earth – also causes many accidents.

Freezing rain is _____

4. People have gotten lost 10 meters from their homes in blizzards – snowfalls that come down very thickly.

A blizzard is _____

5. Another dangerous form of weather is hail (falling balls of ice) which has been known to get so big that it can break a car windshield.

Hail is _____

ACTIVITY THREE

TOPIC: Definition Clues



Source: Students at the Languages School at UNACH

OBJECTIVE:

To apply appropriately definition clues to understand the meaning of unknown words.

TASK

Read the sentences then by using definition clues they have to guess the meanings of the underlined words.

1. Breaking even involves making enough money to pay for business costs but no more.

Breaking even is _____

2. Many new businesses go bankrupt, which means they lose everything.

To go bankrupt is _____

3. It takes a special kind of person to give up a regular job's security, i.e. the safety of a weekly paycheck, to go into business on her own.

Security is _____

4. Small enterprises are usually defined as businesses with fewer than 50 employees and less than \$2 million in annual (yearly) revenues.

An enterprise is _____

6. Entrepreneurs are people who start their own businesses.

An entrepreneur is _____

ACTIVITY FOUR

TOPIC: Example Clues



Source: Students at the Languages School at UNACH

OBJECTIVE:

To find the meaning of new words using example clues.

TASK

Read the sentences and using example clues they guess the meaning the underlined words.

1. A great part of Canada's economy is based on its natural resources, for instance coal, oil and wood.

A natural resource is _____

2. Despite the risks, new businesses are expanding everywhere, from natural resources, manufacturing, construction, real estate, retail trade and – especially – service industries such as consulting and tourism.

A service industry is _____

3. The reporter talked to many auto-industry executives, e.g. company presidents and vice-presidents.

An executive is _____

4. The research company said that less-established car makers such as Subaru and Isuzu could be forced out of North America.

Less-established is _____

5. The Big Three are designing radical new cars including vehicles that use radar and advanced computers.

Radical is _____

ACTIVITY FIVE

TOPIC: Comparison Clues



Source: Students at the Languages School at UNACH

OBJECTIVE:

To apply comparison clues in order to comprehend words and ideas.

TASK

Read the sentences and use comparison clues to identify the meaning of underlined words.

1. A soft cloth will soak up a lot of water. Likewise, a sponge is very absorbent.

Absorbent means _____

2. Spot cleaners as well as other bleach products are good at getting out stains.

A spot cleaner is _____

3. A large family seems to have an infinite amount of laundry to do. Similarly, there are always an endless number of dishes to wash.

Infinite means _____

4. Both the vacuum cleaner and the smaller portovac are useful in doing the rugs.

A portovac is _____

5. Pat finds washing dishes relaxing. In the same way, Jane finds folding laundry soothing.

Soothing means _____

ACTIVITY SIX

TOPIC: Referent Clues



Source: Students at the Languages School at UNACH

OBJECTIVE:

To identify the meaning of unfamiliar words through the use of referent clues.

TASK

Read the sentences and use referent clues to identify the meaning of underlined words.

1. Yesterday some shysters came to my door. Those dishonest men pretended they were doing a survey and then tried to convince me to buy a magazine.

A shyster is _____

2. My neighbors have a beautifully landscaped yard. It is well arranged with beautiful shrubs, lush looking trees and bright flowers.

Landscaped means _____

3. Junk mail is a huge cause of pollution. These flyers advertising all sorts of things are put through the mail slot and usually not even looked at before they are thrown in the garbage.

Junk mail is _____

4. Cathy gave a shower for her friend Jill. Everyone gave presents to Jill for her baby at the party.

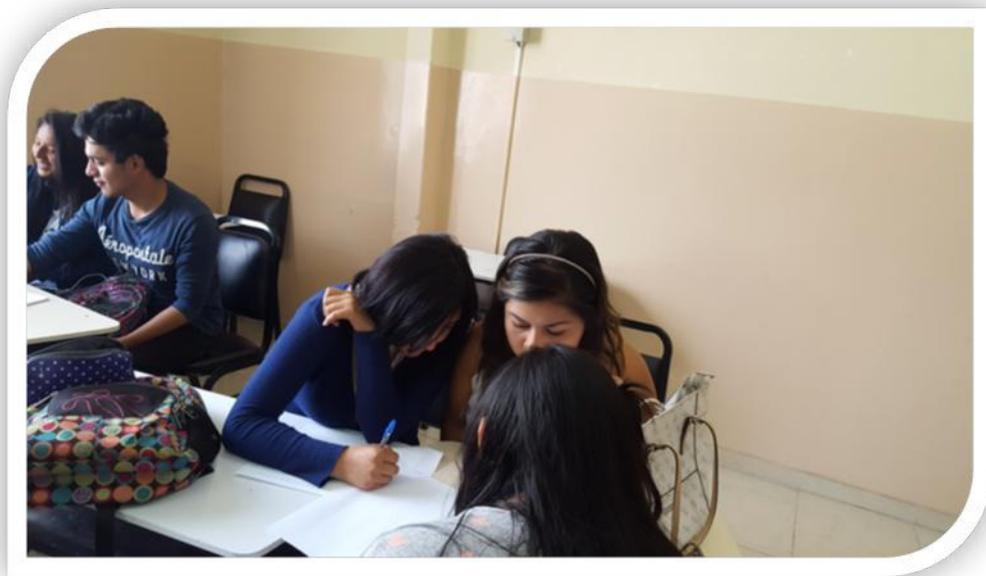
A shower is _____

5. his rent late. The delay was caused by Paul's bank. They lost his deposit.

A delay is _____

UNIT 2

SKIMMING



Source: Students at the Languages School at UNACH

DEFINITION:

Skimming consists of rapidly running eyes across a whole text like: an essay, an article or an illustration to get a general idea. With the use of skimming the reader can predict the purpose, the message or the main idea. This gives students the opportunity to get on more focused reading.

ACTIVITY ONE

TOPIC: Lost dog



Source: Students at the Languages School at UNACH

OBJECTIVE:

To use skimming in order to get an idea of what the text is about.

TASK

Start off with a short text.

Move your eyes quickly looking out for important ideas.

Read the words in the following text that are in larger print.



LOST DOG

I lost my dog, Brando on Monday 1st September. It has never run away before.

BROWN AND WHITE

It is large and healthy looking. It was wearing a red collar. It was last seen in the

SUCRE PARK

If you have seen it or you know where it is

Contact:

LUIS PÉREZ

As soon as possible on 0976540986
REWARD
For anyone who gives useful information.

EVALUATION

Answer the questions below.

1. Using your own words write what you think the text is about before reading the whole information.

.....
.....
.....
.....

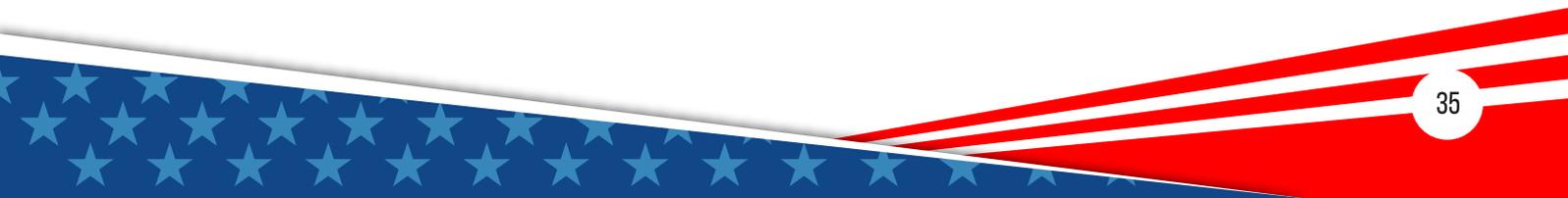
2. Now read the whole text.

3. What extra information did you get?

.....
.....
.....

4. Did you already have a good idea what the text was about?

.....
.....



ACTIVITY TWO

TOPIC: Newspaper article



Source: Students at the Languages School at UNACH

OBJECTIVE:

To read quickly in order to get the general idea of the article.

TASK

Read the headlines.

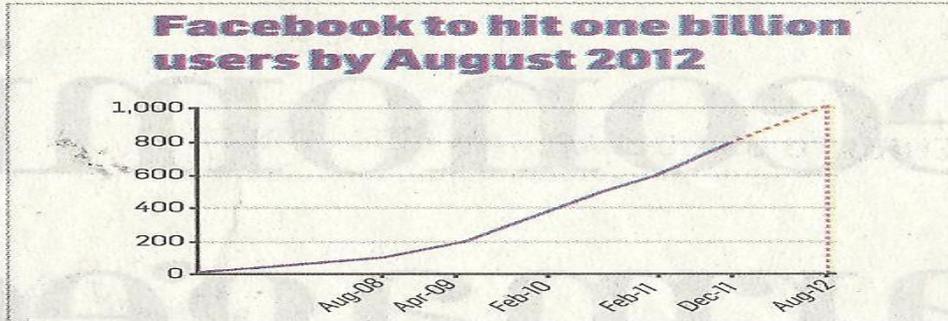
Read only the first and last paragraph.

Read paragraphs as quickly as you can.

Think what the newspaper article is about.

::: TechBriefing :::

Facebook to hit one billion users by August 2012



IF social networking giant Facebook continues on its current growth trajectory, it will reach one billion active users by August of this year, digital marketing agency iCrossing predicts.

Last September at F8, Facebook CEO Mark Zuckerberg confirmed Facebook had breached the 800 million member milestone.

iCrossing analytics expert Gregory Lyons said Facebook's growth has slowed or stopped in early adopter countries like the US and UK.

"However, developing countries such as India and Brazil have shown strong growth, with India growing from 22 million users to 36 million and Brazil going from 13 million to 30 million in the last nine months.

"Both are large countries with millions of potential users who have yet to sign up to Facebook, with only 3pc of India's population on Facebook and 16pc of Brazil's, compared to 49pc of America's population or 47pc of the UK's population. Countries such as these will clearly contribute heavily to Facebook's continued growth," Lyons added.

Source: Liverpool College: Reading strategy flexi-packs

EVALUATION

Answer the questions below.

1. After reading the first and last paragraphs, what do you think the newspaper article is about?

.....

.....

.....

.....

2. What specific information does the article give to you?

.....
.....
.....

3. Read the entire article. Did it change the idea that you have at the beginning?

.....
.....

ACTIVITY THREE

TOPIC: Thanksgiving



Source: Students at the Languages School at UNACH

OBJECTIVE:

To use skimming in order to predict the purpose of the passage, the main topic, or message, and possibly some of the supporting ideas.

TASK

Move your eyes quickly looking out for important ideas.

Read the following text to predict the most important aspects about it.

THANKSGIVING

Dear Ines,

I was so happy when I received your little parcel. Thank you so much. All the information you sent about all festivals in Ecuador really helped me with my school project.

I was really interested in the "Fiesta de la Mama Negra", which takes place in your town, It's a very colorful festival, isn't? I would love to see the processions and street dancing and hear the Andean music! The photos you took are wonderful, aren't they?

You wrote that you would like to know something about festivals and traditions in the United States. I think one of the most important is Thanksgiving Day. The actual origin of this holiday is probably the harvest festival which is traditional in many parts of the world. After the first harvest was completed by the Plymouth colonists in 1621, Governor William Bradford proclaimed the day of thanksgiving and prayer for all the colonists and neighboring Native Americans. Later, in 1623, it was changed to a day of thanksgiving because much needed rain came during the prayers. Gradually Thanksgiving became an annual celebration throughout the United States. Today, it is celebrated on the fourth Thursday of November every year. It is national holiday and most families have a meal together on this day. We eat turkey and we give thanks for all that we have. I don't think you celebrate Thanksgiving in Ecuador, do you?

I am sending you a letter present to say thank you for the "masapan" figures you sent me. They are wonderful! They make lovely Christmas tree decorations, don't they? How are you going to spend Christmas?

I'll write again soon

Best wishes

Beth

EVALUATION

Read the following sentences and write TRUE or FALSE.

1. Ines and Beth live in the same country _____
2. Ines has already written to Beth _____

Choose the correct information about the reading

1. - Inés sent Beth

- a. just a letter
- b. some information, some photos and a present
- c. some information about Thanksgiving

2. - the thanksgiving tradition was started by

- a. Native Americans
- b. colonists in North America
- c. a us governor

3. - Thanksgiving was to give thanks for

- a. rain
- b. crops
- c. droughts

4. - In 1621, the colonists

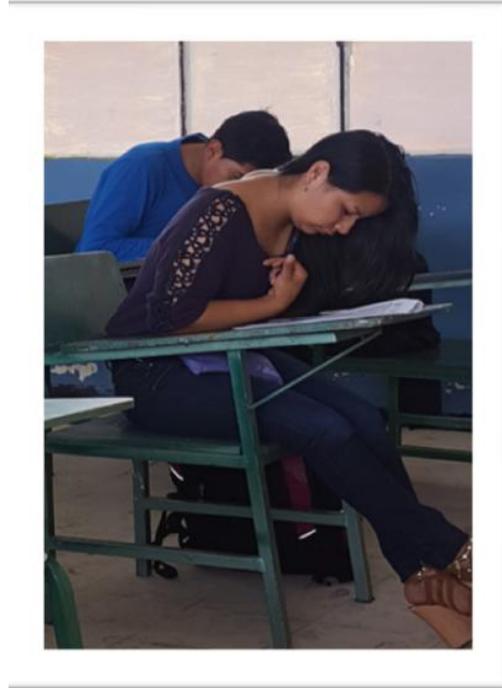
- a. prayed for rain
- b. didn't have good crops
- c. gave thanks with the native people

5. - Today North American people celebrate Thanksgiving

- a. at the end of November
- b. at the beginning a November
- c. at Christmas time

ACTIVITY FOUR

TOPIC: Riobamba Library



Source: Students at the Languages School at UNACH

OBJECTIVE:

To identify important aspects through the use of skimming to get information

TASK

Quickly run your eyes across the whole text.

Read the most important information about the flier.

RIOBAMBA LIBRARY

INTRODUCTION

Welcome to Riobamba Library. This flier contains information that explains the resources that you can borrow like: books, cds, and videos.

BOOKS:

Nonfiction texts: magazine, newspaper, article, travel.

Reference texts: manual, dictionary, report, journal, encyclopedia.

CDS

Stories: mystery, historical fiction, traditional literature, poetry, biography.

Music: romantic, pop, classic rock, smooth jazz, oldies.

VIDEOS:

Educational: primary and secondary, college level.

Film: action, romance, musical, horror, thriller, animation.

DO NOT FORGET: OCTOBER IS LIBRARY MONTH!

You can find more information on our website: www.riobambalibrary.com

EVALUATION

After you read the information answer the questions below.

1: This text is about:

- library resources
- types of movies
- opening and closing hours

2: The flier contains information about borrowing CDs.

- false
- true

3: Which category of book isn't listed?

- magazine
- dictionary
- newspaper
- play

4: An e-mail is provided.

- true
- false

5: What type of text is this text?

- informative text
- response text
- expository text
- procedure text

ACTIVITY FIVE

TOPIC: Job Vacancy



Source: Students at the Languages School at UNACH

OBJECTIVE:

To recognize relevant information through the use of skimming.

TASK

Read quickly just important ideas.

Answer the questions.

FULL TIME SECRETARY ASSISTANT

DUTIES AND RESPONSABILITIES

Servicing clients

Answering phone calls

Entering data into the computer system

Archiving documents

DAYS OF WORK

Monday, Wednesday and Friday.

HOURS OF WORK

From 8 a.m. to 4 p.m.

EVALUATION

After you read the information answer the questions below.

1. This text is about:

- a. an interview
- b. a job description
- c. an e-mail

2. This text is

- a. give an advice
- b. suggest people a job
- c. offer a job

3. Choose the correct option

The job is part- time

- a. False
- b. True
- c. We do not know

4. What information is missing?

- a. the salary
- b. days of job
- c. the hours of work

5. Where is the job?

- a. in a school
- b. we do not know
- c. in an office

ACTIVITY SIX

TOPIC: Your Amazing Body



Source: Students at the Languages School at UNACH

OBJECTIVE:

To identify the main points using skimming.

TASK

Read the title.

Read the first sentence of each paragraph.

Dip into the text looking for relevant information.

YOUR AMAZING BODY

RUBY the RED BLOOD CELL

1 Hello, everyone! My name's Ruby. I'm a red blood cell. There are about 25,000,000,000,000 (that's 25 trillion) of us in your body.

2 Every second, 3,000,000 old cells die, and 3,000,000 new red blood cells are born inside you! We live for about four months.

3 We travel round your body in blood vessels. We go towards your heart in your veins and we go away from your heart in your arteries.

4 My job is to take oxygen from your lungs to different parts of your body. Oxygen gives you energy. First I pick up some oxygen in your lungs. The oxygen makes me very red! Then I go to your heart. Your heart pushes me out and I travel along your arteries and round your body. Your arteries are our motorways - wide, fast roads! We travel in the middle of your arteries and we can go 1 metre per second.

5 This is my friend, Willy. He's a white blood cell. White blood cells go slowly along the sides of arteries. They look for germs (the things that make you ill), and they kill them.

6 Here I am in your foot. I'm giving my oxygen to your big toe. I feel lighter now! I need more oxygen so I have to go back to your lungs.

7 I'm on my way to your lungs and your heart again, so I have to travel in your veins. I'm purple now because I haven't got any oxygen. That's why the blood in your veins looks blue. In small veins we travel slowly - about 2 metres per hour.

8 And now I'm near your lungs again, I'm going to pick up more oxygen, and my amazing journey starts again. Bye!

Unit 6 Stage 3 53

Source: Book Happy Earth 25, pag.53

EVALUATION

After you read the information answer the questions below.

1. This text is about:
 - a. The veins
 - b. The blood
 - c. A cell

2. The text ...

a- tells a fairy tale.

b- Gives an explanation.

c- is a discourse.

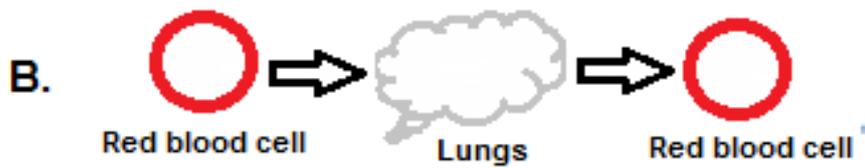
3. Where can you find this type of text?

a- In a magazine.

b- In a math book.

c- In a science book.

4. Choose the correct sequence



5. What does Willy do?

a- Travels round your body

b- Goes slowly.

c- Goes away from your heart.

ACTIVITY SEVEN

TOPIC: Change one life



Source: Students at the Languages School at UNACH

OBJECTIVE:

To skim the text with the purpose of getting an overview of the content.

TASK

Talk about the title of the reading.

Tell some ideas according with the topic.

Read the following paragraphs and write the correct title for each paragraph on the line.

Adopt

Transform a life

Never alone

Have a better health

CHANGE A LIFE

1. _____

18000 domestic animals are abandoned in Cuenca, 6000 dogs roam the streets of Guayaquil for lack of owner, a lot of complaints are given daily by abandonment of animals the numbers do not change and continue. But rather than discourage you, think that with your help, my help we can change this scenario.

How to do it? Encourage yourself to adopt a dog or a cat. We will convince you with 3 great benefits:

2. _____

Be the protagonist of change, live an amazing transformation live: as you and your family turn to an animal that can be fearful, scary or unsociable in a great life partner.

3. _____

When you adopt a dog, in return it will be loyal for life. It will give you company, joy, etc. It will give you happy moments and it will raise your mood in times of sadness or loneliness. Sharing life with an animal is pure magic.

4. _____

There are studies that indicate that having a pet lowers blood pressure and produces relaxing effects on the body. Give confidence, security, and protection. Caring for pet increases self-esteem in children.

EVALUATION

Read again the paragraphs of the text and underline the factors which influence to adopt an animal.

UNIT 3

INTENSIVE

READING



Source: Students at the Languages School at UNACH

DEFINITION:

Intensive reading helps the students to focus on the language rather than in the text. This involves answering comprehension questions, pay attention on the vocabulary, grammar patterns. Intensive reading allows the students to look intensively inside the text.

ACTIVITY ONE

TOPIC: Handicapped people do useful work



Source: Students at the Languages School at UNACH

OBJECTIVE:

To develop reading skill through comprehension of the story's events.

TASK

Read silently the story.

Discuss about the story's events and share their ideas independently.

Handicapped people do useful work

Joseph Emmons can't use his eye. He is blind. He has a trained dog named Buster that leads him where he wants to go. Buster sees for Mr. Emmons. He is called a seeing-eye dog. Although Mr. Emmons has a handicap, it isn't a big problem. He has a useful job. Mr. Emmons sells brooms and mops to people in this part of the city. Mr. Emmons gets up at six every morning and eats breakfast with his wife. Then he leaves his house at seven. He holds Buster and walks from house to house. He carries his mops and brooms with him. While he talks to people, the dog sits and waits. Buster doesn't let Mr. Emmons talk to people very long. He likes to keep moving. Mr. Emmons visits each house every four months, and by then people are ready to buy new brooms, but these

days he has a problem. His brooms last so long that sometimes they still are so good after four months. Then nobody needs to buy a new one. Mr. Emmons is so proud of his brooms because blind people make them. He picks up a new supply of brooms every week. He says “If you don’t sell people something good, they are not going to buy from you the second time you come around.

“Adapted from the book “Changing times, Changing Tenses”

EVALUATION

1. Read the text carefully and answer the following questions about it.

a. Why is Mr. Emmons called a seeing-eye dog?

.....
.....

b. Does he spend long time talking to people? Why? Why not?

.....
.....

c. What problem is Mr. Emmons facing now? _____

2. Write a synonym to each of the following phrases which appear in the text.

a. An organ of sight _____

b. Retained by force _____

c. Capable of being put into use _____

d. Formed by instructions, discipline _____

e. Domesticated animals _____

ACTIVITY TWO

TOPIC: Soap operas



Source: Students at the Languages School at UNACH

OBJECTIVE:

To comprehend the story's events through answering the questions

TASK

Read silently the story.

Discuss about the story's events and share their ideas independently.

“SOAP OPERAS”

During the 1960's it was uncommon for young people to watch soap operas. It was a time of seriousness and talk was about social issues of great importance. Now seriousness has been replaced by fun. Young people want to be happy. It may be seen strange that they should turn to soap opera, which is known from showing trouble in people's lives. But soap opera is enjoyment. The fact that so many young people are watching the soaps has changed soap operas. The most obvious difference now is in the age of the character, now all shows have at least a few characters between the ages of 15 and 25 who are centre figures in the drama. Young people can identify with the

situation young characters in conflicts with parents, first love, etc. Producers and writers are trying to make soap operas more “meaningful” to young people in another way: By dealing with social issues they think are of importance to them. These issues are usually presented on the level that all other soap operas are presented in the emotional levels. In the past, soap characters have tended to fill rather than figure out and for the most part, that it is still true. There is a value system in soap opera characterizations, one of the principal values is honesty and an important message of soap operas is that getting hurt is part of life.

Adapted from “Interchange I”

EVALUATION

Read again and answer the following questions.

1. Are there any differences between the soap operas from the sixties and nowadays soaps?

.....
.....

2. Mention one of the most important things taken into account when making a soap opera.

.....
.....

3. Find in the text a synonym or an antonym of the words below.

- a. Speak: _____
- b. Common: _____
- c. Sad: _____
- d. Aspects: _____
- e. Main: _____

4. Read the following text carefully and say if the statements below are true or false.

- a. _____ Young people have always liked to watch soap operas.
- b. _____ There are characters of different ages in nowadays soap operas.
- c. _____ Soap operas are means of entertainment.

ACTIVITY THREE

TOPIC: Scotland



Source: Students at the Languages School at UNACH

OBJECTIVE:

To read with understanding and fluency by applying intensive reading.

TASK

Read silently the story.

Discuss about the story's events and share their ideas independently.

SCOTLAND

If you're not afraid of the weather, Scotland can be one of the most beautiful and fascinating of travel destinations. The beautiful landscape and rich history could keep a holidaymaker happy for months. A great way to see the highlands and islands of Scotland is by bike. Scottish roads are reasonably free of traffic, especially if you keep off the main routes, and because it's not a vast country you can see a lot of it by bike in a couple of weeks.

A friend of mine and I did just that at the age of sixteen, and though it rained for ten out of the fourteen days we were there, nonetheless we had a marvelous time. But the weather isn't always so bad. We made the mistake of going in August, which is the height of the 'rainy season'. Apparently the weather is generally better in spring and early summer.

The route we cycled along was more or less the same taken by the historic rebel, Prince Charles Edward Stuart, known as Bonnie Prince Charlie when he escaped after his army was defeated by the English at the battle of Culloden in 1746. That's where our journey began. Instead of staying on country people's farms, we lived in campsites or youth hostels. And instead of deliberately taking a long route across the highlands as Bonnie Prince Charlie had done to avoid capture, we took a pretty straight course along the roads.

Source: <http://www.woe.edu.pl/content/scotland-land-brave>

EVALUATION

Read again and answer the following questions.

1. Scotland is a good place
 - a. to become happy for months
 - b. to have a trip
 - c. to learn history
 - d. to enjoy the weather

2. A bike is popular in Scotland because
 - a. it is a good way to see this small country
 - b. the traffic is heavy in the country
 - c. it is cheap
 - d. this is the only way to see its highlands

3. The best time to go to Scotland is
 - a. August
 - b. a rainy season

- c. spring and early summer
 - d. when you are at the age of sixteen
4. The Scottish troops ... in 1746.
- a. won the victory
 - b. lost the battle
 - c. did not fight with the English
 - d. lost their leader
5. Bonnie Prince Charlie took a long route across the highlands because
- a. that was the only road in the country
 - b. he avoided taking a straight course along the roads
 - c. he did not want to be defeated
 - d. he did not want to be caught by the English

ACTIVITY FOUR

TOPIC: A great sport



Source: Students at the Languages School at UNACH

OBJECTIVE:

To understand author's point of view through the discernment of the information.

TASK

Read silently the information.

Understand the author's point of view.

A GREAT SPORT

Are you tired of sitting around the house, bored and lonely? You should join a sport like baseball. Baseball is a great team sport to play. It will give you exercise and you will spend time with other people. You can compete and learn more about the sport. Maybe you are the next Nolan Ryan.

Source: <http://buzzingwithmsb.blogspot.com/2012/03/authors-purpose-and-awards-freebie.html>

EVALUATION

1. What is the author's purpose for this text?

- a. to inform about the game of baseball
- b. to entertain with a story about baseball.
- c. to explain how to play a game of baseball
- d. to persuade you to play baseball.

2. Which sentence from the text shows the author?

- a. Are you tired of sitting around the house, bored and lonely?
- b. It will give you exercise and you will spend time with other people.
- c. You can compete and learn more about the sport.
- d. Baseball is a great team sport to play.

3. Read this sentence from the text. " is a You should join a sport like baseball" from this sentence, the reader can tell...

- a. the author thinks baseball is a boring sport.
- b. the author thinks baseball is a good sport to play.
- c. the author thinks baseball is a dangerous sport.
- d. the author thinks it is important to have free time.

4. What is the author's message?

.....

.....

.....

ACTIVITY FIVE**TOPIC: Tofu**

Source: Students at the Languages School at UNACH

OBJECTIVE:

To understand author's through the comprehension of the text.

TASK

Read silently the information.

Comprehend the author's point of view.

TOFU

Tofu is a product that is becoming very popular as a low-calorie, cholesterol-free meat substitute. Formerly it was found exclusively in Oriental markets and health food stores, but today tofu can be purchased in most supermarket produce departments. This white, cheese like substance is made from the condensed milk of soybeans. It is extremely high in protein and low in sodium. Tofu is almost tasteless by itself, but it can be easily mixed into sauces and soups; it can even be made to imitate scrambled eggs.

Source: <http://www.mdc.edu/kendall/collegeprep/documents2/AUTHOR'S%20PURPOS Erev818.pdf>

EVALUATION

1. The author's primary purpose is to

- a. evaluate Oriental cooking.
- b. persuade you to eat low-cholesterol foods.
- c. describe tofu.
- d. to compare tofu with meat.

2. The author wrote this article to:

- a. entertain people
- b. teach people.
- c. inform people about the topic.

3. Where did the author write this article?

- a. In a book
- b. In a magazine
- c. In a story
- d. In an article

4. What is the author's message?

.....

.....

.....

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ANNEXES

WARM UP ACTIVITIES

Broken Telephone

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke!

20 Questions

One person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions!

Example: ORANGE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc...

If someone makes a mistake in forming the question, other class member can help turn it into a proper question.

Draw the Picture

In this activity class split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

Lip reading

Bring a student to the front but command them to remain absolutely silent at all times during the game. Reveal a flashcard/sentence on paper to them. They must try to silently say it to the rest of the class- who are trying to guess what it is.

Memory box

Bring in a box of random objects (which students have already learnt the names of). Give the class a minute to look into the box and see what is there but they cannot write it down. Cover the box up and see how many items the students can name or write on a list.

Shiritori

The first student says a word. Then student must say a word that begins with the last letter of the previous word.

Bottle pass

Break the ice by giving the student on the far left a plastic bottle or another item and telling them that it must be passed down the line but students can only touch it with their elbows i.e. by clenching them together to grip it. Alternatively you can have a relay race in teams.

Dogs bark

Select a category such as animals. Choose one student to start. The starter says something like 'dogs say bark', 'cats say meow' etc. If the noun matches the action the rest of the class must do the action. If the caller says something false such as 'bears cluck', the students who cluck are eliminated.

I spy

A student finds something that is visible in the room and says "I spy with my little eye, something beginning with..." The rest of the class must guess words beginning with that letter to find the answer.

