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I Read, Understand and I learn

The present work is focused on the enrichment of the student's thought by means a varied didactics and motivational. Since the student needs to see English as a tool to communicate his/her ideas and opinions, to enlarge the limits of the knowledge and being motivated to continue appropriately with his learning

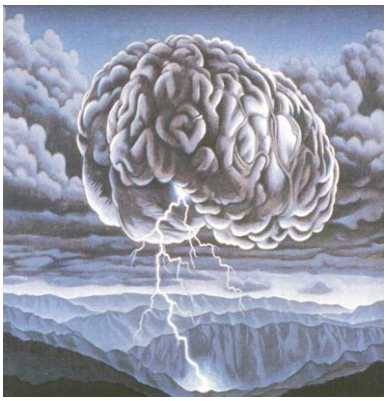
This guide will provide the knowledge of different classes of texts and the best strategies to read them. Strategies have been remarked to develop the reading correctly, which will help English's teacher, but mainly to the students.

We believe that it is necessary to reconsider the reading process, because it is indispensable for a good development and operation. The good interpretation strategies helps students to read in an efficient way. Using them, the student will be able to get the maximum benefit of her/his reading and to achieve the main objective: understanding.

The present guides it is divided in eight units, each one with different strategies and technical besides, functionality by referring to the stages of the process of the reading.

Next, a brief explanation of the generalities of each reading strategy applied in the guide.

Brainstorming



Brainstorming can be an effective way to generate many ideas on a specific matter, it is more effective with the performance and concentration on the part of the whole class; and it should be carried out in a relaxed atmosphere. If the students feel free and they even joke, they will open their minds farther and they will produce the most creative ideas.

Each student thinks in a different way, therefore, all can contribute with their ideas, which will bring varied ideas as a result, creativity, and mainly the student will have the capacity to say energetic and openly fomenting the security and respect in the students

Previous organizers.

This type of previous organizers is used to provide support to the new information; they help the students to relate the knowledge that they have with what they will read. They are used to evaluate the level of understanding on what the students read.

The previous organizers are ably elaborated with the purpose of presenting something that is already known to be able to organize and to interpret the information that the students are going to receive.

New vocabulary

The learning of new words or the vocabulary increment is a powerful way to increase the achievement of the understanding in the reading. The student when learning from 10-12 new words per week, produces a big effect in the student, the teaching of Vocabulary is a strategy of excellent acceleration inside the e-learning.

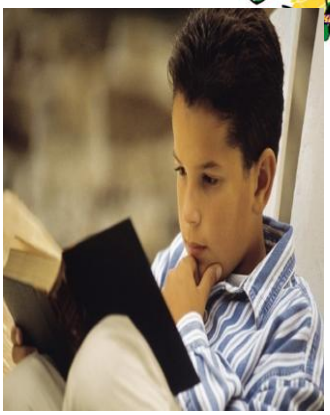
This strategy is developed previously to the reading; the teacher has the opportunity to confirm the predictions of the students or, going direct to the task of main reading that depends on what was made previously. The new vocabulary should be clear at the moment of reading the text; the objective of this technique is to clarify the definitions in context.

Graphic organizers.

The organizers help the readers to think critically of an idea, concept, or story, by locating the main idea and supporting it with the details in critic tone. The readers that develop this dexterity will develop to increase their interpretation and understanding.

The students are attracted efficiently and they focus their mind on the idea of the main point and they process the information, improving the long term memory. The graphic organizers are especially useful for the apprentices that are about carrying out the process correctly of to examine the information and to organize it.

Annolighting a text



This strategy consists on the identification of important data, the same ones that in general, they can be explicitly inside the text, however in some occasions we should build the ideas of more relevance.

Annolighting a text is to recognize and to differentiate the main idea of the secondary in a paragraph, with the purpose of understanding what is wanted to transmit through the reading.

Reciprocal Teaching

The reciprocal teaching is the format for small groups of 3 to studying. Each student has a paper of leader, for this reason is called "reciprocal teaching" The students are divided into groups, under the direction of a student, the readers work together to determine the meaning of unknown words through context keys, definitions or looking for the words.

Reciprocal teaching implies a high grade of social interaction and the collaboration, since the students learn how gradually to assume teacher's paper to help their partners build the meaning of the text.

The inference is a mental process, which we reach a conclusion on the base of specific tests. We deduce the reasons, the purpose, and the intentions that the writer had when carrying out the book, text, reading etc.

Inferring is a strategy used before, during and later the reading. To predict is a part of deducing. The inferences have to be based on the references in the text and then they were related with the previous knowledge. The students need to learn how to deduce what the words represent, the adjustment of the story, the answers for the questions that the reader doesn't understand the opinions fact, the explanations for the events, and the writer's underlying message.

The reading purpose

When the students have a purpose to read a selection, they discover that that purpose doesn't only direct its reading toward an objective but also help to focus its attention. The purposes can come from the professor based on directed questions, the questions of the class discussions or the storm of ideas.

The purpose of the reading consists on carrying out a general reading of a text, the reader can relate his/her knowledge with those that he/she goes acquiring when reading the text.

SUMMARY

A summary is the brief exposition of the essential thing of a matter. In the summary the basic ideas of the text are condensed to facilitate their complete understanding, it is an abbreviation of the most important ideas in a book, text, passage, etc. It should be brief, concise, with short sentences and without critical trials.

When summarizing, the student will be able to express with their words the sense of the content without stopping to be faithful to the original text.

K-W-L (creation by Donna Ogle)

This strategy consists of three interesting questions for the students, they can use with the explanatory text:

⇒ What is what I know about the topic?
⇒ What is those that I want to learn?
⇒ What is what I really learned?

The columns should be written in a chart with the three questions to the summit of each column.

- The letter **K** refers to the previous knowledge. This is the question of activation of knowledge.

- The letter **W** means Will or Want, that is to say those that will learn probably based on the reading, and what really wants to learn on the topic.
- The letter **L** Learned means, after the reading, what the student really learnt, how he/ she can use the acquired knowledge, what you doubt were clarified, etc.

Question-Answer Relationship (QAR)

This is a strategy that develops in the students the capacity to make and to respond questions, this strategy it can be used before, during and after the reading process. This strategy is based on the four relationships of the basic, but at the same time effective question-answer:

Right There Questions: the questions demand to return to the passage and to find the correct information to answer the question.

Think and Search Questions: usually demandshim/her that he/she thinks on how the ideas or information in the passage are related with us. You will need to look at the passage behind, find the information to that the question refers, and then he/she should think or to infer on, how the information or ideas fit together.

Author and You Questions: the questions demand him/her him to use the ideas and information that are not declared directly in the passage to answer the question. These questions demand students to think on what you have read and it has formulated their own ideas or opinions.

My Own Questions: the questions can be answered using their knowledge of the topic.

Unit 1: English and teenagers

This unit consists of readings that try the students look at English as a second language and some alternatives to motivate the students to the e-learning process.

Objectives:

- To motivate the students toward English's learning.
- To highlight the different areas where English is necessary
- To give the due importance to reading like part of the e-learning.
- To learn and to use the verbs present simple.

Topic 1 :English is so hard

Activities :

- Pre-reading : Brainstorming
- Reading : Underlining
- Post-reading : Identification of correct information.
  : Select positive aspects.

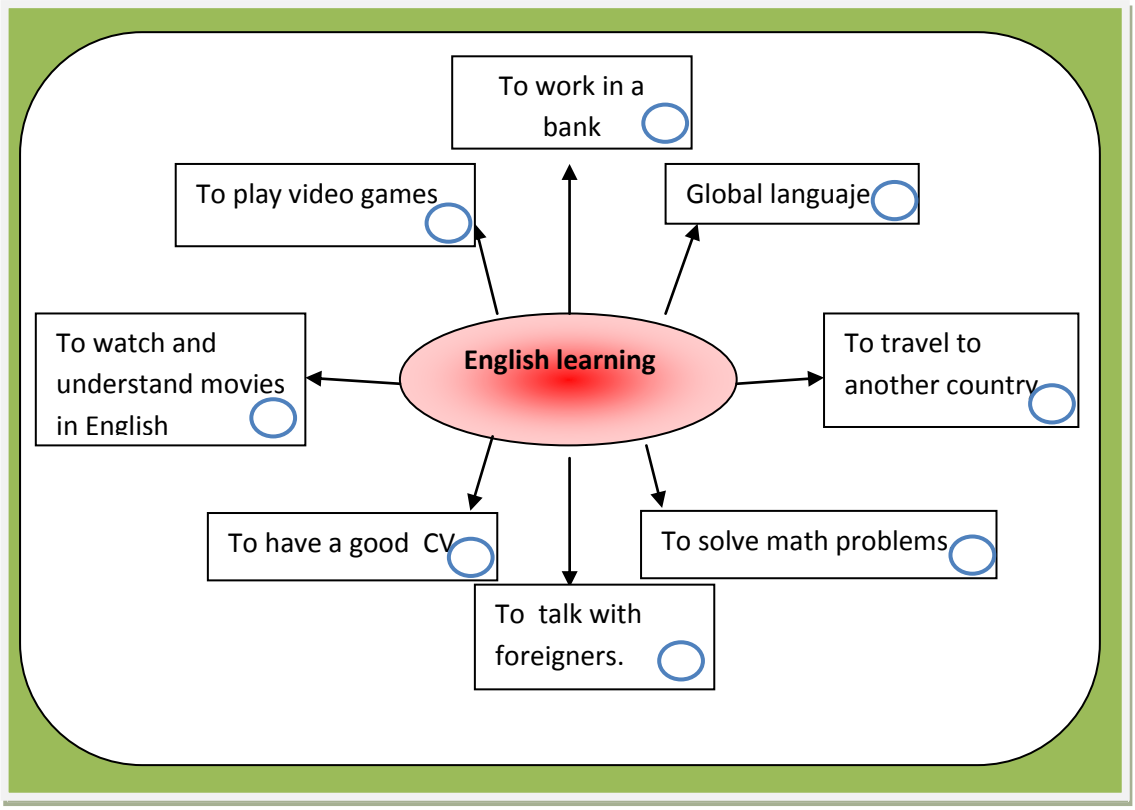
Procedure:

1. Carrying out as pre-reading activity a brainstorming about English's importance.
2. Giving enough time in order to read the text understandingly.
3. Starting from the second reading of the text, to request to the students that underline the main ideas with a marker of thick tip.

4. Requesting that they identify and underline the secondary ideas of the reading with a marker of fine tip.
5. When finishing, request to the student that carries out a reading of all that underlined in order to facilitate the understanding.
6. The students should complete the chart of the task c.
7. Finally, according to their opinion the students will carry out the task d.

Exemplification:

a) Why to study English? Put a tick in the correct information.



b) Read the text twice, and then underline the main ideas with a purple marker and the secondary ideas with an orange marker

English Is So Hard

Johnny asked Dotty how her first day in her Duarte ESL class was. It was terrible, she told him. She understood little of what the Level 2 teacher said. He spoke too fast for her. She had to effort to through a Level 1 class at a Monrovia school.

When the teacher asked if there were any questions, she told him that she didn't understand most of what he had said. He told her not to worry; she could take the class again if she failed it the first time. She didn't want to fail it the first time.

He gave them homework the first day, of course. They were supposed to write a 300-word essay. Of course, Dotty said, she could write that essay in her native language. But there was no way she could write it in English. She showed Johnny the textbook. The print was so tiny that trying to read just a few pages gave her a headache.

On top of that was all the new vocabulary on each page. "I'm going to lose the level," she said. She wanted to cry. Johnny said to her " Don´t worry I´m good in English, so I´m going to help you"

c) Who said that? Write the correct person in each sentence.

The Teacher Dotty Johnny

My English class was terrible.	
I didn't understand everything. He spoke too fast.	
You could take the class for a second time.	
I like the English, I could help you.	
I could write the task in my language.	

d) Which of these positiveaspects you can find in your English class.

- Creativity
- organization
- attention
- dynamism
- fluency
- grammar structure
- new vocabulary
- concentration
- answer questions
- security
- Reading comprehension.
- Goodenvironment

Evaluation:

- The teacher receives the worksheets, and it evaluates the first task through the correct selection of the articles.
- The professor will evaluate the correct underlined of the main and secondary ideas.
- Finally, the understanding of the reading trough out the location of the characters is evaluated in the chart.
- The last task is utile for the teacher to identify the positive aspects of its class.

Topic 2 :Advice for language learners

Activities:

- Pre-reading : Frayer Model
- Reading : Complete the text
- Post-reading : Identification the correct information
  : Select the words.
  : Write a paragraph.

Procedure:

1. List the new words of the text to read.
2. Explain the new vocabulary using "Frayer Model
3. Use each word and to teach the four components of the diagram.
4. Organize the class into pairs.
5. Give the worksheet to each couple.
6. Asks to the students to read in a slow and understanding way so that they complete the spaces in white with the new vocabulary.
7. The students read the complete text again.
8. Explain the task c and to give them enough time to carry out it.
9. Ask to the students that carry out the task d in 5 minutes.
10. Give the instruction of the last task clearly.

Exemplification:

a) The teacher presents a list of new words, and explains them with a Frayer model.

New words:

Mistake

Imitate

Guess

Means

Be afraid

Mistake

Definition:	Characteristics:
An action or decision that is wrong.	It produces a result that it is not correct or not intended.
Examples:	**Non-examples:**
- I didn't get a good grade. I made many mistakes. - It was a mistake to come to this restaurant without reservation.	-I get an excellent grade. Every answer was correct. - I try to act in a accurate way.

Imitate

Definition:	Characteristics:
To copy something as a model	Do the same than another one. When someone copies the behavior of another.
Examples:	**Non-examples:**
-Mi younger sister always try to imitate me. - I imitate my favorite singer.	I always try different things. My friend doesn't like to seem to another person.

Guess

Definition:	Characteristics:
To suppose or deduce anything without a lot information.	Giving answers without knowing the most of the facts.
Examples:	**Non-examples:**
-I don't know the correct option, I have to guess. - She guessed the correct cost of the trousers. $50	-I cannot deduce the correct answers. -I never estimate. I am based on facts.

Means

Definition:	Characteristics:
To signify in words the definition of a word.	It is used to express what something represents.
Examples:	**Non-examples:**
-Loving means giving everything you have. -That picture means: Don't smoking here.	-I don´t know what you want to say. -I don´t understand this word it's really confuse.

Be afraid

Definition:	Characteristics:
To feel fear or be frightened about the results of a situation.	Feeling anxiety, feel scare when something is terrified.
Examples:	**Non-examples:**
-I am not afraid to watch terror movies. They are afraid of the thieves in that dangerous city.	-Anny is brave when she has to face scary situations. -Tom Cruise is valiant when acts on these dangerous movies.

b) Fill in the blanks in the next reading by using the new words.

Advice for language learners

When you speak a foreign language, it's normal to have an accent. It´s OK, other people can usually understand. It's a good ideas to listen to CDs and try to..... native speakers, to make your pronunciation better.

If you see a new word and you don´t know what it ....., you can sometimes ..... the definition from words you know, or you can look up the word in a dictionary.

It's also normal to make ..... When your teacher corrects a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to communicate, so don´t ..... to speak.

c) Read the whole text, with the new words. And identify which of these advice were in the reading.

1. Read and listen a lot.
2. Exchange emails o letters with native speakers
3. Think of ideas to test yourself when you are learning new words.
4. Listen to CDs and imitate the pronunciation.
5. Make friends and practice speaking with people who speaks English.

6. Try not to make mistakes, but don't worry about them.

d) Complete the sentences with the words in the box.

imitate	be afraid	guess	mistake	mean

1. When I speak English, I sometimes make…… in grammar.
2. If you want to give your ideas, don´t ……, just do it!
3. Excuse me, what does this word……?
4. I want improve my pronunciation, so I listen to CDS and …… the speakers.
5. When I don´t know the word, I try to …… the definition.

e) Which of the advice in the reading is the best for you, why?

In my opinion the best advice is…….

……

……

……

……

Evaluación:

- The teacher receives the worksheets, where he makes sure that the words are located correctly in the reading.
- He/she evaluates the student's understanding by means of the task c.
- Teacher revises the correct location of the words that which will determine if the student assimilated the new vocabulary.
- Finally he/she will also qualify the production of the task d. putting emphasis in the couple's opinions.

Topic 3 :Let's speak English

Activities :

- Pre-reading : Word wall with word cards definitions.
  : Antonyms identificaction.
- Reading : Reading Purpose.
- Post-reading :Summary.

Procedure:

1. The teacher should write the new words of the text on the board.
2. Use cards with the new words and their definitions.
3. The students should read the text two times.
4. The teacher give the students a list of questions in order to answer during the Reading.
5. Complete with the accurate information.

Exemplification:

a) Presentation of new vocabulary.

CLASSMATES	APOLOGIZED
REPLIED	EXPLAINED
ANYWHERE	BECAME
LAUGHING	LYING
INTRODUCTORY	AGREE
BOTH	EXCLAIMED

Word wall with definition cards.

CLASSMATE
Someone who is in the same class

REPLIED
Past of reply. To answer a question.

ANYWHERE
At any place.

BOTH
Use to refer to two people or things.

EXCLAIMED
to say something suddenly because of surprise.

LYING
Saying something that is no true.

INTRODUCTORY
Coming before something else.

LAUGHING
Expressing happiness or amusement

EXPLAINED
Giving information to make something clear.

BECAME
Past of become. To start to be.

APOLOGIZED
To tell someone that you are sorry.

AGREE
To have the same opinion.

b) Use the new words and complete the table with the correct antonym.

	Antonym		**Antonym**		**Antonym**
Offend		Differ		Only one	
Final		Crying		Confuse	
Telling the true		Asked		Finish to be	

c) Read the text twice, and then find the correct information to answer the questions

1. What are the names of the main characters?
2. Where is Daniela from?
3. How many students were in each group?
4. Why did Daniela apologize?
5. Did Daniela talk in Spanish a lot?

LET'S SPEAK ENGLISH

It was the first day of class. Two of her new EFL classmates wanted to know where Daniela was from. They were both from Colombia. Because Daniela looked Colombian, one of the women asked Daniela, in English, if she was from Colombia. Danielareplied, "No, I'm not." Then the other women asked if she was from Brazil, or Ecuador, or Colombia. To each question, Daniela responded with a simple no. Laughing, one woman said to the other, "She's not from anywhere!" The two went to their desks, talking to each other in Spanish.

The next day, the teacher divided the students into groups of four. The students in each group asked introductory questions of each other. A student in Daniela's group asked her, "Where are you from?" Daniela answered that she was from Colombia. The two women who had questioned Daniela the day before were sitting only a few feet away. Both of them heard Daniela's response.

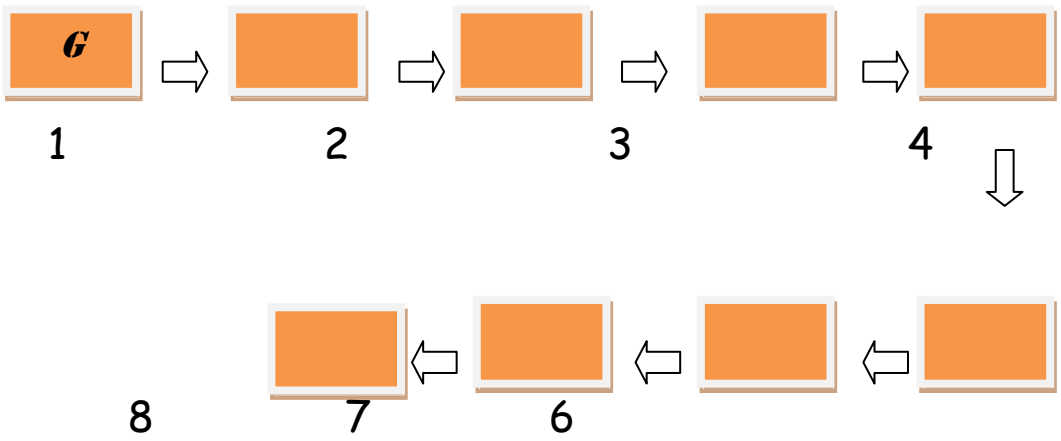
"Aha!" they both exclaimed. "You are from Colombia!" Daniela smiled and said yes. Then she apologized for lying the day before. She explained that she didn't want to havea Spanish conversation with them. Many EFL students continued to speak their native language in EFL class, and Daniela had not come to EFL class to practice her Spanish. In her opinion, EFL students should try to speak English only.

"I agree," said Rose.

"You're 100 percent right," agreed Jennifer. "Rose and I should stop speaking Spanish to each other. Over the next four months, Danielabecame friendly with both women, and she never spoke a word of Spanish to them during class or break.

d) Put the sentences in the correct order.

A) The students ask introductory questions.
B) Daniela said that she is not from Ecuador, Colombia or Brazil.
C) Daniela said lies, so she apologized to the girls the next day.
D) Daniela answered, she was from Colombia.
E) The girls wanted to know: where is Daniela from?
F) The girls discovered Daniela is from Colombia.
G) It was the first day of class.
H) Daniela didn´t want to speak her native language.
I) Daniela and the two girls became friends.



e) Write a short summary, you can use the activity c and d to help you.

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

Evaluación:

- The teacher will receive the worksheets, where it will evaluate the use of the new words by means of the chart.
- Also, the answers of the questions outlined previously, the order of the events and mainly the summary, where it can be proven if the student understood the text.

Unit 2: Meaning of Love

Many times the adolescents between thirteen and fifteen years are disturbed by the changes of the puberty, for such a reason in this unit the topics are related to the love for the students' motivation and dynamic classes, since a motivated student is a student that is interested in learn and therefore she will make better her/his work

Objectives:

- To motivate the students with readings according to their age.
- To use the adverbs of frequency appropriately.
- To differentiate the main ideas of the secondary during the reading process.
- To promote the learning and the retention of the information.

Topic 1 :My girlfriend

Activities:

- Pre-reading : Check the information by using your opinion.
- Reading : Scanning
  : Question - Answer relationship.
  : Underlining (Frequency adverbs).
- Post-reading : Checking columns.
  : Complete with the correct information.

Procedure:

1. Give to the students enough time to carry out the pre-reading activity.
2. Explain the scanning and the relationship of question answer.
3. Clarify the operation of the adverbs of frequency.
4. Give them enough time to select the column adapted in the activity of the task d.

5. Finally the students should complete with the correct information in the last task.

Exemplification:

a) Check the statements that are true about you.

_____ I really like to get out with my friends.

_____ I have only one boyfriend/girlfriend.

_____ When I want to relax, I watch TV with my girlfriend/ boyfriend.

_____ I practice sports with my girlfriend/boyfriend.

_____ I love my boyfriend/girlfriend.

b) Scan the text and answer the questions.

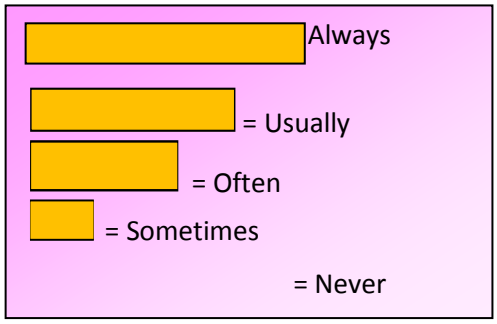
6. **My own question:**Do you think that their love is real?

2. **Think and search question:**What caused he fell in love with her?

3. **Right there questions:** How much time he wants to spend with her?

4. **Author and you question:** What are the most important activities for them?

c) Read the text again and check your answers, then circle the frequency adverbs.



My girlfriend

I love my girlfriend. She is sweet and kind. She makes me laugh. She loves me.

We always have fun together. We usually go to movies and to restaurants. We go to the beach to swim. We go to the park for picnics. We often watch TV together. We go to church together. We take long walks together. We read books, magazines, and newspapers. We talk about many things. We agree on many things, but we also disagree on some things.

Sometimes we argue about things. I think she likes to argue. She thinks I like to argue. We argue about silly things. Yesterday we argued about a window. She wanted the window open. I wanted it closed. We never talk about the weather and the government. We talk about our families.

She is a good tennis player. Sometimes she hits me. We play chess and Scrabble. Scrabble is a fun game about words. You need a good vocabulary to win. I usually beat her at chess, but she usually beats me at Scrabble. I guess my vocabulary is not so good.

We will get married in a couple of years. We want to spend the rest of our life together. We will start a family. We want to have two children, one boy and one girl. We will be so happy.

d) Write an X in the correct column.

	Always	Usually	Often	Sometimes	Never
They watch TV together.					
She hit her boyfriend when they play tennis.					
He beat her at chess.					
They argue about things					
They talk about government.					
They enjoy being together.					

e) Write the missing words in each paragraph. Don't back to the reading. Use the options below.

We have fun together. We (1)……to movies and to restaurants. We go to the beach to (2)……. We go to the park for picnics. We watch TV together. We go to church together. We take long (3)…….. together. We read books, magazines, and newspapers. We talk about many things. We agree on(4)……. things, but we also disagree on some things.

(5)……we argue about things. I think she likes to argue. She thinks I like to argue. We argue about(6)…….. things. Yesterday we argued about a window. She wanted the window open. I wanted it closed. We (7)…….about the weather and the government. We talk about our families.

1.-	2.-	3.-	4.-
(a) went	(a) swim	(a) walked	(a) much
(b) go	(b) swam	(b) walks	(b) so much
(c) goes	(c) swimminpool	(c) walk	(c) many
		(d) walking	d) so many

5.- (a) frecuently (b) generally (c) sometimes	6.- (a) important (b) silly (c) great	7.- (a) talked (b) talking (c) talk (d) talks

Evaluation:

- The understanding was evaluated through a quick reading, by means of the strategy question answer relationship.
- The understanding of the text and of the adverbs of frequency through the activity d and e.

Topic 2 :Romeo and Juliet

Activities:

- Pre-reading : Story map
- Reading : Chain of events.
  : Underining.
- Post-reading : Choose the correct option.
  : Write a paragraph.

Procedure:

1. The teacher prepares a material that should be explained to the students.
2. Ask the students to analyze the material by making questions and asking explanation about new words.
3. Give the original history to the students.
4. They will have bigger easiness for understanding the reading.
5. Give them enough time so that they read understandingly and underline the data of more relevance.
6. Explain them the final activities c and d.

Exemplification:

a) The teacher shows the Story Map about a known story called "Romeo and Juliet"

Romeo and Juliet

THEMES

Main Idea: Romeo and Juliet's love is not possible.

Abstract: Sometimes even love cannot overcome fate.

PLOT

Setting: Verona, Italy; fifteenth century

Relation to Theme: Feuding families

MAJOR CHARACTERS:

Name	*Trait*	*Function*
Juliet Capulet	**blinded by love**	**cause conflict by falling in love**
Romeo Montague	**blinded by love**	**cause conflict by falling in love**
Tybalt & Capulet	**vengeful**	**antagonist**
Friar Lawrence	**sympathetic**	**facilitates marriage**
Mercurio	**loyalty to Romeo**	**his death caused Romeo's expulsion**

PROBLEM/GOAL:

Bringing together of two lovers from feuding families

Major events:

Falling in love

Secret marriage

Deaths of Mercurio and Tybalt

Friar's plan and its failure

Sepulcher scene (suicide of Romeo and Juliet)

RESOLUTION:

Families decide to end dispute

b) Read with attention the next text by underlining the main facts and characters in the story.

Romeo and Juliet

At Verona in Italy, in the XV century two guys meet each other, Romeo knew Juliet and fell in love with her. But their love was impossible because their families had a terrible dispute.

They didn't care that dispute, and decided to continue with their love, and then Friar Lawrence supported them and facilitated their marriage.

After that, the problems between the families Capulet and Montague continued, for this reason Mercurio and Tybalt fought but unfortunately Mercurio died.

This fact caused Romeo´s expulsion. Romeo and Juliet should take apart .

Juliet´s family obligated her to get married another man: Paris, Because of that, Friar thought in a plan, which consisted on Juliet pretended her death. But Romeo though that her death was real, Romeo went to Capulet´s sepulcher. Romeo and Juliet got suicide

This fact made conscious these two families, Romeo´s and Juliet´s parents

c) Write the number in the correct order according to the story.

- Families didn´t fight anymore. ( )
- Juliet and Romeo got married secretly. ( )
- Romeo and Juliet fell in love (1)
- Paris wanted to get married Juliet. ( )
- Mercurio´s dead. ( )
- Romeo got to live far apart from Verona. ( )
- Romeo and Juliet get died. ( )

d) **According to your opinion which of these options could be the best ending. Draw a tick and explain why?**

Romeo and Juliet leave Verona, and travel to another country to live together. ☐	The families Montague and Capulet accept the relationship between Romeo and Juliet and support them. ☐	Juliet accepts to get married Paris, tries to love him and forget Romeo. ☐

I think this could be the best ending because ……

……

……

……

……..

Evaluation:

- The teacher will evaluate the opportune participation of the students by using the organizer.
- The teacher will receive the worksheets where the understanding will be evaluated through the task c.
- Finally, the task d will be evaluated based on the student's ideas.

Topic 3 : A love letter.

Activities:

- Pre-reading : Predicting.
- Reading : Annolighting
- Post-reading : Reading Purpose.
  : Use the negative form of the verbs..

Procedure:

1. Provide the students a worksheet whose text is clear and interesting for the students.
2. The students should write 3 predictions at least, about the topic.
3. Read the text twice, before annolighting the main ideas or key words.
4. Identify the purpose of the reading.
5. The teacher explains the negative structure of the verbs.
6. Give enough time to the students for the development of the activities.

Exemplification:

a) Write at least three predictions by basing on the theme.

I think this story is about

.....

.....

.....

.....

.....

b) Read the text and confirm your predictions. The read again by Annolighting the most important facts in the text.

A Love letter

We've talked on the phone when I was in my apartment. Now I'm writing this letter. Maybe if I put my thoughts and feelings in writing, you'll understand them better.

I love you. I want to marry you. I want to be with you for the rest of my life. You are the most wonderful woman I have ever met. You are not a "load." You are not a "troublemaker."

Yes, you have problems. So do I. And together, we can solve these problems more easily than if we were apart. Problems are a part of life. But so is happiness. Let's share our problems and happiness instead of experiencing them alone.

We are not a bad "fit." We are a perfect match. I do not look down on you. I look up to you. I admire you. I think you are smart, brave, and independent. Don't tell me to go find another woman. I don't want another woman. I have found the perfect woman.

Every day, I think about your beautiful smile, your happy laugh. I think about the long walks we used to take, holding hands all the way. Remember how we used to sit on the grass in the park and watch the parrots?

We were going to get married, and now you want to be "just friends." Whatever I did or said was wrong; please tell me so we can work this out. I don't want to lose you.

c) Identify and Write the purpose of the letter.

He wants to write this letter because……

……

……

……

d) Rewrite the following expressions in a negative form.

Example: *I was in my apartment.I was not in my apartment*

	Negative form
✓ I love you.	
✓ I want to be with you for the rest of my life.	
✓ Problems are a part of life.	
✓ We can solve these problems	
✓ We are a perfect match.	
✓ I have found the perfect woman.	
✓ I think about your beautiful smile	
✓ We were going to get married	

Evaluation:

- The teacher evaluates the main ideas and the purpose of the reading, that which indicates if the student has understood the text.
- It will also evaluate the sentences written in form negative.

Unit 3: Amazing Animals

The unit three tries about interesting readings for the students of Ninth Basic Education, where the imagination and the students' dynamism plays an important role for the development of the activities and consequently to reach the understanding that is required.

Objectives:

- To strengthen their understanding of the reading in English.
- To read and to think actively during the reading process.
- To describe people or things by using the adjectives.

Topic 1 :Molly's Spiders

Activities :

- Pre-reading : Write in the correct order.
  : Answer the pre-reading questions.
- Reading :Circle the adjectives.
  : Underline the required data.
- Post-reading : True or False.
  : Circle the correct data.
  : Graphic organizer-Story mapping.

Procedure:

1. Explain the pre-reading activities clearly to order the animals according to the opinion of the students.
2. The students should answer the questions outlined previously to the reading.

3. The teacher requests to the students that read the text identifying the adjectives.
4. The students read the text locating the data of the task d again.
5. After having read the text understandingly, the student should complete the activities of post-reading, task e and f

Exemplification:

a) According to your opinion. Number the animals from the cutest to least cute.

	Cats
	Dogs
	Frogs
	Parrots
	Rabbits
	Fish
	Spiders
	Hamsters

b) Look at the picture and answer the questions below.

Where are the kids? _____

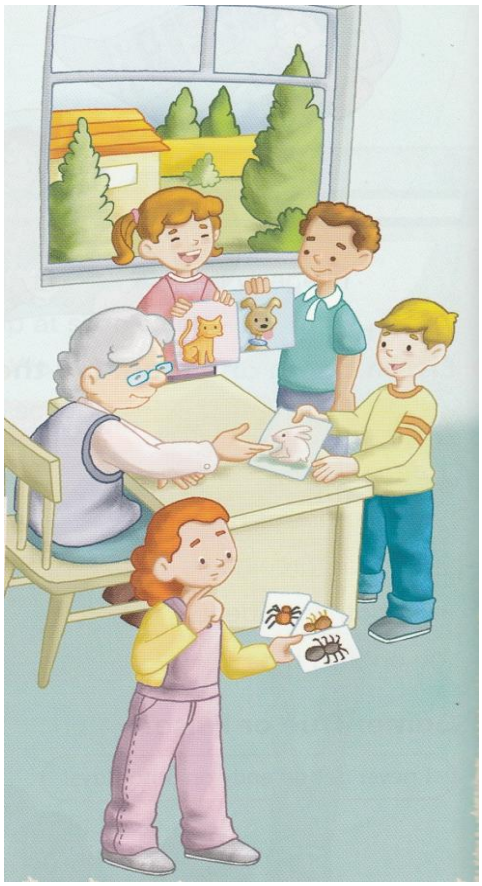
What are they talking about? _____

What are the kids doing? _____

What are they showing to the teacher? _____

c) Read the text and circle the adjectives.

Molly's spiders



This is a story about Molly and her classmates. All the boys and girls in Molly´s class have pets. They have cats, dogs, rabbits, hamsters, parrots and fish.

"Ooh, how nice!I love animals!" says Miss Molina, the teacher, when the children show her their photos."What nice pets!"

But Molly is different. Molly doesn't like cats or dogs. Molly loves spiders: big spiders, small spiders, hairy spiders, fat spiders, thin spiders, black spiders and colored spiders.

"Yuck! How horrible!" says Miss Molina when molly shows her spider photos to the teacher." I don't like spiders"

Molly thinks about spiders all the time. When the other children are playing. Molly is reading books about spider. When the other children are watching cartoons on TV, Molly is watching programs about spiders. The other children dream about baseball and basketball and ice cream and chocolate, but Molly dreams about spiders! All the other kids think Molly is weird, and nobody wants to be her friend.

The next day, it's time for math. Now, there are five frogs sitting on a rock in the middle of a pond. Six more frogs jump onto the rock. How many frogs are there sitting in the rock?" says Miss Molina.

The children are excited and raise hands to answers. All the children except Molly. Poor Molly. "Frogs!" she thinks."I don't know anything about frogs. I know about spiders: jumping spiders, crab spiders, wolf spiders and a lot more!"

d) Read the text again and underline:

- Main character's name
- Two adjectives that describe the main character.
- The place where the story is developed.
- Important events.

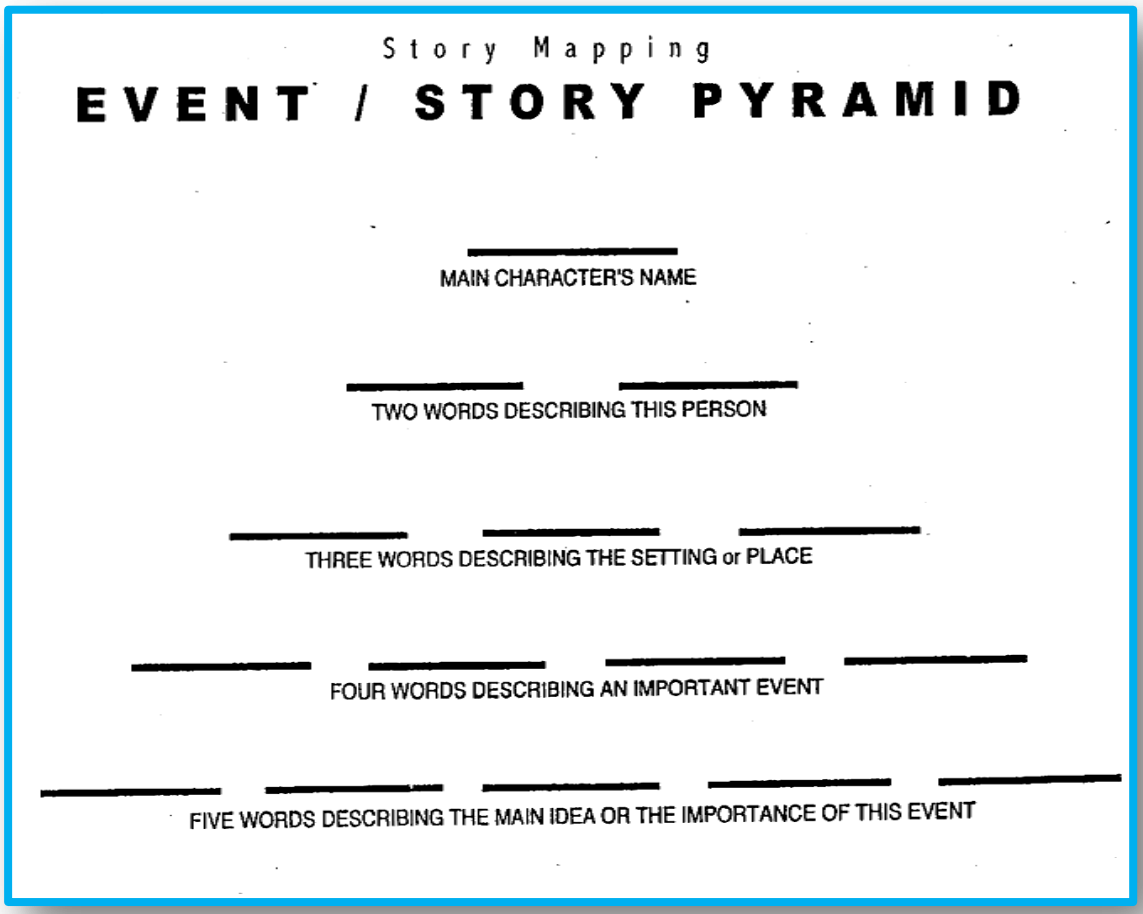
e) Write T(TRUE) or F (FALSE).

1. Molly likes hamsters and fish.
2. Miss Molina doesn´t like spiders
3. Molly watches cartoons and eats chocolate.
4. Molly is friendly. She has a lot of friends.
5. Molly´s pets are frogs.

f) Circle the correct adjective.

1. Miss Molina thinks the spiders are nice/horrible.
2. Molly hasn't friends because she is weird / friendly.
3. Molly is very popular / different.
4. The kids are nervous / excited in the math class.

g) Complete the next graphic organizer; you can use the information in the task d.



Story Mapping

EVENT / STORY PYRAMID

MAIN CHARACTER'S NAME

TWO WORDS DESCRIBING THIS PERSON

THREE WORDS DESCRIBING THE SETTING or PLACE

FOUR WORDS DESCRIBING AN IMPORTANT EVENT

FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT

Evaluation:

- The teacher will take into account each activity but mainly those of post - reading, by means of which he will be able to verify the understanding of the text.
- The learning and application of the adjectives will also be evaluated of the new vocabulary.

Topic 2 :Short story.

Activities :

- Pre-reading : Predicting
  : Answer the pre-reading questions.
- Reading :Circle the adjectives.
- Post-reading : Paint correctly.
  : Description.

Procedure:

1. The professor divides the students in groups of three.
2. The teacher gives the instructions in clear way of the pre-reading activities.
3. During the reading, the students should circle the adjectives.
4. After reading the text twice, the students should paint the caps of the animals correctly.
5. As final task, the students should describe to their group partners.
6. The teacher gives enough time for the realization of each one of the activities.

Ejemplificación:

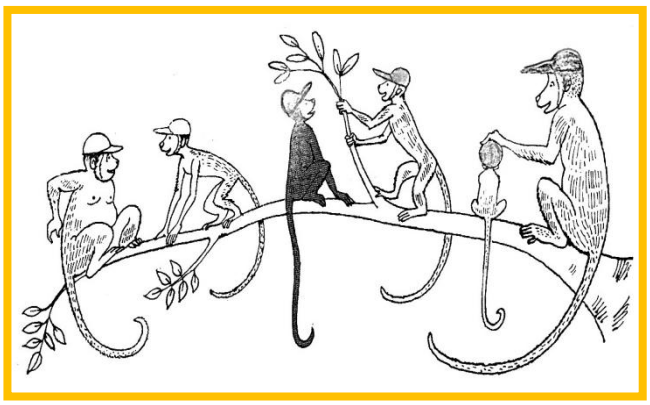
a) Look at the picture and make predictions.

b) Answers the questions below. Interchange your ideas with your classmates.

- Do you like pets?
- Do you have pet, what is its name?
- Would you like to have a monkey?
- How do you think the monkeys are?

c) Read the text and circle the adjectives

Short story



Six monkeys are sitting in a tree. They have hats on their heads.

Two hats are yellow. Two hats are red. One hat is blue and one hat is green.

The first monkey is fat. The second monkey is thin. They have the same colour hats.

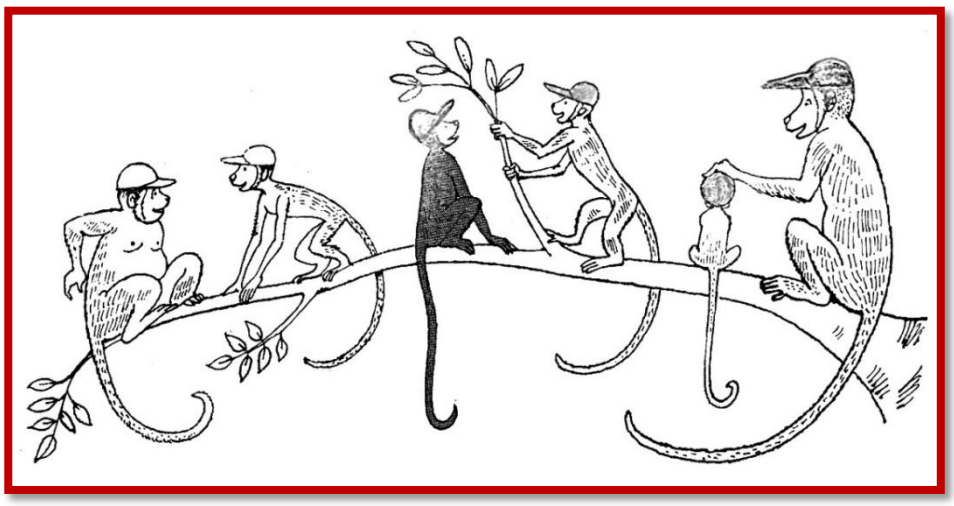
The third monkey is black. His hat is not blue.

The fourth monkey has a green hat.

The fifth monkey has a red hat. He is small.

The sixth monkey is big. The big monkey and the small monkey have different color hats.

d) Paint the monkeys according to the reading.



e) Describe the classmates of your workgroup, by using adjectives and personal information.

Description 1	Description 2
Classmate´s name:	Classmate´s name: .....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Evaluation:

- The teacher will receive the colored graphics according to the reading to evaluate the understanding of the text.
- The descriptions to make sure of the learning and application of adjectives.

Topic 3 :Martin, the Monkey

Activities:

- Pre-reading : Vocabulary Word maps.
- Reading : Scanning
  : Annolighting
- Post-reading : Question Answer relationship.

Procedure:

1. To give the students the vocabulary diagrams.
2. To explain the new words using the diagrams: vocabulary Word maps.
3. Ask to the students that check the sentences of the activity b by means of the scanning.
4. Now, the students will read understandingly and they will underline the unreal data.
5. The teacher will explain the functionality of the strategy: question answer relationship.
6. The students should answer the questions of the activity and, following the parameters of the strategy.
7. Monitor the activity.

Ejemplificación:

a) Read with attention the next vocabulary Word maps.

(definition)(synonym)(definition)A person who is top pay to workof something.

(antonym)(antonym)

Unemployed

Employee

Sentence
My employee earns $300.

(definition)(synonym)Go up ascend, scale workerGo up to the

descend

Climb

Sentence
We climb to the top of the hill.

(definition)(synonym)A part of an animalmove Able to attached to the

Quickly Rapid, quick base of the back final part

Fast

(antonym)(antonym)

Slow

Sentence
His car is really fast.

(definition)

Tail

Head

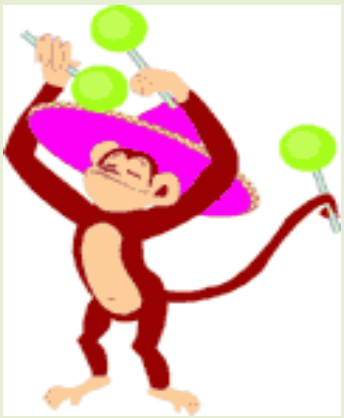
Sentence
My dog moves its tail to say hello.

b) Scan the text and check if the items below are true.

Martin is a beautiful pet.	
Martin works with his family	
Martin works in a Company.	
Martin is faster than his co-workers.	
Martin plays with a football team.	
Martin takes painting lesson every Saturday.	

c) Read the text again and underline the unreal facts.

Martin, the Monkey



Martin The Monkey lives in an old tree at Washington Park in Bananaville. He works for the Banana telephone company. He is the best employee they have because he can climb the telephone poles twice as fast as everyone else.

On Saturdays, Martin plays for Washington Craters Baseball team. The Craters are a semiprofessional team. Martin has become extremely famous for what he calls his "Primate Pitch."

On Wednesday nights, Martin takes painting lessons with Sarah Able. She is a famous oil painter who lives in the same town as Martin. Martin is one of the only artists in the area that paints with his tail.

d) The teacher explains the function of the strategy: QAR

1. Right there Questions: "According to the passage…" "How many…" "Who is…" "Where is…" "What is…"
2. Think and search questions: The main idea of the passage…" "What caused…" "Compare/contrast…"
3. Author and you questions: "The author implies…" "The passage suggests…" "The speaker's attitude..,"
4. My own questions : "In your opinion…" Based on your experience…" "Think about someone/something you know

e) After you read, answer the question below.

1) **My own question**: In your opinion, is Martin a special Monkey?

……
……
……
……

2) **Think and search question**: In what town does Sarah Able live?

……
……
……

3) **Right there questions**: Where does Martin work?

……
……
……

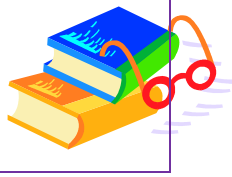
4) **Author and you question:** Why is Martin called" primate pitch"

……
……
……..

Evaluación:

- The capacity will be evaluated by means the data required through a quick reading.
- In a same way the underlined of the unreal data and finally the questions with it is evidenced if it has existed or no understanding.

Unit 4: What about my Health?



The current world in which live, full with technology and scientific advances makes us take a quick life, leaving in second order the care of our body. In this unit they have thought about readings related with the health: how this it is threatened and how we can preserve it.

Objectives:

- To increase new vocabulary.
- To take conscience of the cares that requires our body.
- To create a dynamic and interesting class to the students` motivation.

Topic 1 :He hears voices.

Activities :

- Pre-reading : Flash cards with definitions.
  : Circle the words in the text.
- Reading :Infering Reading.
- Post-reading : Answer correctly.
  : Oral Production..

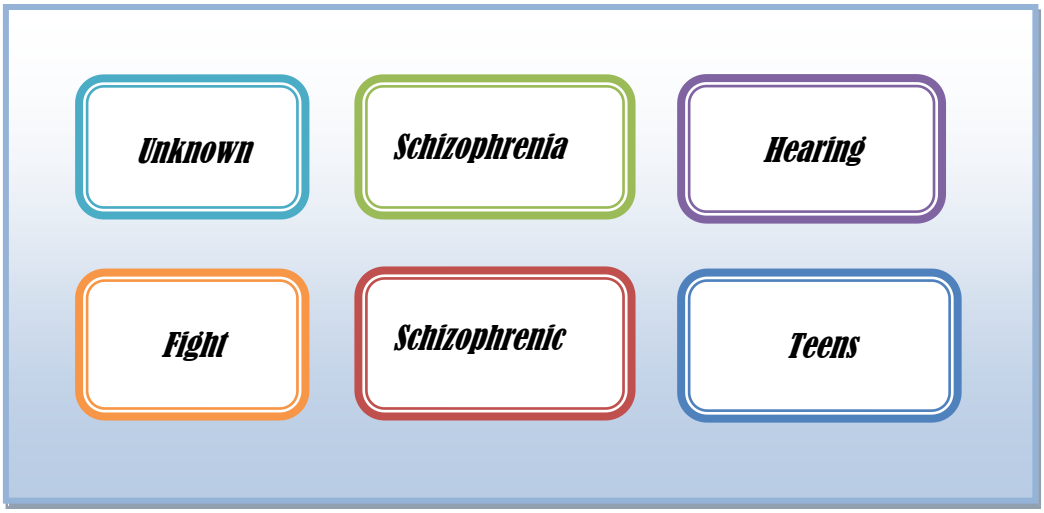
Procedure:

1. Presentation of the new vocabulary.
2. The teacher gives the work leaves where the new words are defined.
3. The students find the new words and they analyze the idea in context.

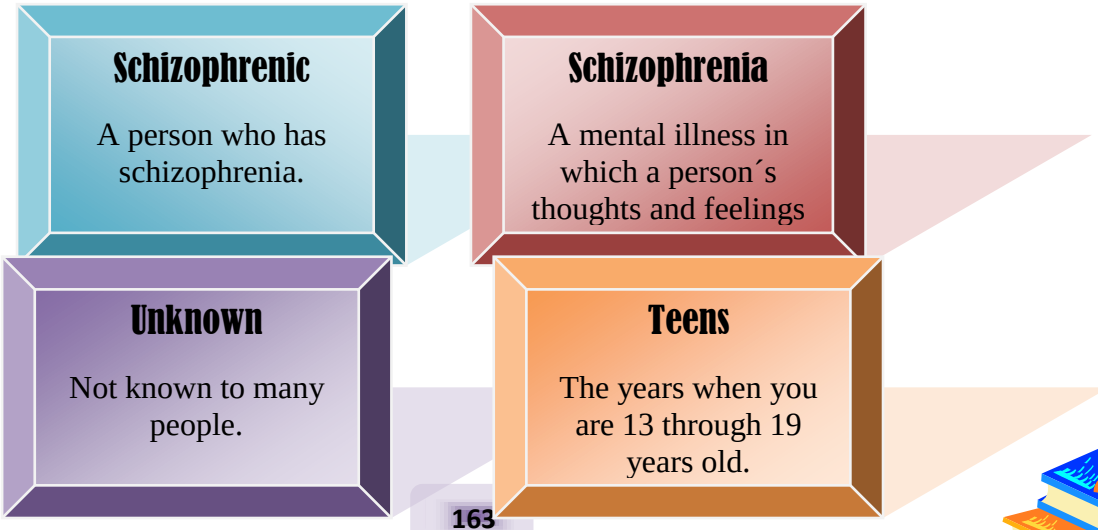
4. Once they have understood the meaning of the words, the students read the text sincerely carrying out the corresponding inferences in each paragraph.
5. The teacher explains the activities of post-reading which consist on answering questions and the task and it will be carried out and a production in an oral way.

Ejemplificación:

a) The teacher presents the new words.



b) The students should analyze each card with definition in order to understand the whole text.



Hearing

The ability to listen to sounds.

Fight

To argue with or use force against another person

c) Read the text and make inferences in each paragraph.

He Hears Voices

Pete is schizophrenic. About one percent of people are schizophrenic. Schizophrenia is a mental condition. Its cause is unknown. There is no cure. Drugs can help a person live with the condition. But these drugs have side effects. Schizophrenia usually occurs in a person's teens.

The person starts hearing voices in his head. The voices talk constantly. Pete goes to a coffee shop every day. He drinks coffee and smokes cigarettes. He sits at a table by himself.

The voices talk to Pete. They talk about this. They talk about that. They talk about the man sitting at the next table. "That man doesn't like you. He wants to fight you," a voice tells Pete. Pete thinks about walking over to the man. He thinks about telling the man to stand up and fight. But Pete knows the voice might be lying to him. He leaves the coffee shop.

Inferences

Paragraph 1

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Paragraph 2

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Paragraph 3

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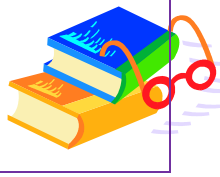
d) Answer these questions.

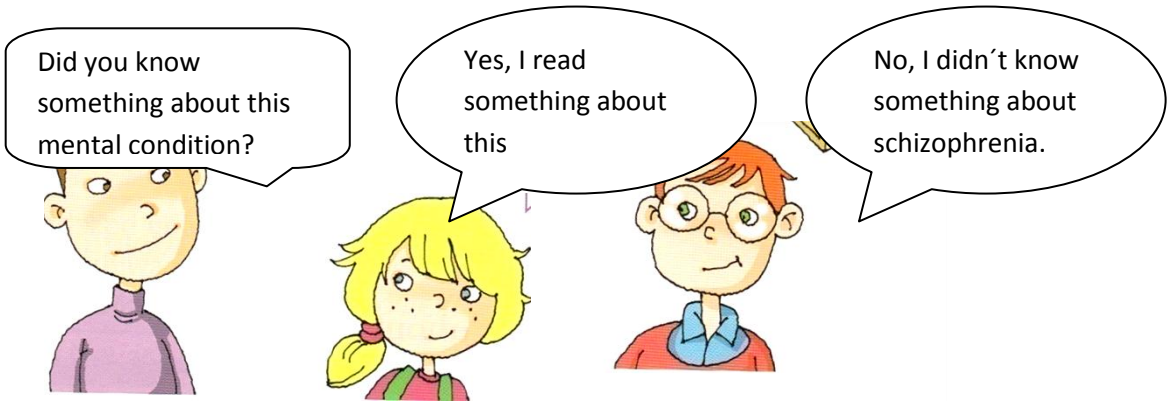
- What is the schizophrenia?
- What are the main signs of this illness?



- Who generally suffers this illness?
- What are the causes of this mental condition?

e) Talk with your friends about this illness. Use the next questions:

- Did you know something about this mental condition?
- What do you think about schizophrenia?
- If a member in your family suffers this condition, what would you do to help him or her?



Evaluación:

- The teacher will evaluate mainly the inferences, since by means of them he will be able to corroborate if the student has understood the text.
- As the same the answers and of the exposition task of being based oral of and.

Topic 2 :Hospitals can you make sick.

Activities :

- Pre-reading : KWL. To know what the students know about the topic.
- Reading : KWL . Column 2.
- Post-reading : KWL. Column 3.
  : Matching
  : Write sentences.

Procedure:

1. On the board, exemplify the chart KWL.
2. The students should draw the chart with the corresponding questions for each column.
3. Before the reading in the column K, the students should fill it with words, terms, or sentences of or previous knowledge. Based on the topic.
4. Ask to students to fill the data in the Column W, predict or predict what they could learn on the topic, he/she can read the topic headings, the images, and charts that are found in the text quickly.
5. Now, the students can write in the same column what they want to learn on the topic.
6. Give enough time for the total reading of the text.
7. After reading, the students should fill the acquired knowledge of the content.
8. The students should verify their predictions.
9. Finally, complete the activities of post-reading.

Exemplification:

a) Draw a table on the board and explain each column.

K What Do I Already Know?	W What Do I Think I Will Learn? What Do I Want To Know?	L What Have I Learned?

b) Read the information in the first column of the KWL table. Check the information you think is true.

K What Do I Already Know?	
➢ Sometimes, when you go to a hospital you feel sicker, because this is a sad place. ➢ When you visit a hospital you can learn a lot about illness. ➢ When you visit some friends, parents at the hospital you can infect with a virus from the other sick person.	

c) In the second column. Look at the picture and check what you want to learn or what you will learn.

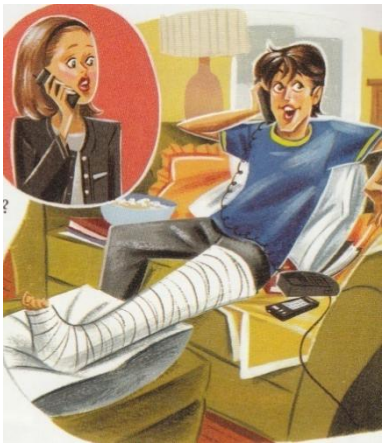
W What Do I Think I Will Learn? What Do I Want To Know?
➢ How does the illness spread? ➢ How many people die at hospitals? ➢ Inefficient doctors and bad medical processes. ➢ Infections and possible ways to transmit them. ➢ How the hospital are built.

d) Read with attention and underline important facts.

Hospitals Can Make You Sick

About 100,000 people die each year in US hospitals from infections that they get while they are in the hospital. Less than half that many die on US highways. The hospital deaths are due to poor housekeeping and poor hygiene. Floors, walls, and doors are not cleaned regularly or thoroughly. Room dividers are almost never cleaned.

The carts that carry food trays, and the trays themselves, are usually contaminated from handling and coughing. Cooks and other food handlers can easily infect the food by not washing properly after using the bathroom.



Doctors and nurses are just as guilty as other staff. Doctors rarely clean their stethoscopes after each patient. Nurses apply blood pressure cuffs to patient after patient without cleaning the cuffs. Doctors often put on gloves without washing their hands first. As a result, the germs on their hands are transferred to the outside of the gloves.

Consumer groups warn patients that they must demand cleanliness. If they see or suspect unsanitary conditions, they must tell someone immediately. It could be a matter of life or death. But, as one patient said, "No way! You don't tell your boss that he has bad breath, and you don't tell your doctor that he needs to wash his hands."

e) Read the information and write true or false.

What Have I Learned?	
- Almost everything that I predicted is accomplished. - I learnt a lot of vocabulary related to illnesses transmission - The hospitals always keep everything clean. - Some people die for contagious diseases acquired in hospitals. - The hygiene is a factor really important to take into account, in the hospitals. - I should demand when something is bad with the hospital, with a doctor or employees, because a have to take care of my live. - The doctors are the most important factor to make the hospital works.	

f) Match the following words to the definitions

Sick: _____

Infections: _____

Handling: _____

Stethoscopes: _____

Germs: _____

a) Affected with, or attended by, nausea; inclined to vomit
b) An agent or a contaminated substance responsible for one's becoming infected.
c) A touching, feeling, or manipulating with the hands
d) It can measure the heartbeat for Adult patient, It uses in home and hospital.
e) Bacteria.

g) Write 5 sentences with the following words:

Patients _____

Pressure _____

Hospital _____

Cuffs

_____

Contaminate _____

Evaluation:

- It is evaluated the answers of each chart, the activities f and g.
- The understanding was evaluated in the students' context by means of a taken out vocabulary of the reading, in which the students should choose the correct meaning of each word. As well as the sentences.

Topic 3: What Is a Healthy Lifestyle?

Activities:

- Pre-reading : Select according to your opinion.
- Reading : Circle the food.
- Post-reading : Make a list
  : Clasify the aliments.
  : Writing production.
  : Oral representation.

Procedure:

1. Select the aspects that you practice to maintain a healthy life.
2. Select the different foods found in the reading.
3. Classify in the chart the foods.
4. The students should write a paragraph on their favorite food,
5. Finally the teacher divides the class in groups of 5.
6. The students represent a commercial one to eat healthily.

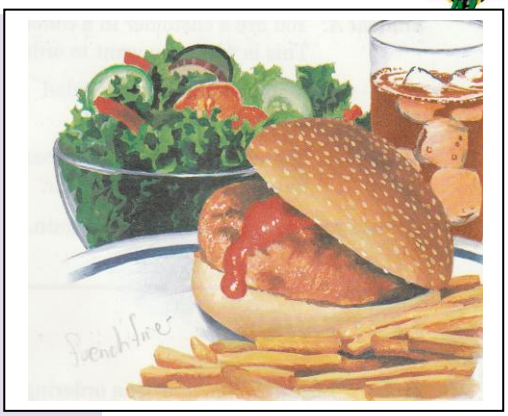
Exemplification:

a) Which of these aspects you take into account to live healthy.

- eat a variety of healthy food most of the time
- get regular exercise
- have time to relax
- get adequate sleep to give our bodies time to recover and grow.

b) Read the next text and circle the food.

What is a healthy lifestyle?



Abbey gets up at 7:00 am, feeds the dog, and has cereal and a glass of juice for breakfast. She walks to school with her friend, Julia. She has a package of chips for a morning snack, drinks water from the water fountain, and has a chicken and lettuce sandwich with a banana for lunch. She likes to play soccer with her friends at lunch and morning break time. She walks home with Julia, has somecrackers with cheese and fruit juice forafternoon snack and plays with the dog for awhile.

She plays computer games for an hour or two before dinner, then has a shower anddoes her homework. She watches her favoritetelevision show for an hour, then usually goesto bed at about 9:30 pm.Carl gets up at 8:30 am and has two slices oftoast with jam with a glass of milk for breakfast.His mother drives him to school on her wayto work. He eats cookies and a packaged fruitdrink for morning snack and a pot pie orderedfrom the school cafeteria with a fruit drinkfor lunch.

He likes to play card games withhis friends at lunchtime and climb the fixedequipment at morning break time. He catchesthe bus home, has a cereal bar and a can ofsoda for afternoon snack, and then watches sometelevision.

He has a shower before dinner,and then plays the computer for an hour or two.He goes to bed at about 10:30 pm.

c) Make a list of the different aliments and classify with the next aspects.

Healthy	***Could be improve***	***Unhealthy***

d) Write about your favorite food.

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

e) In small groups, create a television commercial that encourages people to eat fruits andvegetables.

Evaluation:

- To evaluate the list of foods, the paragraph about their favorite food.
- The oral production of the students making a commercial one live about eating healthily.

Unit 5: Problems in the adolescence

In this unit we will talk topics that are in agreement to the age of the students and with texts according to their level. The topic of this unit

looks for reflection about the more common problems which the adolescents of this society have to confront.

Objetives

- To know what the students know about the topic to try.
- To exchange information, obtaining a collective purpose.
- To looking for, to analyze and to make decisions in common.
- To balance the participation among the members of the group.
- To obtain a clear idea of the group opinions.

Topic 1: I´m Pregnant

Activities:

- Pre-reading : Brainstorming
  : To complete the table with the correct information.
- Reading : To match the most important aspects of the history.
- Post-reading : Identify the correct information.

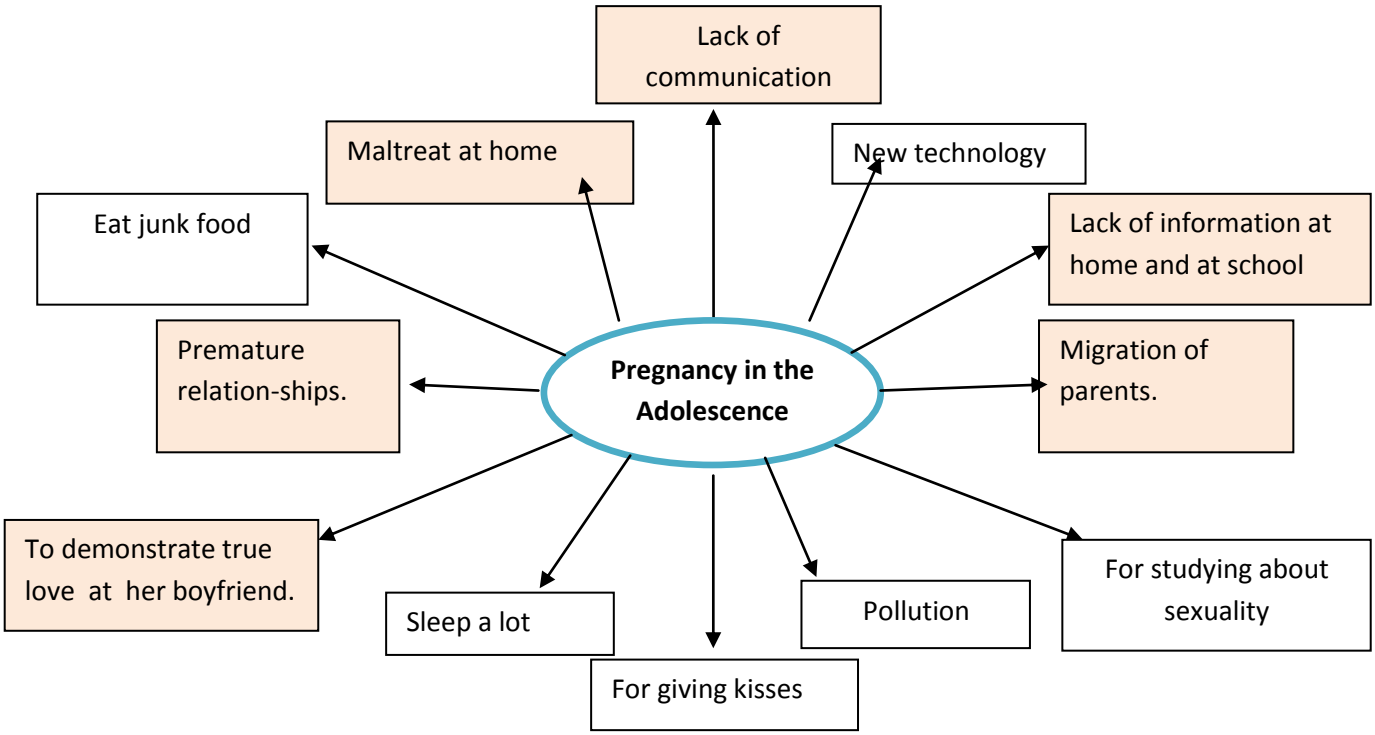
Procedure

1. The teacher defines his problem or matter like a creative challenge.
2. Provide an example on the board.
3. Give an specific topic to each group..
4. Each group has a sheet of paper, should to match the causes of the problem.
5. Explain the second activity; this consists on writing the causes of the task 1 of agreement with the information of the chart.

6. Give enough time to make these
7. Later on, the student will read the text twice.
8. Answer according to the reading if each item is true or false
9. Give enough time for the reading and the final task.

Exemplification

a) Brainstorming: Paint the correct causes of Pregnancy in adolescence.



b) Write the correct cause according to the advice. Use the information in the task a.

	Adolescents should wait for having a sexual relationship, because they aren´t prepared and matured.
	Adolescents should have confidence in their parents, and talk about

	love, sex, relationships, so, they can find with them correct information and some advice.
	The parents should avoid the violence at home. They should protect and care of their sons and daughters.
	The teachers and parents should give enough information about relationships and sexuality.
	Having sex is not a proof of love. The adolescents should estimate themselves and protect their integrity.
	The family organization is an important factor, because the adolescent have a model family to follow in the future.

c) Read twice the text and underline the most important facts in the story.

I'm Pregnant

He was a senior in high school, and she was a junior. They had met in algebra class at the beginning of the school year. He was a math expert; she wanted to be an English teacher. They helped each other with their homework. He helped her solve "x + 4y = 8," and she helped him write 250-word essays.

They loved going to the beach on weekends and spent hours in the water and on the sand. They talked about everything under the sun. She had fallen in love with him. He wasn't in love with her, but he sometimes told her that he was. He really enjoyed her company, but he figured that when he started college, he would find new girlfriends.

One day at the beach, however, she told him she was pregnant. "Are you sure?" he asked, after a moment of silence. She was. "Well, what are you going to do?" he asked. She said she was hoping that they would get married. "You can't be serious," he said. "We're both way too young to get married. We haven't even graduated high school yet."

Besides, he said, without jobs they couldn't begin to afford a baby. He had a friend who knew someone who could solve this problem—for a fee. Don't worry, he said, he'd pay the cost.

"I think we have tokeep our baby," she said. He told her not to worry about it. She decided to have her baby, and the boy disappeared.

d) Write true or false according to the reading.

- The boy and girl had met in an English class. ☐
- They loved to walk around the city on weekends. ☐
- They had fallen in love each other. ☐
- The girl wanted to keep her baby. ☐
- They haven´t graduated high school. ☐
- The boy supported her girlfriend. ☐

Evaluation

- The teacher will receive in a grupal way the work, and he/she takes in count the development of the brainstorming, and the correct location of the information in the chart.
- Thestudent, whenbeingmotivatedwiththisstrategybeforethereading, willput more attention and desirestothemomenttoreadthetext.
- Finally, the teacher will evaluate the answers of the final task,

Topic 2: **Model who fought anorexia dies.**

Activities:

- Pre-reading : Previous of vocabulary.

- Reading : Reading purpose.
- Post-reading : Tomakeanacrostic.
  : Write the possible anorexia effects.

Procedure

1. Give to the students a reading, is better if the Reading has a common problem.
2. Before read, the students should to identify the purpose of the reading.
3. The students should to identify the problem and give a solution according to their opinions.
4. Also they should to resolve the questions in the paper work.
5. Request that the students write possible recommendations to avoid the problem.
6. Give enough time to make the
7. Guide to the students during the development of the activity.

Exemplification:

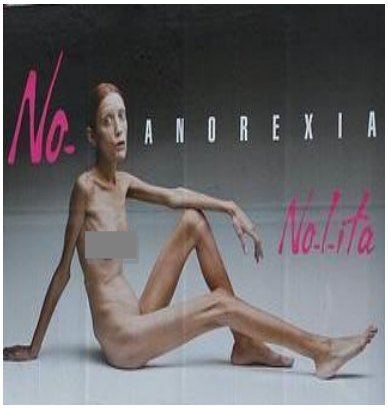
a) The student should to find the following aspects in the Reading:

Problem:
Possible solution:
What is the model´s name?
Why did she die?
When did she die?
When did she get her fame?
Who was the person that gave the declarations?

Model who fought anorexia dies

By From Saskya Vandoorne, For CNN | December 30, 20

A former fashion model who posed in a provocative advertisement campaigning against anorexia has died in France, her acting teacher said. Isabelle Caro, who was widely reported to be 28 years old, gained attention when she posed nude for the 2007 advertisement, which was featured on a billboard.



The huge photo shows her gaunt body, with her back to the camera and her ribs visible, above the words "No Anorexia." News of her death was reported in European news channels on Wednesday and Thursday, but Caro died last month, her acting teacher, Daniele Gouzard-Dubreuil Prevot, said.

Thestudentshouldtoanswereachquestiongavepreviously in a paper.

Problem:

Possible solution:

What is the model´s name?

Why did she die?

Where and when did she die?

When did she get her fame?

Who was the person that gave the declarations?

b) Write an acrostic with the word anorexia to foment conscious in boys and girls.

A----------
N----------
O----------
R----------
E----------
X----------
I----------
A----------

c) Investigate some the effects of anorexia.

Evaluation

- The teachercollects the activities in a paper and evaluates the reasoning and the way to inform to their partners the nutritious habits.
- The best acrostics to be presented in a billboard that all the students to have access.

Topic 3: Is your image more important than being happy?

Activities:

- Pre-reading : KWL
- Reading : Annolighting a text.
- Post-reading : To fill the last column of the KWL
  : Answerthequestions.

Procedure

1. Read the topic of the history aloud and to request to the student draws with the topic and fill the first and second columns of the KWL.
2. Requestmake a firstreading and underlinethe ideas of more relevance.
3. After having read for second time the history to fill the third column of the KWL and to answer the reinforcement questions with the purpose of securing their knowledge.

Exemplification:

a) **Write if you are agree with the items in the column "k". Explain why.**

K What Do I Already Know?
➢ YOUR IMAGE IS TOO IMPORTANT TO GET A GOOD JOB. ➢ NOWADAYS THE PEOPLE JUDGE YOU FOR THE WAY THAT YOU WEAR.

b) Answer the questions from the Column W according to your opinion.

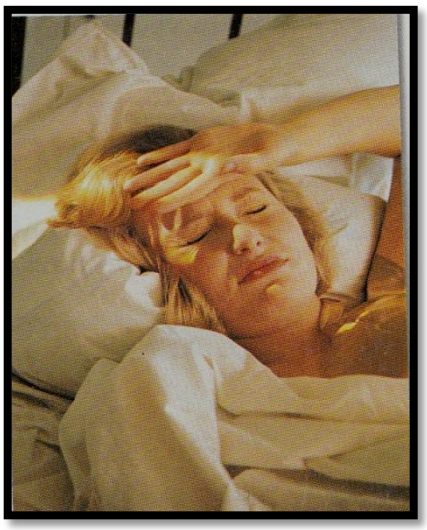
W What Do I Think I Will Learn? What Do I Want To Know?
1. WHY IS IMPORTANT YOUR CLOTHING WHEN YOU WANT TO GET A JOB. 2. IS SOMEBODY PERFECT? 3. IS YOUR IMAGE MORE IMPORTANT THAN BEING HAPPY?

1 .....
.....
.....
.....
.....
2.....
.....
.....
3.....
.....

c) Read once, and annolight the most relevant ideas into the text.

Is your image more important than being happy?

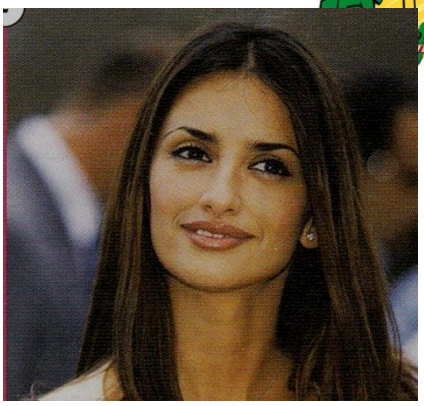
By Frances, aged 14, from Aberdeen
published by Out there Report



Am I too fat? Do I have to be thin to be perfect?
Do these phrases sound familiar? They're said time and time again by young girls, who are constantly being pressured to look 'perfect'. But what makes a person 'perfect'?

I'd say that a perfect person is someone who is happy and confident.

Everywhere you look, you see 'perfect' images of what young girls should be. We're shown images of perfect skin, perfect teeth, silky hair and a gorgeous figure. And



yet the same magazines and television shows contradict themselves by telling us that size 16 is normal.

Calista Flockhart, who plays Ally McBeal, is accused of being too thin, while Jennifer Lopez and Christina Ricci are told they are overweight. The press makes impossible demands on famous people, and then they attack them when they fail to live up to them.

They say that being thin will improve your self esteem, and suggest numerous diets. None of us is perfect, and trying to be perfect just leaves you feeling bad about yourself.

d) Read twice and complete the column L.

What Have I Learned?
_____
_____
_____
_____
_____
_____
_____

e) Choose the best answer for each question.

1	**According to the young writer, what makes a person "perfect"?**
☐	Having a happy life because you have a perfect figure
☐	Being happy and believing in yourself
☐	Having a perfect life and body
2	**Why do magazines and television contradict themselves?**
☐	Because they show perfect images of what a girl should be and then they accuse actresses of being overweight
☐	Because they show perfect models of what women should be and they also say that having a big size is normal

☐	Because they don't critisise anything
3	**Why do the press critisize celebrities?**
☐	Because they are too thin
☐	Because they don't have perfect bodies
☐	Because of everything, for being and for not being thin
4	**What will make you feel better with yourself according to magazines?**
☐	Following a diet and losing weight
☐	Eating as much as you need
☐	Following a diet to be as thin as the people they show in their photographs
5	**The young writer thinks that**
☐	You don't have to buy any fashion magazines of watch celebrities' TV programmes
☐	You feel better if you don't look at the photographs of perfect models in magazines
☐	Your self-esteem suffers by looking at the photographs of perfect models that magazines publish
6	**What does "gorgeous" mean?**
☐	Very slim and tall
☐	Very beautiful and attractive

Evaluation:

- Receivethepapersactivities and toevaluate the comprehension according to the position of the activities.
- The comprehension of the text trough column L and the answers of task e.

Unit 6: Hobbies and sports

With the development of this unit we try to promote the practice of sports in the students through the reading with the practice of a physical regulate activity, stable and moderate it will help to improve the physical health as the psychological, increasing the quality of life. The practice of regular exercise contributes to establish healthier lifestyles and to reduce or to eliminate factors of risk associated to the sedentary.

Objetivos:

- To evaluate the comprehension level trough the Reading.
- To motivate to practice sports frequently.
- To memorize 10 new words.

Topic 1: LETTER 1

Activities:

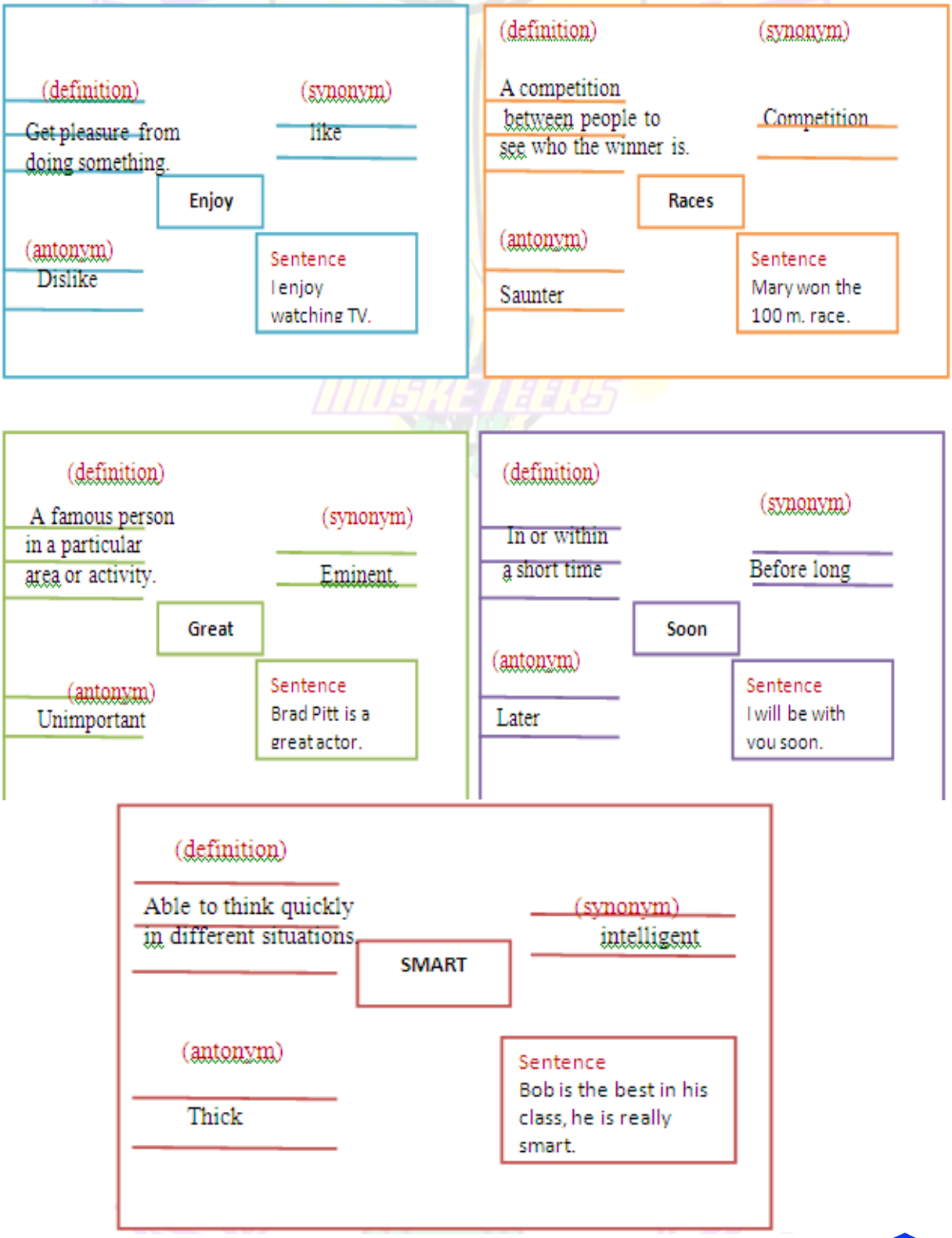
- Pre-reading : To predict vocabulary
- Reading : To underline new words.
- Post-reading : To answer the questionnaire.

Procedure:

1. Present the list of new words on the board.
2. Explain the words using the vocabulary Word map.
3. The teacher will give the work papers to each student.
4. Give them enough time to read the text and to match the new words for a better understanding.
5. Explain the activities c and d and to give them the necessary time to develop them.
6. Give them clear instructions of task e.
7. Receive the work papers and the answer of the letter.

Exemplification:

a) The teacher presents a list of new words, and then he explains to them through the vocabulary Word map.



b) Imagine that Lisa is your new friend, and this letter is for you. Read and underline the vocabulary words.

Hi!

I'm Lisa Franklin. I´m Canadian and I live in Montreal. I'm fifteen.

I love sports. My favorite hobby is painting. I also like playing tennis. (I´m in a tennis club at school) and I enjoy riding my bike, I love watching TV, especially Formula 1 races! I really like Michael Schumacher.

My best friend is Sonia. She is really smart. We listen to music a lot. Her favorite singer is Shakira. I think Shakira is a great singer, but my favorite is Jennifer Lopez.

Write soon!

Lisa

c) Circle the correct word in each statement.

- I really *race/enjoy* playing chess.
- Maribel is the best in Mathematics class. She is a *great/smart* student.
- David and Marcus love Lady Gaga. They think she is a *great/smart* musician.
- Michael never wins in Quito the 20k race/soon.
- Sonia is going to visit us soon/race.

d) Write a X in the true information about Sonia's hobbies.

Sonia	loves the Terror movies.	
	is in a Formula 1 Club at school.	
	likes playing tennis.	
	listens to music with her best friend.	
	enjoys listening to Shakira songs.	
	really loves painting.	

e) Write a letter in reply to Lisa. Include this information:

- Your name, nationality and age
- Where you live
- Your hobbies and interests
- Some information about your best friend.

Evaluation:

- The teacher evaluated the understanding of the words through the task c.
- The understanding of the reading by means of the task d.
- Finally the teacher will evaluate the written production of a letter being based on the information of the task e and with the pattern of the task b.

Topic 2: The Big Run

Activities:

- Pre-reading : Previous vocabulary
- Reading : To take out with their own words the most important ideas.
- :Read again and to write the true ideas that
- are intothetext.
- Post-reading : To make a summary of the previous reading.

Write the opposite words.

To write the adjectives and the verbs that they find in the reading.

Procedure

1.-Give clear instructions about the activities.

2. – The student should underline while read the text.

3. – Take out the more important ideas and write in a notebook.

4. – The students should to read a three time to confirm the true items.

5. - Give them enough time for the realization of the activity.

6. - Make a summary with the correct ideas from task d.

7. - Complete the finally activities to improve your vocabulary.

Exemplification:

a) Looking for in the dictionary the meaning of the following words :

RUN:
DISTANCES:
WINNER:
RACE:
FAST:
LEAPED:
DASH:

b) Read slowly and find the information in each paragraph.

The Big Run

Mary likes to run. Ever since she was in third grade she has been training to run long distances. Now that she was in eighth grade, her parents agreed to let her run in the Banana Classic. The Banana Classic is a ten kilometer run. It takes place every year in Mattydale. The winners get a lifetime supply of peanuts and fruit juice from Paul's Peanut Stand.

Mary practiced by running for ten kilometers twice a day. On the average run, she would finish in thirty minutes. Last year's winner finished the race in twenty-six minutes and ten seconds.

On the day of the race, Mary ran faster, then she ever had in past. As she came across the last kilometer she was in fourth place. She picked up the pace and quickly leaped into second place, just as she could see the finish line. She ran fast as should in a mad dash to the finish line, but she just wasn't fast enough to get ahead of leader.

b) Read the second time and match the true dates from the following table.

1. Mary doesn't like to run.
2. She has been training long distances.
3. She will run at the Peanut Classic, it´s a 10km run.
4. She trains three times a day.
5. She run 10km in 30 minutes, but the last winner finished in 26 minutes.
6. On the day of race, Mary ran faster than ever, but she couldn't win, she was in the second place.
7. She won the competition.

c) Write a summary with the correct dates from the last task.

The Big Run

---.

d) Writetheopposite Word.

Big _____

Long _____

Winners _____

Finish_____

Faster_____

e) Read again and copy out the adjectives and the verbs:

Adjectives	**Verbs**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluation:

- The teacher receives the summaries and checks it with consistency, continuity, use of connectors and mainly that the student has interpreted the text with their own words.

Topic 3: Basketball in LA

Activities:

- Pre-reading : Predicting vocabulary.
- Reading :To underline.
- Post-reading : To order the sentences.
  Fill the crossword.

Procedure:

1. - In groups of three to predict the words in the text.

2. - Underline the ideas more important and to pass front to the class and sharing with the class partners.

3. - Put the words in the correct order.

4. - Fill in the crossword.

a) Fill in the spaces with the words that you know to complete the ideas.

Many people love to watch basketball. The Lakers _____ a great basketball team. The Clippers are a _____ basketball team. Both teams call Los Angeles their _____. They play at the Staples Center. The Staples _____ is new. It is a shiny new arena. _____ is in downtown Los Angeles. It is next _____ two freeways. It is next to the 110 _____. It is next to the 10 freeway. The _____ goes north and south. The 10 goes east _____ west. Many basketball fans take the freeways to _____ Center. They drive their cars on the crowded _____. The crowded freeways have too many cars. The _____ park their cars in the

huge parking lot. [ ] is not cheap. It is $22. The fans [ ] to the arena from the parking lot. They [ ] their tickets. The cheap tickets are $10. The [ ] tickets are $2,600. Rich people buy the expensive [ ]. Poor people buy the cheap tickets. The rich [ ] sit very close to the basketball court. They [ ] to the players. The poor people sit far [ ] from the basketball court. They talk to each [ ].

b) Underline the most important aspects.

Many people love to watch basketball. The Lakers are a great basketball team. The Clippers are a terrible basketball team. Both teams call Los Angeles their home. They play at the Staples Center. The Staples Center is new. It is a shiny new arena. It is in downtown Los Angeles. It is next to two freeways. It is next to the 110 freeway. It is next to the 10 freeway. The 110 goes north and south. The 10 goes east and west. Many basketball fans take the freeways to Staples Center. They drive their cars on the crowded freeways. The crowded freeways have too many cars. The fans park their cars in the huge parking lot. Parking is not cheap. It is $22. The fans walk to the arena from the parking lot. They buy their tickets. The cheap tickets are $10. The expensive tickets are $2,600. Rich people buy the expensive tickets. Poor people buy the cheap tickets. The rich people sit very close to the basketball court. They talk to the players. The poor people sit far away from the basketball court. They talk to each other.

c) Order the following sentences.

1.- **their Los Angeles home . call teams both**

2.- **110 freeway . the is next to it**

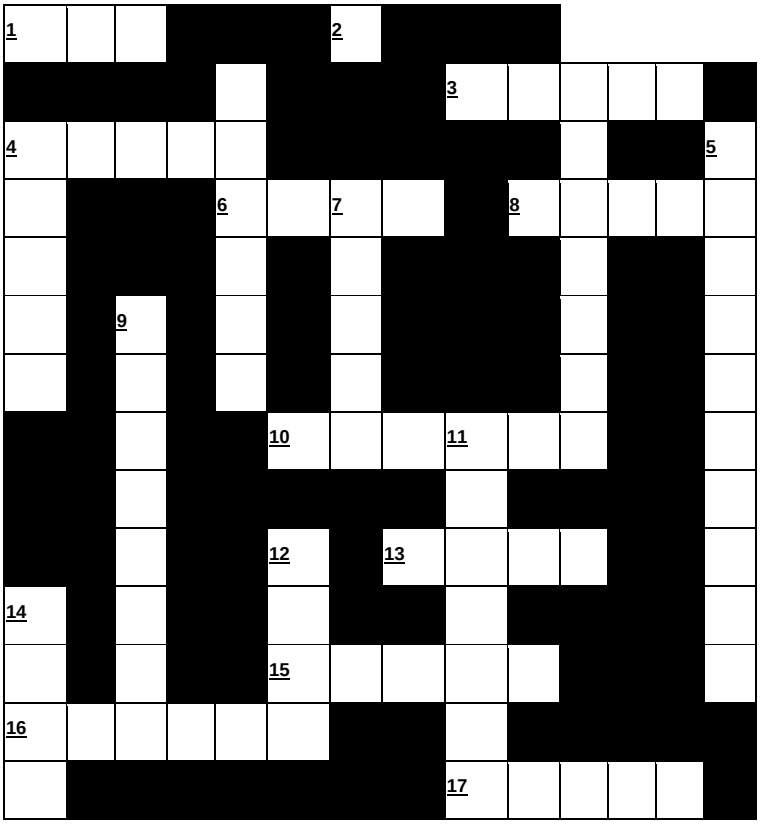
3.- **the crowded freeways their drive on . they cars**

4.- **many people watch . basketball to love**

5.- **Lakers team a are the great . basketball**

---

d) Fill in the crossword



Across:

1. The ___s all cheered when their team won the game.
3. Nothing is ___ anymore; everything is expensive.
4. It was a very ___ game; the final score was 109 to 108.
6. The announcer introduced ___ player before the game started.
8. Most big cities have a large sports ___ for basketball and hockey games.
10. You can watch a basketball game at ___s Center in Los Angeles, but you can't buy any ___s there for your ___r.
13. After a big game, people will ___ to one another about the exciting parts of the game.
15. The ___ day I saw two men arguing with each ___.
16. The Staples ___ in Los Angeles is the home of two basketball teams.
17. A new coin is clean and ___; after people pass it around for a few weeks, it becomes dirty and dull.

Down:

1. Every ___ in Los Angeles is full of slow-moving traffic at rush hour.
2. There was a ___ accident on the freeway last night; six people died.
4. If a restaurant is ___ed every day, it usually means that the food is excellent.
5. You don't see many short people playing professional ___; most players are very tall.
7. Basketball ___s and tennis ___s can be outdoors or indoors.
9. The subways in Manhattan go uptown, midtown, and ___.
11. Professional basketball ___ are very tall and very rich.
12. If you have ___ vision, you need to wear glasses.
14. Very few people get ___ playing the lottery; most people get ___ by working hard.

Evaluation:

- The teacher evaluates the text with the words that students complete.
- To receive in work papers the crossword and the complete sentences, in which it will be, evaluated the comprehension and use of new vocabulary.

Unit 7: Fashion Styles

The fashion for the youth is too important without it a youth can be out of the society or of the group of friends, the fashion is an instrument to be accepted and trough the following readings we will try to inform the use of the fashion in the students' benefit.

Objetivos:

- To order the events from the story.
- To Summary orderly the text.
- To make descriptions using adjectives.
- To apply the simple past of the verbs.

Topic 1: **Hairstyles through the decade**

Activities:

- Pre-reading : Brainstorming.
- Reading : Semanticmap.
- Post-reading : Put into practice your knowledge by means of the game.

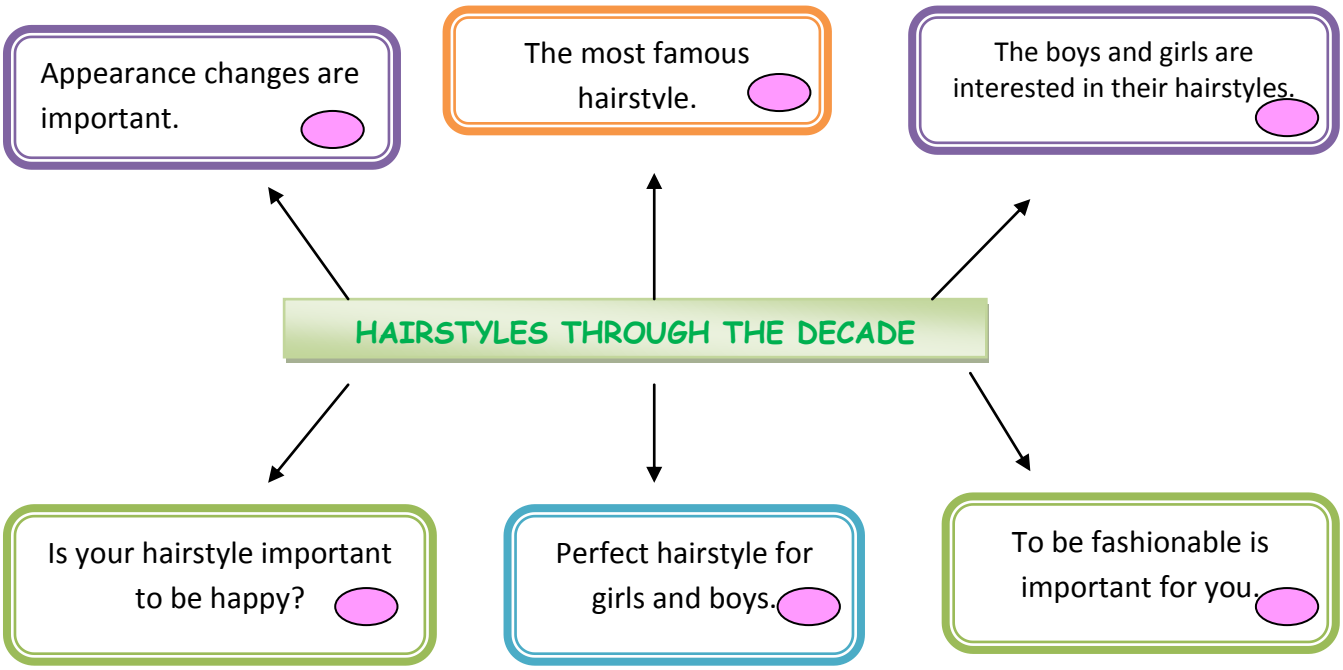
Procedure:

1. Suggest to the students write ideas about the topic given about what they think will read.
2. Ask to match the common ideas.
3. During the reading the reading the student should underline the years and the more important events.

4. Before reading complete the serie of events and put the correct number.
5. With the purpose of knowing the level of the students' understanding will be presented a game this should be executed with a die and two or three students in turns to answer the question that corresponds..
6. Join the corresponding decade with the most important fact.

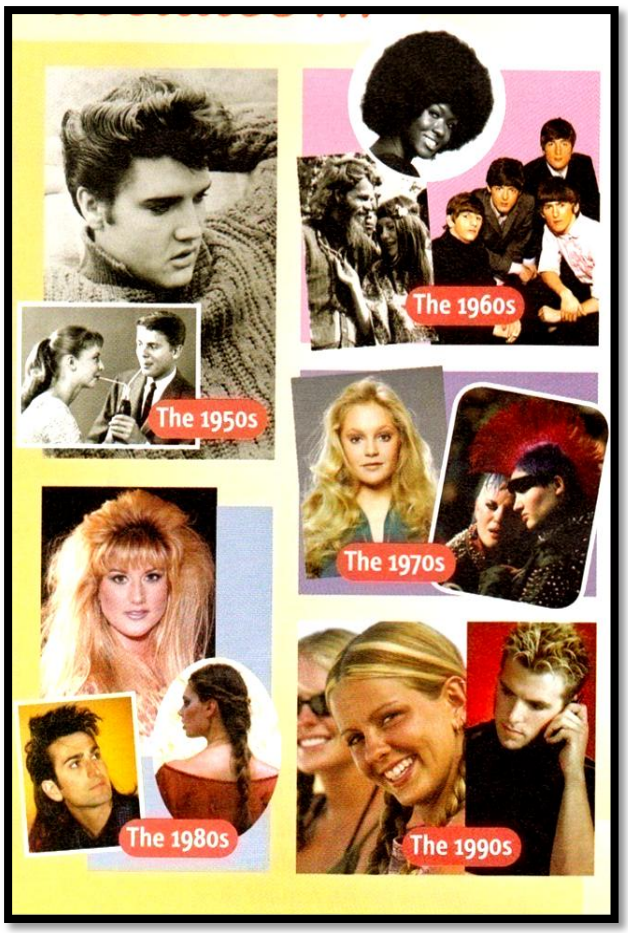
Exemplification:

a) With the following topic to create a brainstorming. `` HAIRSTYLES THROUGH THE DECADE ´´



b) Read the following text and underline the years and important events from each passage.

Hairstyles through the decade



There are some styles that come back again and again

The 1950s were the beginning of the "rock `n` roll" era. In the early `50s, men had short hair, but singer Elvis Presley changed all that when he combed his long hair into a "pompadour" and "duck tail". The ponytail was a popular hairstyle for young women,

The ´60s was the decade of the Beatles, who caused a sensation when they grew their hair long, and many men wore beards. And the "Afro" was a popular hairstyle for African-American and anyone with curly hair or perms.

Punk rockers shocked everyone with their multicolored spongy hair in the 70`s. Then in the late ´70s and `80s, the soap opera starts made "big hair" popular women wore their hair very long, curly and full.

The "new romantic" women of the ´80s wore hairstyles from the 19th century-long curly hair and French braids. For many men, the mullet cut (short on top and long in the back) was the hairstyle to have.

In the `90s, painted hair became stylish, both men and women started changing the color of their hair or adding highlights. Some men began to remove their hair blond.

c) Read again: complete the corresponding year according to the events and write the corresponding order for each event.

Series of events chain

In the 19....., more people started to change the color of their hair.

In19..... long curly hair and French braids for woman and the mullet was the hairstyle to have for men.

Women wore their hair very long, spiky and full in 19.....

In the19.....men and wome grew their hair very long.

In19..... Elvis Presley imposed a new hair style, guys wore their hair in a pompadour. and duck tail

Event.....

Event.....

Event.....

Event.....

Event.....

d) Play with a die: answer the following questions.

1 The hairly-Style In the early 50s.	2 What´s the meaning of: ponytail. →	3 GO BACK 2 SPACES.	The Beatles Decade... 4
			Describe the punk rockers Hairstyle. 5
Win			
9 what`s your favorite hair-style....	decade when men began to remove their hair blond. **8**	GO BACK 4 **7** SPACES.	decade when man and woman change their color hair.**6**

e) Join the decade with the most important event.

50s	Some men began to remove their hair blond.
80s	Punk rockers shocked with their multicolored hair
60s	The ponytail was a popular hairstyle for women,
90s	Curly hair and French braids.
70`s	The Beatles caused a sensation

Evaluation:

- The teacher receives the organizers and it verifies if the student has organized the events and ideas correctly. And evaluate the support activities individually.

Topic 2: New Shoes

Activities:

- Pre-reading : Previousvocabulary.
- Reading : Underline.
- Post-reading : Complete the crossword.

Procedure:

1. Give to the students work papers with the reading that they should analyze with the purpose of complete the spaces.
2. Present the table with the missing words.
3. The students should compare with each other in order to complete correctly.
4. Present the complete reading and to request underline the verbs in past.
5. After reading twice the students could complete the crossword.

Exemplification:

a) Complete the following reading before reading the original.

She is young. Her shoes are old. She [ ] them to work. She goes to work five [ ] a week. She loves her work. She is [ ] waitress. She works at a restaurant. The restaurant [ ] near her home. She walks to the restaurant. [ ] stands up all day long. She is young [ ] strong. But her shoes are not. They are [ ]. She saw an ad in the paper. All [ ] were on sale at the shoe store. She [ ] into the store. She looked around. She saw [ ] black shoes. They looked good. She tried them [ ]. They were very comfortable. They felt good. They [ ] only $25. She paid cash. She wore them [ ]. She felt good. She was ready for work [ ] next day.

a	is	wears	shoes	days	walked	were
some	old	on	She	and	the	home

a) Read the complete reading and verify your answers, the undrline the past verbs.

NEW SHOES

She is young. Her shoes are old. She wears them to work. She goes to work five days a week. She loves her work. She is a waitress. She works at a restaurant. The restaurant is near her home. She walks to the restaurant. She stands up all day long. She is young and strong. But her shoes are not. They are old. She saw an ad in the paper. All shoes were on sale at the shoe store. She walked into the store. She looked around. She saw some black shoes. They looked good. She tried them on. They were very comfortable. They felt good. They were only $25. She paid cash. She wore them home. She felt good. She was ready for work the next day.

b) Order the words and form the verbs in past simple. The join with the correct meaning.

1.	WSA	.....SAW.....
2.	WREE	.....
3.	DKALWE	.....
4.	OODKEL	.....
5.	DREIT	.....
6.	LEFT	.....
7.	IDPA	.....
8.	REWO	.....

Definitions in present tense:

____To move a distance.

__1_To observe something.

____To direct your eyes in order to see.

____To experiment something emotional or physical.

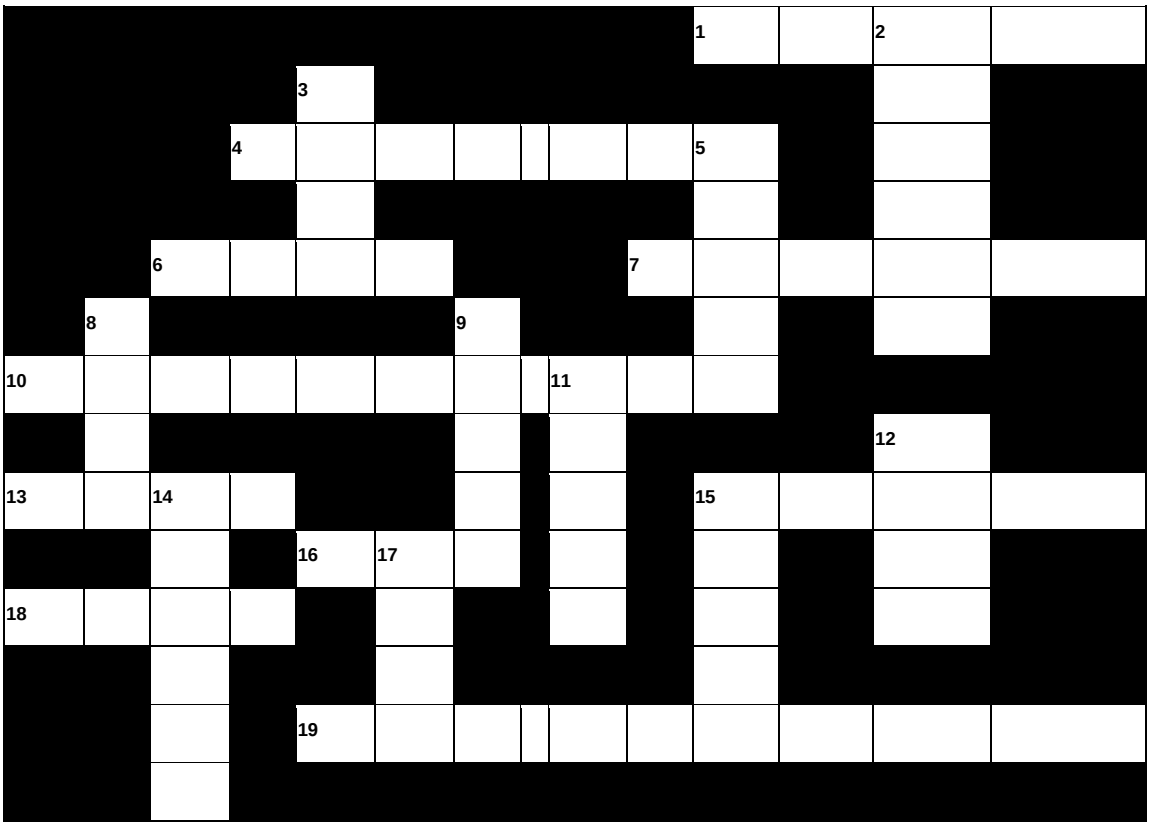
____ To have clothing on your body.

____ To make an effort to do something.

____ To give money to someone for good or services.

____ To exist.

c) Complete thefollowingcrossword.



Across:

1. You can pay with a credit card, a check, or ___.
4. The ___ brought us the restaurant menu.
6. I don't just like tomatoes--I love ___! I could eat ___ all day long.
7. ___ animals are fun and friendly. Old animals just like to sleep.
10. These shoes look good and they are very ___. They feel great on my feet.
13. --Mom, can I ___my shorts and a T-shirt to church? --Of course not. ___ something nice.
15. --How much did you pay for your shoes? --I ___ $40 for them.
16. The young boy helped the ___ lady cross the street.
18. A runner needs to buy a good pair of running ___s.
19. That ___ has pretty waitresses. That's why I like to eat there.

Down:

2. A ___ man can help a weak woman.
3. The shoes are on ___. You can buy them for half-price.
5. I'm going to the shoe ___ to buy a new pair of shoes.
8. She ___ a blue dress yesterday, and she's wearing a yellow dress today.
9. A waitress ___s up and walks around on her job. She does not sit down.
11. ___ coffee has no cream or sugar in it.
12. Many people work from nine o'clock to ___ o'clock.
14. I won't be ___ for a while. I'm taking a vacation. I'll see you when I get back.
15. I like to read news___s and magazines.
17. ___ makes the world go around. Do you ___ God? Do you ___ your family?

Evaluation:

- The teacher evaluates the spaces of the reading, to verify the meaning of the verbs is the correct ones and to evaluate the comprehension reading trough the post reading activities.

Topic 3: Shave Your Face

Activities:

- Pre-reading : Complete words.
- Reading : Graphicorganizers.
- Post-reading : Put true or false.

Procedure:

1. Present words with letters lacking and to request the students complete the words.
2. Suggest elaborate a graphic organizer about the reading.
3. Read the questions and put true or false.
4. Complete the missing words in the text.

Exemplification:

a) Complete the following words with the lacking letters.

T__ __N__D __N

P I__K E__ U__

S__A__I__ G

F I__ G__R S

b) Read the following reading and take out the most important ideas.

Shave Your Face

He walked into the bathroom. He turned on the water and rinsed his face. He picked up the can of shaving cream.

He put some shaving cream onto his fingers. He spread the shaving cream all over his face and neck. He picked up the razor. He shaved both sides of his face. Then he shaved his upper lip. He shaved his chin. Then he shaved his neck. He started from the bottom of his neck and stroked upwards. He shaved carefully around his Adam's apple.

He rinsed out the razor. He rinsed his face completely to remove all the shaving cream.

He driedhis face with a towel and looked in the mirror. There was no shaving cream on his face. He was finished.

c) After read the text write true or false.

	True	False
The man walked into the bedroom?		
He put water onto his fingers?		
He shaved his chin?		
He dried his face with a towel and looked in the door?		

d) **Fill in all the gaps. Don't return to see again the reading.**

He walked into the bathroom. He turned on ____ water and rinsed his face. He picked up ____ can of shaving cream. He put some shaving ____ onto his fingers. He spread the shaving cream ____ over his face and neck. He picked up ____ razor. He shaved both sides of his face. ____ he shaved his upper lip. He shaved his ____. Then he shaved his neck. He started from ____ bottom of his neck and stroked upwards. He ____ carefully around his Adam's apple. He rinsed out ____ razor. He rinsed his face completely to remove ____ the shaving cream. He dried his face with ____ towel and looked in the mirror. There was ____ shaving cream on his face. He was finished.

e) **En el siguiente organizador escriba los puntos más importantes de la lectura.**

RINSE YOUR FACE

- ***Picked up the can of shaving cream.***

Evaluation:

- Evaluate the knowledment of the new words into the text.
- Evaluate the reading comprehension trough the correct answers and the organizer.

Unit 8: Holidays

At the moment the people try to obtain the attention of the youths with events and parties for this reason this unit has been implemented in which we will get the attention of the students by means of readings of important festivities around the world hoping with this way to motivate to the reading.

Objetives:

- To introduce the necessary vocabulary to understand the reading.
- To spell the words correctly.
- Towork in teams
- To energize the introduction toward the reading.

Topic 1: New Year´s resolutions

Activities:

- Pre-reading : To predict vocabulary.
- Reading : Underline.
- Post-reading : To answer the questionnaire.

Procedure:

1. Choose from six to eight new words for the list by word of RIVET, with an emphasis in the multi-syllabic words
2. The teacher divides the class in groups according to the number of students.

3. The same as the game of the hung, the students will say letters until guessing the correct word.
4. After having guessed correctly the word. The teacher will give the meaning or a synonym to each word.
5. The group that has bigger number of successes will be the winner
6. Then, the student will read the text and to paint the new words using the definition of the board to understand the reading.
7. Fill the crossword correctly.
8. The teacher explains the questions of the task d clearly and he will give them the necessary time for the realization.
9. Select a student for group to make the task e.

Exemplification:

a) The Teacher guides the students during the activity and defines each word or uses a synonym.

1. N_ _ _ _ _ _ _ _ 1. NE_ _E_ _ E_E 1. NE_ _EA_ E_E

1. NEW YEAR EVE Meaning: The day before January 1st.

2. M_ _ _ _ _ _ _ 2. M I _ _ I _ _ _ 2. MID_ I _ _ _
2. MIDNIGHT Meaning: 12 o´clock at night.

3 C _ _ _ _ _ _ _ _ _ 3.CO_ _ _ _ O_ _ 3. CO_ N _ _O_N
3. COUNTDOWN Meaning: Counting backwards to zero.

b) Make the same process with the following words:

FIREWORKS: Small containers with explosive chemicals that make noise and produce bright in different colors.

CHANGES: Something unusual that is better that what existed before.

PROMISES: Give your word to do something.

RESOLUTIONS: Decisions.

TO ACCOMPLISH: to do or finish something successfully. To achieve.

c) Read the text and paint the new words. Use the definitions on the board to understand the text.

New Year´s resolutions

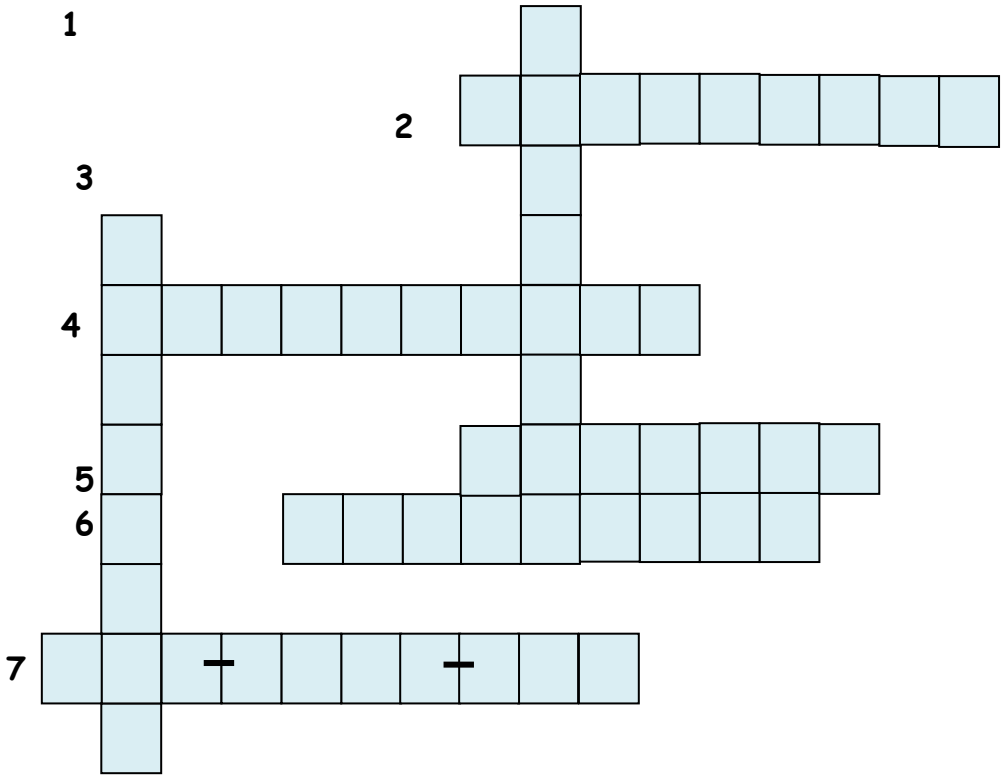
It´s 31 December-New Year´s Eve. People are having parties, sometimes in their homes, sometimes out in the street.

Ten seconds before midnight, the countdown begins: 10-9-8-7-6-5-4-32-1….

Happy New Year! Fireworks explode; people kiss, jump and have a lot of other traditions and customs around the world.

Also, at this time, people often begin to think about the year that is just starting. They think about the changes they´re going to make and the things they´re going to do in the New Year. They make promises to themselves, called New Year´s resolutions. But people don't always accomplish their resolutions.

d) Fill in the crossword with words of the new vocabulary.



1. The most of the people sleep at……
2. Generally in the traditional parties the people like to watch ……
3. My boyfriend broke his …… He loves another girl.
4. I made a New Year´s …… to lose 2 kilograms.
5. The teenagers suffer a lot of ……
6. The …… of sending a spacecraft started.
7. I love to share with my parents the …… …… ……

e) Answer the questions; use the reading of the task b.

- Where do the people celebrate the New Year party?

  ……

  ……

  .

- What are the main actions when the New Year starts?

……

……

.

- What could be your New Year's resolutions?

……

……

……

……

f) Talk about the traditions in your country on December 31st.

_____

_____

_____

_____

_____

_____

Evaluation:

- The teacher wills incentive the opportune participation of the students. Thewinninggroupwillobtainanadditionalpoint.
- Receive the work papers where it will evaluate the new words through the crossword. Besides the questions where the understanding of the text will be verified.
- Finally the teacher will qualify the oral participation of the groups.

Topic 2: St. Valentine's Story

Activities:

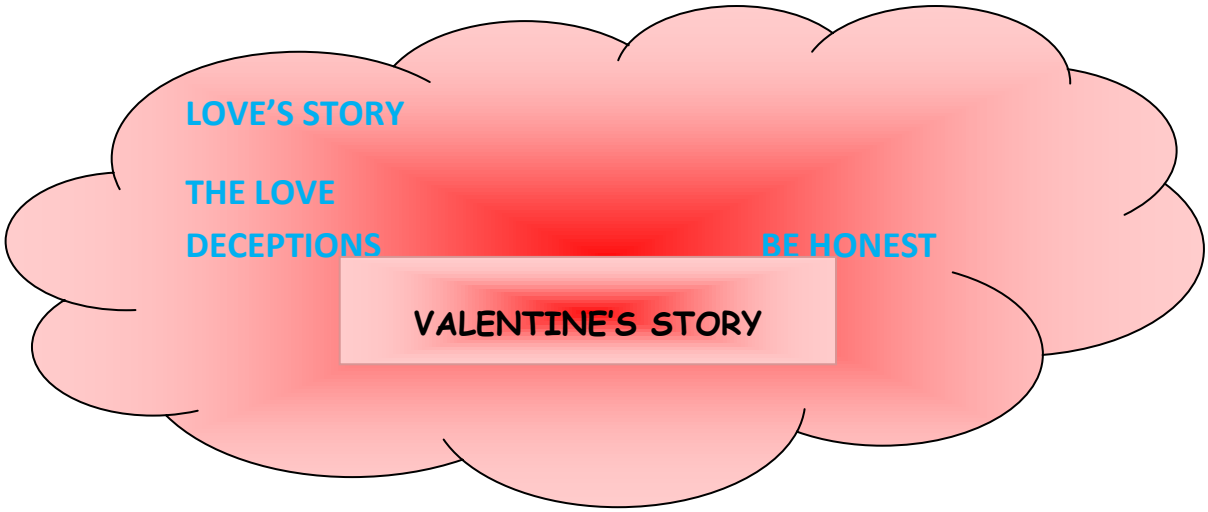
- Pre-reading : Brainstorming.
- Reading : Underline.
- Post-reading : Questions and answers.
  : Write true or False.

Procedure:

1. Read the topic aloud and request to the students try to deduce the content of the text.
2. Write a brainstorming with the help of the students.
3. Underlines the most important aspects in the reading.
4. Answer the questions in pairs.
5. Give the definitions of the new vocabulary.

Exemplification:

a) Read the topic " St. Valentine'sStory" and to deduce thecontent of thetopic.



b) Read the text and underline the most important ideas.

St. Valentine's Story

Let me introduce myself. My name is Valentine. I lived in Rome during the third century. That was long, long ago! At that time, Rome was ruled by an emperor named Claudius. I didn't like Emperor Claudius, and I wasn't the only one! A lot of people shared my feelings.

Claudius wanted to have a big army. He expected men to volunteer to join. Many men just did not want to fight in wars. They did not want to leave their wives and families. As you might have guessed, not many men signed up. This made Claudius furious. So what happened? He had a crazy idea. He thought that if men were not married, they would not mind joining the army. So Claudius decided not to allow any more marriages. Young people thought his new law was cruel. I thought it was preposterous! I certainly wasn't going to support that law!

Did I mention that I was a priest? One of my favorite activities was to marry couples. Even after Emperor Claudius passed his law, I kept on performing marriage ceremonies -- secretly, of course. It was really quite exciting. Imagine a small candlelit room with only the bride and groom and myself. We would whisper the words of the ceremony, listening all the while for the steps of soldiers.

One night, we did hear footsteps. It was scary! Thank goodness the couple I was marrying escaped in time. I was caught. (Not quite as light on my feet as I used to be, I guess.) I was thrown in jail and told that my punishment was death.

I tried to stay cheerful. And do you know what? Wonderful things happened. Many young people came to the jail to visit me. They threw flowers and notes up to my window. They wanted me to know that they, too, believed in love.

One of these young people was the daughter of the prison guard. Her father allowed her to visit me in the cell. Sometimes we would sit and talk for hours. She helped me to keep my spirits up. She agreed that I did the right thing by ignoring the Emperor and going ahead with the secret marriages. On the day I was to die, I left my friend a little note thanking her for her friendship and loyalty. I signed it, "Love from your Valentine."

I believe that note started the custom of exchanging love messages on Valentine's Day. It was written on the day I died, February 14, 269 A.D. Now, every year on this day, people remember. But most importantly, they think about love and friendship. And when they think of Emperor Claudius, they remember how he tried to stand in the way of love, and they laugh -- because they know that love can't be beaten!

c) Complete with short answers the following questions:

1. When and where did St Valentine live?

_____

2. Who was the emperor at that time?

_____

3. Did St. Valentine like him?

_____

4. What did St. Valentine do? What was his job?

_____

5. Why was St Valentine caught and put into prison?

_____

6. What was the punishment that the Emperor ordered for him?

_____

7. When did St Valentine write a note?

_____

8. Why did he write it?

_____

9. When did St Valentine die?

_____

10.. Why is St Valentine a symbol of Love?

_____

d) Read the text and say if the following statements are *true* or *false*:

1. Many people liked Emperor Claudius but St. Valentine didn't.

TRUE ☐ **FALSE** ☐

2. Soldiers weren't allowed to get married.

TRUE ☐ **FALSE** ☐

3. Claudius forbade people to get married because then men didn't want to go to the army.

TRUE ☐ **FALSE** ☐

e) Match the following words from the text (left column) with a synonym or a definition in the right column:

a) Share	…….Register
b) Sign up	…….Permit
c) Allow	…….Have the same idea
d) Scary	…….Happy and joyful
e) Stand	…….Take a particular attitude
f) Cheerful	……..Frightening

Evaluation:

- To request to the students that give a definition of the word love.
- To request read aloud the written ideas according to the topic.
- Write on the board the underlined ideas.
- Receive in a paper the questions with their answers and the vocabulary with their definition.

Topic 3: Holiday Makers

Activities:

- Pre-reading : Vocabularydefinition.
- Reading : To underline the characters.
- Post-reading : Questions and answers.
  : Identifying if the sentence is true or false.

Procedure:

1. To give a list of words, look for the synonyms and write them.
2. Explain the functionality of the adjectives.
2. To read the story twice and try to use the synonyms.
3. The students should read once more and Answer the questions.
4. Put true or false according to the sentences.

Exemplification:

a) Find the synonyms of the following words:

SIGHTS _____

THEREFORE _____

WHETHER _____

CLERK _____

BOARDING- HOUSE _____

HARDLY _____

b) Read the text and underline the characters that participate in the story.

HOLIDAY MAKERS

Mr and Mrs Williams had always spent their summer holidays in England in the past, in a small **boarding-house***at the seaside. One year, however, Mr Williams made a lot of money in his business, so they decided to go to Rome and stay at a really good hotel while they went around and saw the* ***sights*** *of the famous city.*

They flew to Rome, and arrived at their hotel late one evening. They expected that they would have to go to bed hungry, because in the boarding-houses they had been used to in the past, no meals were served after seven o'clock in the evening. They were ***therefore*** *surprised when the* ***clerk*** *who received them in the hall of the hotel asked them* ***whether*** *they would be taking dinner there that night.*

"Are you still serving dinner then?" asked Mrs Williams.
"Yes, certainly, madam," answered the clerk. "We serve it until half-past nine."
"What are the times of meals then?" asked Mr Williams.
"Well, sir," answered the clerk, "we serve breakfast from seven to half-past eleven in the morning, lunch from twelve to three in the afternoon, tea from four to five, and dinner from six to half-past nine."

"But that ***hardly*** *leaves any time for us to see the sights of Rome!" said Mrs Williams in a disappointed voice.*

c) Answer the following questions with their own words taking into account the information of the text.

a. Why did Mr and Mrs Williams want to spend their holidays abroad?

_____

_____

_____.

b. What did they want to go to Rome for?

_____

d) Are the following sentences true or false? Write the part of the text that support your election.

a. They arrived at the hotel before half-past nine in the evening:
TRUE ☐ FALSE ☐

SUPPORT_____

b. Mr and Mrs Williams had always spent their holidays in a guest's house where they could not eat:
TRUE ☐ FALSE ☐

SUPPORT_____

c. Mrs Williams was happy to know the meals timetable:
TRUE ☐ FALSE ☐

SUPPORT_____

f) Complete the following sentences, choose a, b or c just one answer is the correct .

1. Mr and Mrs Williams arrived at the hotel
a. one hour late.
b. one hour later than expected.
c. in time to have dinner.

2. Breakfast was served for
a. four hours and a half.
b. seven hours and a half.
c. from half-past seven until eleven.

3. Mrs Williams was sad to discover that
a. they would have to spend nearly all the time eating.
b. they would not have much time to sightsee the city.
c. they would have to eat breakfast too hurriedly.

Evaluation:

- The teacher evaluates the comprehension ability trough each activity.
- The students should answer the questions correctly.
- The students narrate the conversation among the characters with the purpose to evaluate the level of comprehension.

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