

What you didn't know about reading

From theory
to practice

Book 1

Silvia Bejarano Criollo
Carmen Mejía Calle
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**What You Didn't Know About Reading –
From Theory To Practice – Book 1**

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INTRODUCTION

“A reader lives a thousand lives before he dies...
The man who never reads lives only one.”

GEORGE R.R. MARTIN

What you didn't know about reading – From theory to practice, Book 1 is a book created not only for English teachers, but also for researchers, students, and anybody who needs to get ideas for complementing their classes and enhancing their reading skill. They will find new trends in reading stages like pre-reading, while-reading, and post-reading, and the strategies such as skimming, scanning, sequencing, identifying context clues, and others to manage comprehension in the best way. The book has a wide explanation of each of these reading aspects, as well as the necessary practice that connects with its theory.

Therefore, the book's main objective is to set the necessary theoretical background to understand where the (before – while – after reading) activities lead researchers, teachers, and students to. **What you didn't know about reading – From theory to practice, Book 1** is a tool that has been supported since it cites well-known authors giving it an academic value. Moreover, it helps researchers, teachers, and students to use fun easy graded readings to introduce vocabulary or basic grammatical structures traditionally proposed for beginners (A2).

It is worth mentioning that most of the English texts for beginners in this book, and many of the pictures, tables, and figures are creations of the authors. Practicing reading and comprehension of written English will improve all language skills, especially if they follow all the activities here proposed.

What's in the book?

This book has two main sections and three chapters distributed as follows:

SECTION 1 presents **CHAPTER I: READING**, which helps teachers understand the foundations of reading since it explains the basics of reading, what

reading is, why is it important, what reading comprehension is, and how to improve your reading skills. Immediately, it presents some effective reading comprehension strategies, which introduce the book user too some fun ideas created and proved by well-known authors.

Then, there is **CHAPTER II: READING STAGES**. This chapter is an overview of the pre-reading, while-reading, and post-reading stages. Here the different ideas of great activities make more sense within the context of a classroom, and they will provide teachers with a logical sequence of activities that will lead students to a better understanding of a text.

SECTION 2 presents **CHAPTER 3: ME AND MY LOVED ONES!** **CHAPTER 4: IMPORTANT THINGS IN MY LIFE!** **CHAPTER 5: MEMORIES**

All the practice imagined for level A2 students is here. This section has 15 lessons, each with pre-reading activities that will prepare students for the while reading stage. Then, there is a 200 – 300-word text created for beginners (A1-A2); therefore, they purposely have simple vocabulary, and grammar structures that great authors recommend for these levels: Simple present, Simple past, Present continuous, and Past continuous. Then, there are activities to activate the while reading stage and several other activities for the post-reading stage. All the activities try to foster the practice of all language skills, though the emphasis is on reading.

CHAPTER I THE BASICS OF READING

As Greenslade mentions, “It is time to know what is meant by “basics” in reading. When we talk about basics in reading instructions, are we concerned about teaching specific skills some deem basic, or are we concerned about helping learners acquire basic understanding needed for their growth as readers?” (Greenslade, 1980).

1.1. WHAT IS READING?

Reading is the act in which readers understand the content of the text. The comprehension of the text involves many aspects, like analyzing, recognizing ideas and information, and making inferences, among others.

Reading is essential for human beings since it allows them to be informed and updated on any subject or issue. Reading is one of the receptive skills. All information will be essential to produce the language well. Readers should identify strategies or skills that facilitate their comprehension when reading. Also, Reading is a source of enjoyment; if it is about people’s interests, readers will grow personally and professionally.

Today, there are many concepts about what reading is. According to Reading Rockets (2022), Reading is not an easy activity since our brains are connected to speaking, but not reading and writing, that is why we need to be taught to read and develop this language skill further.

On the other hand, reading is looking at a series of written symbols such as letters, punctuation marks, and spaces to obtain their meaning using the brain to convert them into words, sentences, and paragraphs that say something. It is also necessary to remember that reading is a receptive skill that goes along with the ability to speak, and in this way, we can pronounce the words we read. Reading is a productive skill in which we receive and transmit information

simultaneously to make sense to ourselves or other people (English CLUB, 2022).

Reading is a cognitive process that involves decoding symbols to obtain meaning and is an active process that constructs the meanings of words. Reading with a purpose helps the reader direct information toward a goal and focuses their attention. Some reasons for reading may vary, but the primary purpose of reading is to understand a text (Study.com, 2016).

Twinkl (2021) mentions that Reading is one of the four language skills alongside listening, speaking, and writing. Reading is the third language skill learned in English after listening and speaking.

The National Reading Panel Report (2004) shows that effective reading instruction addresses some essential components. Based on these components, students acquire reading accuracy, speed, and comprehension by the end: Phonological awareness, Phonetics, fluency, Vocabulary, and Understanding (Learning Points, 2004).

1.2. WHY IS READING IMPORTANT?

Reading is important because it is a meaningful way to improve language skills in English. Reading can help students in many aspects:

- Enlarge vocabulary.
- Improve writing skills.
- Develop a better comprehension of any text.
- Interact with people who speak English.
- Learn about different cultures and backgrounds.

Twinkl describes that Reading is essential because it is a receptive skill that allows students to receive information and learn something new or reinforce what they already know. Reading gives access to a wealth around the world that was not accessible before, and through reading, people can learn and discover new things and widen their vocabulary.

Reading foment a new perspective of the world that we might have never seen or considered before (Twinkl, s.f.). Besides, reading is critical for every subject, not only in English but also in mathematics, since it helps solve problems. Also, in science as it helps to understand instructions before beginning an experiment.

1.3. WHAT IS READING COMPREHENSION?

Once there is a clear appreciation of reading, it is necessary to analyze the meaning of reading comprehension. Many authors describe it as the understanding and interpretation of what is being read. To understand written texts precisely, people need to be able to: First decode the symbols (letters and words on a page). Second, make connections between what they read and what they already know. Third, consider what they read (Reading Rockets, 2022). In other words, reading comprehension is the ability to process text, understand its meaning, integrate it with previous knowledge, and produce new ideas with further information (Definitions.net, 2022)

As simple as it may seem, Reading is much more than those steps. First, it is required to know the meaning of words. Then, another ability must be developed, which is to understand a word's meaning from a discourse context. Another is to follow how the passage is organized, identifying antecedents and references. Only then can the reader be able to draw inferences from a text.

Moreover, the reader must be able to identify the main idea of a passage and be able to answer questions whose answers are in the text. There are other abilities, such as recognizing the literary devices or propositional structures used in a passage. It is even more challenging to determine its tone, the situational mood, and the writer's purpose and intentions. Reading a particular text relies on readers' skills to process old and new information. (Definitions.net, 2022).

1.4. HOW TO IMPROVE READING SKILLS

Learning to read is an activity that is not so simple in one's native language. It is known from research that reading is a language-based activity. Reading is not a naturally developed activity; children must learn to decode, recognize words, and comprehend what they read (Excerpted from Lyon, G. R. (January/February 2000). Why Reading is not a natural process. LDA Newsbriefs. Learning Disabilities Association of America).

Having analyzed this claim, it is easy to imagine that there are additional difficulties that a foreign language learner faces. However, English teachers worldwide have developed strategies to help language learners adequately develop their reading skills. This book will explain these strategies; nevertheless, they will be sorted out from various foundations.

1.5. EFFECTIVE READING COMPREHENSION STRATEGIES

Searching the web, one can find thousands of sites posting reading strategies for reading learners in English. Nonetheless, as mentioned before, reading in a foreign language is different. Some of the most popular strategies are the following:

General Strategies for Reading Comprehension:

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing

Strategies for Reading Comprehension: Narrative Text

- Story map
- Retelling
- Prediction
- Answering Comprehension Questions

Strategies for Reading Comprehension: Expository Text

- The Structure of Expository Text
- Main Idea/Summarization
- K-W-L charts
- Graphic Organizers

This list has been taken from (ReadNaturally, 2022)

Reading in a foreign language is more complex than reading in one's mother tongue. It needs a lot of practice and perseverance. Moreover, other authors mention additional reading strategies such as scanning, skimming, intensive reading, reading between the lines, or speed-reading that can be used to become more effective readers. Consider what it takes to read a simple or a complex passage and the type of words the course contains: the syntactic composition, propositions, and stylistic features that sentences have (McNamara et al., 2007).

1.5.1. Skimming

Skimming is a speed (not deep) reading strategy in which the reader finds the general idea or gist of a study, passage, or book with little time. When the reader skims, they certainly have a general question in mind, something the reader needs or wants to know about the text. Most people skim many things: newspaper sections, movie reviews, passages, documents, and websites that may be useful and

necessary to complete any task or project. (Mikulecky, B. S., & Jeffries, 1996).

According to Joiner (1989), the skimming strategy consists of reading to get the general meaning or gist of the text. Additionally, skimming is key if teachers want their students to identify the topic's main idea. In skimming exercises, it is recommended to move the eyes quickly to get the correct answers or information for the questions. These answers are usually found in the first sentences and the opening or ending paragraphs. Therefore, it is unnecessary to read the whole story or text to find the needed information; instead, there is an easy form: skim it.

When skimming, it is suggested to be prepared to rush through the pages before skimming the text. Readers will not need to read every word, phrase, or sentence. Instead, they will pay special attention to concepts, data, key dates, phone numbers, names of people and places, nouns, unknown words, keywords, events, headings, summaries, pictures, charts and tables, and boldface words or phrases.

How to apply skimming in class

- Ask students to read the title, introduction, or the first paragraph of the text.
- Students can also read the first sentence of each section.
- It is also essential to read the headings and subheadings if the article has them.
- Ask students to analyze whether the text has pictures, charts, or graphs.
- Another critical tip is to look for words or phrases that are italicized or bolded.
- Students can also read the first or last paragraph.
- It is necessary to read a few examples until students understand the concepts to be illustrated.

1.5.2. Scanning

Scanning is one of the most effective reading strategies for improving students' reading comprehension. Scanning is also a speedy strategy for finding detailed data or information in the text (Abidin, 2020). Scanning allows searching for in-depth knowledge of contents of tables, names, dates, times or numbers, the latest sports news in the newspaper, a phone number on a page of a phone book, the cost of an item in the supermarket, answers to general questions, information about a person, place, or country, capital letters, among others.

Vaezi (2006) considers that scanning is reading quickly to find information about names, places, and times. Scanning is useful when readers must find information, especially when they have tests or assignments. Scanning can minimize the time to answer the questions in the text. For example, readers often scan the text for specific information: a word, phrase, or sentence.

How to apply “scanning” in class

- Get a clear idea about what information students want to find.
- Ask students to use headings and other aids to find the information they want.
- Ignore unrelated information, focus on the answer(s) you need.
- Have students read only the keywords.

1.5.3. Identifying context clues

Sometimes readers do not understand every word in a reading text or passage. So, when readers deal with such a situation, context clues can help them quickly understand the text or countless texts in English. Readers can identify an unknown or difficult word thanks to context clues: syntactic clues (clues related to the grammar of the English language structure) and semantic clues (clues associated with the cumulative meaning of the sentence) (İlter, 2019).

In addition, context clues are considered keywords in a sentence or paragraph that help the reader discover the definition of an unknown word. It can be done by combining their prior knowledge or analyzing the relationship between the foreign words with the other words, sentences, or paragraphs. Therefore, the strategy of context clues involves accurate and automatic word identification skills. Word identification skills are too fast for context to play a significant role.

On the other hand, (Utama 2019) states that readers can also learn context clues strategy to discover the meaning of the unknown words in the text. For example, it can help readers deduce the definition of an unfamiliar or challenging word; it may be within the sentence or paragraph. Context clues are helpful in several ways: they help readers confirm the pronunciation of a word they are trying to decipher, resolve ambiguity by arriving at the correct pronunciation of multiple-meaning words, figure out a possible meaning of unknown words, and speed up their reading pace.

Readers can guess unknown words by applying different context clues strategies. The correct development of these strategies will allow readers to activate their prior knowledge and improve their vocabulary, reading comprehension, and fluency.

Types of context clues

There are six significant types of context clues for teaching students reading comprehension. However, considering the focus of this book, which is on A1 to A2 learners, only four context clues strategies will be presented:

Definition: The word's meaning is explained in the sentence. When readers cannot figure out an unknown word, teachers can explain it to help them understand it better. Let us check this example: Carmen is insatiable; she can eat the whole day and never gets full. The second part of the sentence (she can eat the entire day and never gets full) explains the first part (Carmen is insatiable). So, "insatiable" means incapable of being satisfied.

Synonyms: Words that mean the same thing. Readers will figure out the unfamiliar words by getting clues. It can be done by replacing the unknown word with a familiar one. Foreign words are used as synonyms having the same or similar meaning as another word.

Example: Provide examples of the unknown word to give readers a clue about its meaning. Hints will often use transition words: such as, for example, like. Readers commonly figure out the unfamiliar words after the teacher's example.

Antonym: Words that mean the opposite. This type of clue will use signal words. Signal words can be immersed by comparisons, explanations, contrast, and examples. Signal words also alert readers that important clues are mainly in the sentence or paragraph. For example, readers may analyze which words come before and after the signal word to help them guess the correct antonym.

How to apply context clues in class

Teachers might consider explaining to students the role and importance of applying different context clues strategies to facilitate and improve their reading comprehension. In this context, teachers should:

1. Ask students to circle the words they do not understand. Then, students will have to look in the context to find clue words or phrases that hint at what the new word means. Finally, emphasize that they must circle new words that are key to understanding the text.
2. To determine the meaning of unknown words, students must underline or highlight keywords, ideas, or phrases in the sentence or paragraph. For example, they may look for synonyms, antonyms, examples, or definitions in the reading text.
3. Teachers can explain what the unknown word means if students do not realize its meaning. Thus, students can guess its meaning and use the underlined words to prove their guess is correct.
4. Teachers should include question stems like “you said ___ does that make sense?”, “Try that again” “How did you know it was ___? To develop the use of context clues in their teaching.

1.5.4. Sequencing

Sequencing is a reading comprehension strategy that helps students identify the components of a story, including the beginning, middle, and end (Richland, 2020). Sequencing is one of the many skills contributing to students' comprehension of what they read. Simultaneously, it provides unity for students to examine text and story structure, which can strengthen their writing skills.

Therefore, sequencing can be incorporated into any education subject area or level; nevertheless, it is often associated with teaching early readers. Students can practice their sequencing skills as they read independently, participate in small group reading activities, or listen to the teacher read a story; for longer stories, students make charts leveled: beginning, middle, and end; pause after each section of the story to discuss the sequence of events, and to record keywords and information on the charts (Teacher Vision, 2019).

When developing sequencing practice, students are often asked to identify the paragraph each event can be found in by writing the number of the section next to each box; in this way, students can locate the missing event. For example, reading skills like sequencing, can help students choose the correct answer when encountering questions on a standardized assessment. Learning how to sequence assists students in forming the right ideas about the text they are reading, no matter their level (Roberts, 2020).

The steps to implement story sequencing could be:

- Select a text with a precise sequence of events: beginning, middle, and end according to the level of the students.
- Inform students before the Reading that they will be working on their sequencing skills; this will guide them to focus on the steps of the story.
- After the reading, have students write down certain events during the lesson.
- Ask students to put the events in order.
- Organize small groups so students can discuss the sequence with their peers.

- Ask students to write about the story sequence in a journal.

In addition to the benefits mentioned above, sequencing helps students problem-solving across the subject (Olson, 2016).

1.5.5. Listen-read-discuss.

The listen-read-discuss strategy helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about a topic. After reading, there is an extensive group discussion where students engage in small group discussions about the issue. During the discussion, students compare and contrast the information from the lecture with the information they read.

This strategy helps students comprehend the material presented orally; it also builds students' prior knowledge before they read a text; additionally, it engages struggling readers in classroom discussions; finally, this simple, flexible strategy can be used across all curriculum areas with almost any text.

How to listen-read-discuss

Listen to present information to students about the book or text they will be reading. The presentation can be in the form of a short lecture on the topic, using a graphic organizer to guide the lesson.

Read: Ask students to read a text selection. The content should be similar to the material presented during the listening portion of the lesson.

Discuss: Lead a classroom discussion on the material. It is necessary to encourage students to reflect on any differences between their Reading of the content and the presentation.

The listen-read-discuss strategy helps students comprehend text by building prior knowledge of the topic before reading it (Modjeski, 2010).

1.5.6. Jigsaw reading

Jigsaw is a cooperative learning strategy that enables each student to become an expert in a particular topic through communication and discussion with others, reading the exact text, researching the same subject or unit, and then sharing their findings with their original “home” group. One student for each group a topic, and then they meet with other students from other groups who have the same issue. They work together to decide on essential parts to share with their original group or home. With this strategy, each student in the home group serves as a piece of the topic’s puzzle (Reading Rockets, 2014).

Students read the sections of a segmented text and answer comprehension questions; then, students who have the exact text sit together and discuss their answers to understand the text better; these are called expert groups. Finally, students move back to their groups to report what they have been reading about to their peers, creating a jigsaw puzzle.

Among its benefits, the jigsaw strategy is a student-centered strategy that increases students’ participation, which creates a supportive and motivating environment; besides incorporating Reading, writing, listening, and speaking skills, it also develops students’ interpersonal skills and encourages them to communicate and collaborate with their peers (Lee et al., 2020).

Jigsaw reading can be done in two ways.

Two separate stories. If two news stories share a theme, the teacher must prepare comprehension questions for each story; give one half of the class (group A) one story and the other half (group B) the other. The students read their articles, answer the questions, and check their understanding. Then, students pair up with someone from another group, tell them about the story, and listen to each other. As they are listening, students must take notes to remember the story.

One story is split in two. Choose stories that could be divided into two. Prepare comprehension questions and make groups. After that, give each group only half of the story. When students recount their half of the story, ensure that the opening half goes first. Once the students have orally exchanged stories, they should read the other person’s story. Finally, students return to their home group

and put the story halves together. Jigsaw reading is an excellent strategy to introduce speaking into reading lessons. It provides opportunities for genuine communication (The British Council, 2018).

CHAPTER II READING STAGES

Reading strategies have had a vital role in education, especially when teachers support their teaching process through them to improve students' reading comprehension. Reading strategies are essential for beginners, intermediate and advanced readers. There are many reading strategies, but the authors of this book have decided to focus on those which are very helpful for A1 and A2 learners.

2.1 PRE-READING

Pre-reading activities activate schemes (the reader's background knowledge and the text itself), engage students in reading activities, build interest in the text's topic, and pre-teach vocabulary that appears in the text. Besides, pre-reading activities have many benefits:

- Help students prepare for the reading activity,
- Learn new vocabulary,
- Anticipate the reading topic,
- Reinforce the grammar tenses,
- Provide some predicting/guessing activities for the reading passage,
- Make use of students' background knowledge about the topic.

In addition, the pre-reading activities can also encourage students to read and maybe even increase their motivation. Additionally, pre-reading activities will enable teachers to awaken students' knowledge of the text. If teachers want to achieve this, they should give learners a reason to read, and providing them with

some preparation can certainly arouse their interest in the topic (Azizifar et al., 2015).

Before interacting with the entire text, teachers use the pre-reading stage in the lesson, especially for English as a Foreign Language (EFL) students. In this context, pre-reading activities let learners make predictions and improve reading comprehension. Moreover, pre-reading activities help know how much students learn about a specific topic. That is why teachers have many options to apply in this reading stage. According to Saricoban (2002), in critical pre-reading activities, students can be asked to consider:

- the reason the author is writing about the topic,
- the whole range of ways to write the text,
- the generating of their list of questions.

Above and beyond, the authors of this book are pleased to present teachers with the most practical and applicable activities to get students engaged to activate their previous knowledge and catch their attention during the development of the activities. The following pre-reading activities have descriptions and tips about when and how to apply them.

2.1.1. Videos

Videos help introduce a new topic, story, or article, especially for those students who are visual learners. Most students learn best when they see and hear the information. If teachers want to catch students' attention, they should motivate or engage them during class, including videos in their planning. Nowadays, teachers have access to videos simply and easily. First, teachers should find a short video related to the content. Once students watch the video, teachers can ask them some discussion questions. Then, teachers can play the video again to verify whether students answered the questions correctly.

Tips to keep in mind before applying videos

- Choose videos related to the topic.
- Videos must be short (maximum 5 minutes long)
- Once students see the video, make them describe their feelings, thoughts, emotions, and opinions about the content.
- If possible, take notes about your students' questions and ask them to answer the questions once you complete the lesson.
- Videos are played at the beginning of the lesson.

2.1.2. Graphic organizers

Graphic organizers illustrate ideas and interrelationships among concepts in a text using diagrams or other pictorial devices (Armbruster & Osborn, n.d.). Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers elicit information, grasp what students already know about the new topic, and act as visual thinking tools. If teachers want their students to connect their previous knowledge and the upcoming one, graphic organizers are the key. Take a look at the following steps to create a graphic organizer:

- Skim the text first to identify the main idea and the essential supporting details.
- Use single words or simple phrases to convey the meaning.
- Look for ideas, parts, definitions, and aspects related to the supporting details.
- Check the structure of the map. Make sure the structure is balanced and easy to understand.
- Use cross-links if necessary to see if the ideas are related to the rest of the information.

Graphic organizers are used to construct meaning. These organizers help readers visualize how ideas fit together and help identify the strengths and weaknesses of thought processes. That is why applying one of the fastest and easiest graphic organizers, “the KWL chart,” is recommended. The K-W-L chart is used to guide students through a text. In the first column, “WHAT I KNOW,” students begin to write down everything they know about a topic. In the second column, “WHAT I WANT TO KNOW,” learners write a list of questions about what they want to know about the new content. Students can answer the questions during or after reading. The last column, “WHAT I LEARNED,” focuses on what students have already learned about the new topic; column three mainly works in the third reading stage, post-reading (See the K-W-L chart below).

Table 2: K-W-L chart

What I know	What I want to know	What I learned

Source: Authors

Tips to keep in mind before applying the K-W-L chart

- Before performing this reading strategy, explaining what each column of the K-W-L chart means is recommended.
- Provide a previous example before developing the K-W-L chart in the English class.

- Explain the length of time students can use for developing this strategy. This will depend on the students' level and background; however, it is mainly recommended between 5 and 10 minutes.
- Teachers can evaluate the K-W-L chart activity with a rubric.
- To complete the K-W-L chart successfully, it is necessary to apply reading techniques like skimming and scanning.

2.1.3. Previewing

Previewing is considered a valuable pre-reading activity to access students' prior knowledge. The previewing activity helps students anticipate, get an idea, or make educated guesses about what is in the text (Chia, 2001). Previewing can be done using headings, titles, and pictures related to the reader. These prompts will allow students to predict what the text is about before reading it.

According to Mikulechy & Jefries (1996), when you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help students to predict or make educated guesses about what is in the book. Students should apply this pre-reading activity before completing the following two reading stages to process the information quickly. Hence, students can follow the writer's ideas better, save reading time, and gain comprehension.

Tips to keep in mind before applying previewing

- Previewing should be developed before, while, reading, and post-reading stages.
- Preview the cover. Students can make predictions about what might be in the article.
- For previewing, start by reading the title and the author's data. Then read the main headings, subheadings, chapter summaries, and highlighted text (if any).

- Examine any graphs, illustrations, and pictures, as they often summarize the content of large blocks of text.
- Read the first sentence of each paragraph.

2.1.4. Pre-reading questioning

The pre-questioning activity is best defined as introducing a summary that echoes the text content. The teacher and students start asking questions, guessing answers, and drawing inferences before the reading begins (Rasheed, 2014). Once the topic is introduced, students must begin to activate previous knowledge about the topic (i.e., schemata). For example, if the topic “daily routines” is presented, students start building on their last information. Then, before reading the text, they would likely guess what typical daily routines are and maybe think about different people’s examples.

On the other hand, the teacher helps learners understand the text by offering questions related to the topic. These questions should be provided before learners start reading the text (Alhaisoni, 2017). However, it is essential to know that the questions a teacher asks before the reading begins are not formulated to test students’ comprehension; instead, they should arouse students’ curiosity to check whether their predictions are correct or not. Students may feel more confident and motivated to read, knowing that they will not be tested at this stage, making this pre-reading activity more purposeful.

The pre-reading questioning is a practical activity to activate students’ prior knowledge and increase comprehension. Once inside the text, students realize that some information will be easily understood. The questions will also allow students to gain confidence and concentrate more on what they are reading. When students ask or answer pre-reading questions, they understand the purpose of reading the text to connect between what they already know and the new information.

The pre-reading questioning allows for introducing vocabulary, making predictions, talking about students’ personal information, and reviewing parts of the text or the book. When having questions to start the lesson, students are better oriented to comprehend the text. The activity promotes increased readiness

to engage with a text by activating students' background knowledge. Questions stimulate students' curiosity and capture their attention and relevant background knowledge. These activities prepare students for the reading process and prepare them to engage with the text.

Tips to keep in mind before applying pre-reading questioning

- The pre-questioning activity is mainly used during the first five or ten minutes of the lesson; it will depend on the text and topic.
- Students can work alone, in pairs, or in small groups.
- Ideal to focus students' attention.
- If teachers want to keep a cooperative learning environment, use the pre-reading questioning.
- Write the questions on the board to provide enough understanding of the context.

2.1.5. Pictures

Pictures are visual aids to introduce the topic. Pictures are used to elicit as much vocabulary as teachers can. Students can see the pictures to guess the language they will study or learn during the lesson. Students can also make predictions about what words are connected to the text. In this context, students should observe every detail to support their answers.

Additionally, teachers can involve students in picture reading by asking them what they see and think about the pictures. Students can talk about their colors, shapes, and materials whether pictures are related to objects or actions. Also, if images refer to people, teachers can ask about the genre, physical appearance, and the kind of clothes they are wearing.

Tips to keep in mind before using pictures

- Pictures related to the content of the story must be chosen.
- Choose between 5 and 10 pictures to introduce the topic.
- Students can guess the picture's vocabulary individually, in pairs, or in small groups.
- Once students interact with the text, ask students if the pictures were related to the content of the reading.
- Make students write the vocabulary word under or above the pictures. This will let students learn new words every time they see the photos.
- Teachers can set a time between three or five minutes for the activity.
- Make sure the images are clear to ease students' understanding.

2.2. WHILE READING

While reading is focused on students' comprehension. While reading activities help learners to confirm predictions, gather information, and organize information. In this context, teachers set a task, and the learners read to complete it. Students should consider what they are looking for. Perhaps, students want to identify important ideas and guess the meaning of words from context, among others. This stage focuses on:

- Understand the writer's proposition, language structure, and logical organization in the reading text,
- Develop and help comprehension of the content of the reading text,
- Help students use their inference and judgment skills,
- Remind students of the importance of vocabulary in obtaining contextual meaning clues and guessing the meaning of unfamiliar words,

- Help students use cross-cultural elements and develop their linguistic and sociolinguistic knowledge,
- Learn to generalize about the subject matter,
- Read consciously,
- Skim the text (looking for general information),
- Scan the text (looking for specific information).

2.2.1. Vocabulary pre-teaching

Learning vocabulary does not mean the ability to define a word's meaning. Students also need to know other relevant details, including pronunciation, part of speech, spelling, and, most importantly, how to correctly use the word in a sentence. Teachers can include flashcards, pictures, definitions, or the demonstration of new vocabulary. Vocabulary pre-teaching can help students understand difficult keywords in the incoming text before reading. The vocabulary pre-reading activity is related to guessing unknown vocabulary. Students should not look up unfamiliar words in the dictionary.

The best strategy for dealing with an unknown word is to try to guess its meaning from the context of the sentences. This will keep students from interrupting their reading, help them stay focused on the overall purpose of what they are reading, help them build vocabulary to remember the words, and ultimately, help them enjoy reading more without stopping often.

Tips to keep in mind before applying vocabulary pre-teaching

- Choose some challenging words from the text and ask students to provide synonyms or definitions. If the word is too complex, provide examples in different contexts or translate the word to their mother tongue.
- Ask students to create new examples in different contexts with unfamiliar words.

- Draw the words if they appear to be complicated.
- Let students have time to identify and repeat the correct pronunciation of every word.

2.2.2. Literal questions

Literal questions refer to what the content says and rely on scanning and skimming reading comprehension strategies. Students must interact with the questions before reading the full text to get an idea about the type of information they want to find. In this context, students should read the content rapidly to find specific information. Literal questions require concrete answers. These answers refer to facts, and there is only one correct answer among the options. In literal comprehension questions, the answers are always found in the text.

Answers to literal questions mainly focused on the who, what, where, what happened, how many, which, and when questions. Day & Park (2005) mention that literal comprehension involves understanding and obtaining explicit information presented in the text, such as facts, vocabulary, dates, and times. In addition, literal comprehension questions require the reader to be able to retell or recall facts from the information presented in the text. The information comes mainly from the text itself. (Deswita, 2015)

Moreover, literal comprehension is a fundamental level of understanding. Literal comprehension provides the foundation for more advanced comprehension. Asking literal questions is the beginning of understanding what is being conveyed. Literal questions allow students to set a deeper, richer understanding of new things. Learning can be complex if students do not have a solid foundation to build on.

Forms of literal comprehension questions

Day and Park (2005) established some forms of questions that can be used to help students become interactive readers:

- True/ False sentences

- Multiple-choice questions
- Yes/no questions
- Question and answer
- Matching
- Fill-in-the gaps
- Sequencing questions or rank order
- Yes/no questions
- Search for opposites.
- Reordering
- Facts told
- Characters in the story
- Recognize the topic of a paragraph.
- Recall details that support the main idea.
- Identify the characters of the text/story.

In literal comprehension questions, teachers set the difficulty level, the number of questions to be asked and decide what to ask. In literal comprehension exercises, teachers should engage students with clear and understandable questions. Literal question exercises should not be long to prevent students from losing interest in the reading comprehension exercise. Suppose your students are reading “Peter Dainty’s The Love of King story” Accordingly, these literal questions can be considered:

- Who is the main character in the story?
- How many characters are there in the story?
- Who is your favorite character?
- What happened when Prince Edward went to the First World War?
- Who married Wallis after divorcing Mr. Simpson?

2.2.3. Multiple-choice questions

A multiple-choice question is a statement or question usually followed by four options, of which only one option – the key- is correct (Aliyeva, 2020). Multiple-choice questions should be as clear and direct as possible to help students distinguish the correct answer from all the distractors. When creating distractors for multiple-choice questions, readers often resort to guesswork in determining what might be misinterpreted in reading.

Multiple-choice questions have become popular when applying reading comprehension exercises; their difficulty will depend on the level of readers. At the beginning levels, techniques such as multiple-choice questions are practical for assessing reading comprehension.

There are two common types of multiple-choice questions that teachers can apply to their comprehension exercises: single-select multiple-choice questions that are closed-ended (readers must choose only one answer) and multi-select multiple-choice questions (readers can choose more than one option). These two multiple-choice questions have been selected to encourage teachers to offer students more opportunities when faced with reading comprehension exercises.

Tips to keep in mind applying multiple-choice questions

- Make multiple-choice questions versatile and intuitive to help readers realize the correct answer.
- Produce structured data that is easy to analyze.
- Make your multiple-choice questions more challenging and fun using synonyms instead of the original words from the story or article.
- Give your students enough time to answer the questionnaire.
- Avoid creating a lengthy questionnaire, and check the answers to each question.
- Focus the multiple-choice questionnaire on the topic.

- Pay attention to reversal transitions at the beginning of the sentences. Some samples are: but, conversely, even so, however, in contrast, still, yet, unfortunately, regardless, among others.
- Test the main idea once you feel sure that you found it. Ask yourself if the main idea could act as a summary of the other sentences in the paragraph.

Multiple-choice questions can be designed according to the text's size or the number of words. In the following exercise, the reader is short, and the number of literal questions corresponds to it.

Bamboozled!

Figure 2: Bamboozled!



Source: pixabay.com

Bamboo is a great plant. Did you know it is grass? Giant bamboo is the most prominent member of the grass family. Some types can grow an incredible 90 centimeters in just one day. Some bamboo plants can grow to over 30 meters tall, which is as tall as a gum tree. You probably know that bamboo is pandas' favorite food, but chimpanzees, gorillas, and elephants eat it too. Bamboo is also extremely useful to people. It is a precious construction material because it is so strong. Whole houses can be built from bamboo.

Bamboo is used as scaffolding in some parts of the world (the frame used to support building work). The range of things that can be made from bamboo is enormous. Furniture, cooking utensils, and musical instruments can all be made from bamboo. Bamboo fibers can be used to produce a soft, cotton-like material for T-shirts and underwear. Bamboo fibers are also used to make paper. Bamboo can even be used to make bicycle frames and boats.

Adapted from: <https://bit.ly/3xGJ74F>

Analyze the format and number of questions:

Bamboo is a type of:

- a) Tree
- b) Wood
- c) Bush
- d) Grass

Which activity uses bamboo as scaffolding?

- a) building
- b) cooking
- c) sailing
- d) plumbing

Fabric made from bamboo is

- a) lumpy.
- b) scratchy.
- c) cottony.
- d) clingy.

According to the text, one-way bamboo is impressive in that

- a) it can grow extremely fast.
- b) it grows near gum trees.
- c) it comes in many sizes.
- d) it grows anywhere

The primary purpose of this text is.

- a) to encourage people to use bamboo more often.
- b) to give interesting facts and uses for bamboo. To list everything that can be made from bamboo.
- c) to outline where bamboo is mainly grown and used.

According to the text, which bicycle part can be made from bamboo?

- a) the frame
- b) the wheels
- c) the pedals
- d) the seat

Bamboo fibers are used in the production of

- a) furniture.
- b) musical instruments.
- c) boats.
- d) paper

2.3. POST-READING

Post-reading is ideal for checking students' comprehension, summarizing main ideas, inferring, and connecting their previous knowledge with the new one. Students can even apply what they have learned to their own lives. In addition, this stage allows them to reflect on what was read, seek additional information from outside sources, and improve their vocabulary, grammar, and communication (Hakki Erten, 2007).

Aliyeva (2020) states that post-reading activities allow students to review, summarize, and react to a story or article. Activities such as debates, role-plays, games, and discussions take place in small and large groups or the entire class. Some post-reading activities assess student comprehension of the story or the article. Post-reading activities consist of a text followed by questions that test understanding of specific details, main ideas, and inferences.

Sharipova (2021) argues that post-reading activities have different purposes: help students use the knowledge acquired in similar readings, integrate their reading skills with other language skills (listening, writing, and speaking), and make use of keywords and structures to summarize the story or article, extract the main idea of a paragraph or a reading text, and interpret descriptions (outlining and summarizing) through some practical activities: retelling, reporting, discussion, writing a paragraph, role-play, gap-filling, and summarizing.

2.3.1. Summarizing

Summarizing is retelling the essential parts of the reading in a much shorter form. Summarizing is apt if teachers want to make sure students have understood something about the text to explain the reader's sense to someone else. A good summary should contain the main ideas and the major supporting points.

Dewitz and Jones (2009) state that summarizing teaches students to discern the essential ideas in a text, ignore irrelevant information and integrate the central ideas in a meaningful way. Summarizing allows students to distinguish between the most valuable and relevant information from that which they should disregard in the text. Students can integrate some practical strategies to make information more effective. Teachers should remember that summarizing helps students learn to determine essential ideas and consolidate important details in the text. Summarizing also enables students to focus on keywords and phrases of an assigned text and to take a large selection of text to reduce it to the main points for a more concise understanding.

How to use summarizing

- Once students have summarized the text, ask them for the main ideas and the crucial details needed to support the ideas.
- Ask students to reread the text to eliminate irrelevant information.
- Ask them to use keywords or phrases to recognize the text's main points.
- Make students identify the text's main characters and plot to ease their understanding.
- Make students talk about the text in pairs or small groups.

2.3.2. K-W-L chart

The K-W-L chart is a great exercise to empower students to own their learning, help teachers curate the most engaging lessons, and ensure long-term text

retention (Lucichart, 2022). To reinforce the long-term retention of the text, column three, “What I learned,” should be completed at this reading stage. Students will write down what they have learned and mark the questions listed in the second column. Students will undoubtedly incorporate any information they found interesting or surprising in column three and correct any misconceptions they may have had from Column one.

Table 2.1: K-W-L chart

What I know	What I want to know	What I learned

Source: Authors

The effectiveness of this activity is to suggest students reread the K-W-L chart whenever they want or need to have a better and deeper understanding of the lesson. This strategy keeps individual students and teachers on the same page and encourages students to engage with the material and take ownership of their learning.

Tips to apply the K-W-L chart in the classroom.

- Students can fill out the K-W-L chart throughout the lesson or wait until the end of the class to have students record everything they learned.

- Set a period (5 and 10 minutes are suggested) to complete the last column of the chart.
- Ask students to read their notes to verify if their classmates have focused on these details.
- Ask students to comment if they would recommend using the chart in future lessons. Analyze the pros and cons of the graph.

2.3.3. Main idea

The main idea focuses on the central point or thought the author wants to communicate to the readers. The author often states the main idea in a single sentence (Reading Center Monterey Peninsula College, 2022). The main idea answers what the author wants to say or teach about the text. In paragraphs, the stated main idea is called the topic sentence (the most crucial sentence), while an article is called the thesis statement. The main idea ties all the sentences in the paragraph or article together. Once students realize the main idea, everything in the reading should click into place.

Tips to keep in mind to find the main idea

- Identify the topic first before determining the main idea.
- Make your paragraph or article long enough to develop the main idea.
- Ask yourself what the author wants you to know or teach about the topic.
- Read the first and last sentences of the paragraph to help you identify the main idea.
- Pay attention to repeated ideas in the paragraph or article. If the author returns to the same thought in several sentences, that is the central thought or main idea under discussion.

CHAPTER III ME AND MY LOVED ONES!

Table 3: Grammar points and suggested vocabulary.

	Grammar Points	Suggested Vocabulary
LESSON 3.1. My cat, my friend	Present tense of the verb <i>to be</i> in affirmative sentences	<ul style="list-style-type: none"> • Personal subject • Object pronouns
LESSON 3.2. My family tree.	Present tense of the verb <i>to be</i> Possessive adjectives usage	<ul style="list-style-type: none"> • Subject pronouns • Family members • Extended family members
LESSON 3.3. Chewy	Simple present of other verbs	<ul style="list-style-type: none"> • Dog breeds • Colors • Action verbs • Descriptive adjectives • Compound words
LESSON 3.4. The store in my neighborhood	There is – there are Countable – uncountable nouns	<ul style="list-style-type: none"> • Fruits • Vegetables • Numbers 1 – 10
LESSON 3.5. Ecuador in numbers	Present tense of the verb <i>to be</i> Simple present of other verbs	<ul style="list-style-type: none"> • Numeric symbols • Percentages • Numbers 1 – millions

Source: Authors

3.1. LESSON: MY CAT, MY FRIEND

- **LEARNING OBJECTIVE:** To describe people, animals, or objects by using the verb to be with adjectives.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Present tense of the verb TO BE in affirmative sentences, pronouns, and possessive adjectives

REMEMBER!

Personal pronouns	Possessive adjectives
I	My
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

- **LENGTH OF TIME:** 60 – 90 minutes

- **MATERIALS:**

Worksheet

Students' book

Pencils

Pens

Highlighters

- **SUGGESTED TASK:** Write about your pet or precious object.

BEFORE READING:

1. Make a list of popular animals that people have as pets.

_____	_____
_____	_____
_____	_____
_____	_____

2. LET'S TALK ABOUT YOU!

Do you have a pet? What kind of pet do you have? If so, describe your pet.

CUMITA

Figure 3.1: Cumita



Source: Authors

Hello! My name is Daniel. I am from Sangolquí, but currently, I live in Riobamba. I am a student at a local public university in Riobamba. I study Maintenance Engineering. I am tall and strong. I like doing exercise. Cumita is my cat. She is a tortoiseshell cat. They are named like that for their bi-colored coats that look like the shell of a tortoise. It means she has two colors: black and orange. However, black is predominant in her. She is big. Her eyes are green; her ears are pointy, and her tail is long.

She isn't very friendly with other people. She is quiet and hides behind the fridge when some friends come to visit me. Cumita and I are inseparable. We go to the store together; we watch TV together, and we play with insects outside.

Cumita helped me become more responsible, more caring, and a better friend to animals around me. I am more sensitive now.

A house cat is dependent on its owner for all its needs, including the need for good health and a safe environment. The cat owner must take responsibility for the safety of the cat. I love Cumita, so I take good care of her. The problem is that I cannot have any other pet because she is jealous. She is my only companion for the moment.

READING:

3. Highlight the adjectives you find in the text, and list them here.

<u>Tall</u> _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Use the verb TO BE to make sentences with those adjectives in your list.

My sister is tall. _____

5. Choose the correct answer.

1. She is a Tortoiseshell _____.

- a) dog b) hamster c) cat d) tortoise

2. Cumita is big. _____ eyes are green.

- a) my b) her c) his d) their

3. She _____ very friendly with other people

- a) isn't b) doesn't c) weren't d) aren't

4. I love _____.

- a) my b) her c) she d) their

6. Decide whether the following sentences are correct (C) or incorrect (I). If a sentence is wrong, cross out the error and correct it.

1) The writer's name is Daniel. _____

2) Daniel is from Riobamba. _____

3) Daniel owns a tortoise shell cat. _____

4) A tortoise shell cat is a cat with four colors. _____

5) Daniel has other pets. _____

7. Guided composition. Use your own information to complete this short paragraph.

Hi, My name is _____. I _____ from _____.

I live in _____. I am student at _____. I study

_____. I live with _____. He/She is

my _____. He/She is _____. He/She is
_____. I love him/her very much.

AFTER READING:

8. DISCUSSION

Do you have a pet? How many pets are there in your house? What kind of pets are there in your house? How are your pets?

3.2. LESSON: MY FAMILY TREE

- **LEARNING OBJECTIVE:** To talk about family by using the verb TO BE, possessive adjectives, and reviewing vocabulary.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Present tense of the verb to be. Possessive adjectives usage

REMEMBER!

Personal pronouns	Possessive adjectives
I	My
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**

Worksheet

Students' book

Pencils

Pens

Highlighters

- **SUGGESTED TASK:** Write about your personal information.

BEFORE READING:

1. Look at the list of words and complete the missing letters. Think about family members.

M__TH__R	G__AN__MO__HE__	PA__EN__
__ __THER	S__ST__R	DA__G__TE__
__US__A__D	G__EA__G__AND__AT__ER	GRA__ __S__N
U__C__E	__UN__	C__U__I__
W__F__	S__B__IN__S	B__O__H__R

2. LET'S TALK ABOUT YOU!

Complete these sentences with your information.

My mother's name is _____

She is a(n) _____

My father's name is _____

He is a(n) _____

My siblings are _____

My grandmother is _____

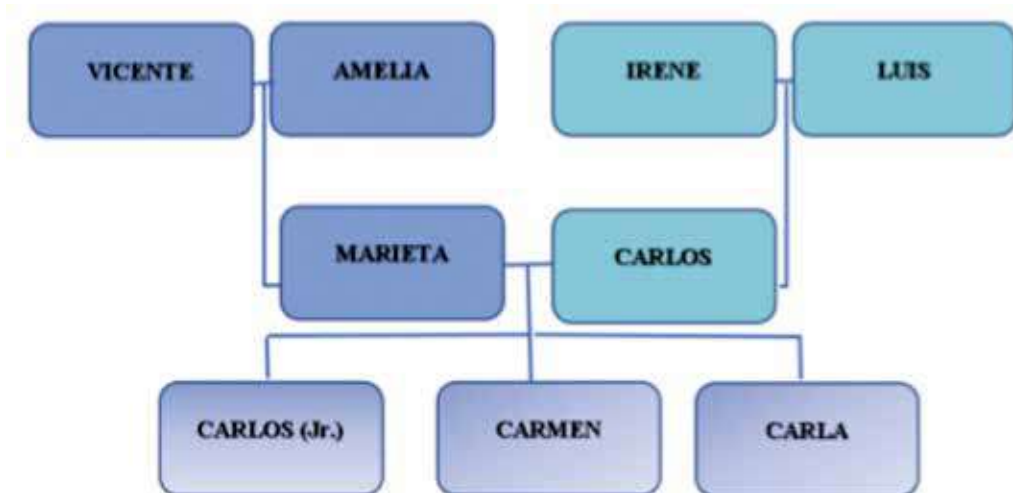
My grandfather is _____

I have _____ aunts and uncles.

Their names are _____

MY FAMILY TREE

Figure 3.2: Family tree



Source: Authors

This is my family. As you can see, there are many members in my family. My grandparents on my father's side live in Riobamba. My grandfather is Luis. He is a shoemaker. He has a workshop at home. He is seventy-five. His hair is white. I love him very much. My grandmother is Irene. She is a homemaker. She is seventy years old. Her hair is gray and curly. I respect her a lot. My father is Carlos. He is an electrician. He is 52 years old. He isn't always at home. He works a lot.

My grandparents on the side of my mother are Vicente and Amelia. They are in Guayaquil. They moved there several years ago. My grandfather, Vicente, is a military. He is very strong. My grandmother, Amelia, is a homemaker too. My mom is Marieta. She is an accountant. She works for several companies, but she works at home. She is my best friend. I trust her a lot. I tell her everything that happens to me. Then, I have one brother and a sister. My brother is Carlos (like my father), and my sister is Carla.

They are younger than I am. I love them very much because we grew up together. Carlos is a student at college, and Carla is a student at high school. Carlos wants to be an engineer. He is very smart. Carla is funny. She makes me laugh a lot. Finally, I am Carmen. I am 24 years old. I am tall and skinny. I want to be a teacher.

READING:

3. Highlight the different professions and occupations you find in the text. Write them here and add other professions you know.

<u>Electrician</u> _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Match the family member with their corresponding occupation.

MEMBER OF THE FAMILY
Carlos
Marieta
Vicente
Irene
Luis
Carla

OCCUPATION
Shoemaker
Homemaker
Electrician
Military
Student
Accountant

5. Choose the correct answer.

1. My grandmother is Irene. _____ is a homemaker.

- a) she b) her c) he

2. She _____ seventy years old.

- a) are b) be c) is

3. Irene is my grandmother. I respect _____ a lot.

- a) she b) her c) hers

4. My mother _____ Marieta.

- a) are b) be c) is

5. She is _____ best friend.

- a) her b) my c) hers

6. Carlos is a _____ at college.

- a) electrician b) shoemaker c) student

7. _____ is my brother.

- a) He b) Him c) His

6. Order the following sentences according to the original story.

They are younger than I am.

Carlos is a student at college, and Carla is a student at high school.

I love them very much because we grew up together.

I have one brother and a sister.

and my sister is Carla.

My brother is Carlos (like my father).

Carla is funny. She makes me laugh a lot.

7. Composition. Make your family tree and use your own information to complete a paragraph of at least 100 words about your family.

This is my family, _____

AFTER READING:

8. DISCUSSION

Do you have a small family? How many people are there in your family? Prepare an oral presentation in which you speak about your family. Bring as many photos as possible and speak about them.

3.3. LESSON: CHEWY

- **LEARNING OBJECTIVE:** To talk about likes and dislikes in the context of fun activities by reviewing vocabulary about colors, adjectives, action verbs, and compound nouns.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Simple present of other verbs

REMEMBER!

- Dog breeds
- Colors
- Action verbs
- Descriptive adjectives
- Compound nouns

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
 - Worksheet
 - Students' book
 - Pencils
 - Pens
 - Highlighters
- **SUGGESTED TASK:** Write about your personal information.

BEFORE READING:

1. Look at the pictures and write two adjectives that describe these pets.

Figure 3.3: Pets











Source: pixabay.com

2. LET'S TALK ABOUT YOU!

How much do you know about dogs? What is your favorite color for a dog? Do you prefer big or small dogs? Why?

CHEWY

Figure 3.3.1: Chewy



Source: Authors

Chewy is a dog. He is very small but smart. He is Mrs. Quintana's dog. Mrs. Quintana has had Chewy for eight years. She takes Chewy everywhere she goes because he is a well-behaved dog. However, when there is someplace Chewy cannot go, Mrs. Quintana leaves Chewy at a pet hotel.

There are many kinds of dogs in that hotel: large and small, fat and thin, longhaired and shorthaired, tall and short, aggressive and calm. There are many dogs of different colors: black, white, brown, red, yellow, gold, cream, gray and

blue. However, there are plenty of dogs with patterns that have multiple colors, including Merle, bluetick and more.

Chewy is really happy when he meets his friends. Chewy is a white tea-cup French poodle, and his best friend is a brown shorthaired Chihuahua called Merlina. Merlina is a four-year-old female dog. She plays with Chewy when they meet at the dog hotel. They usually meet during the summer holidays because their owners go on vacation together. They really enjoy playing with a little stuffed animal that Chewy brings. They run happily and sleep together when they are tired. They enjoy their time at the hotel, but it is always better to be at home, so he gets really happy to be back with Mrs. Quintana.

READING:

3. Highlight these compound words and phrases in the text.

well-behaved; pet hotel; longhaired; shorthaired; four-year-old dog; stuffed animal; female dog

4. Now write its meaning.

1. well-behaved _____
2. pet hotel _____
3. longhaired _____
4. shorthaired _____
5. four-year-old dog _____
6. stuffed animal _____
7. female dog _____

5. Choose the correct answer.

1. Mrs. Quintana is Chewy's _____.

- a) dog b) owner c) hotel d) friend

2. Merlina is Chewy's _____.

- a) dog b) owner c) hotel d) friend

3. Chewy is a _____.

- a) white teacup French poodle b) brown shorthaired Chihuahua

4. The dogs sleep together when they are _____

- a) sad b) happy c) tired d) aggressive

6. Decide whether the following sentences are correct or incorrect. If a sentence is wrong, cross out the error and correct it.

1) Chewy is a well-behaved dog. _____

2) Merlina is Chewy's owner. _____

3) Mrs. Quintana leaves Chewy at a vet's office.
when she goes on vacation. _____

4) There are plenty of dogs with patterns that have multiple colors _____

5) Merlina plays with Chewy at home. _____

7. Vocabulary practice. Complete the sentences using the words or phrases in the box. Use the correct form of the verbs when needed.

Female dogs	well-behaved	shorthaired
pet hotels	ten-year-old	stuffed animal

1. Silvana is a married woman. She has a _____ son.
2. Tom always takes a _____ when he goes to bed because he likes to hold it when he sleeps.
3. _____ are now very popular. People leave their dogs there when they have to travel.
4. Silvia likes _____ instead of male dogs because they are easier to educate, she says.

5. Carlos is a _____ boy. He is quiet and obeys his parents when they are at a friend's house.

6. I prefer _____ dogs because it is not necessary to cut their hair.

AFTER READING:

8. WRITING

Write a short composition (100 words) describing your pet(s). Use the new words that you learned with this lesson and underline them.

3.4. LESSON: THE STORE IN MY NEIGHBORHOOD

- **LEARNING OBJECTIVE:** To talk about fruits and vegetables by using **THERE IS – THERE ARE** in the context of countable and non-countable nouns.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** There is – there are Countable – uncountable nouns

REMEMBER!

- Fruits
- Vegetables
- Numbers 1 – 10

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Write about the store in your neighborhood.

BEFORE READING:

1. Look at the pictures and identify the fruits and vegetables.

Figure 3.4: Fruits and vegetables

















Source: pixabay.com

2. LET'S TALK ABOUT YOU!

Is there a convenience store in your neighborhood? What is there in that store?

THE STORE IN MY BEIGHBORHOOD

Figure 3.4.1: Store



Source: Authors

There is a big store in my neighborhood. When you go there, you see thousands of items you can buy. There are fruits and vegetables that are cultivated in the highlands of Ecuador. There are some fruits such as apples, peaches, pears, and other exotic fruits such as banana passion fruit (taxos), tree tomatoes, granadillas (another type of passionfruit), and others.

In the store, there are many other tropical fruits that are cultivated in the coastal and Amazon regions of our country. There are bananas, pineapples, papayas, mangoes, watermelons, melons, tangerines, and many others.

We can also find many types of vegetables. There are onions, tomatoes, carrots, lettuce, cabbages, radishes, cucumbers, etc. There is one thing you cannot find in this store. There isn't any bread. It is because there is a bakery right next to it. The prices are very good. With US\$ 5.00, you can buy ten bananas, three papayas, five banana passion fruits, two onions, six radishes, nine tangerines, seven tomatoes, and one lettuce. It is a nice store.

READING:

3. Highlight all the numbers in the text. List them and complete the missing numbers up to 30.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____

4. Choose the correct answer.

1. There _____ fruits and vegetables cultivated in the highlands of Ecuador.

- a) is b) any c) are d) some

2. There are _____ exotic fruits in the coastal region of Ecuador.

- a) any b) some c) little d) is

3. There _____ one thing you cannot find in this store.

- a) is b) any c) are d) some

4. There isn't _____ bread in this store.

- a) many b) some c) little d) any

5. Decide whether the following sentences are correct or incorrect. If a sentence is wrong, cross out the error and correct it.

1) There are some bananas in the store. _____

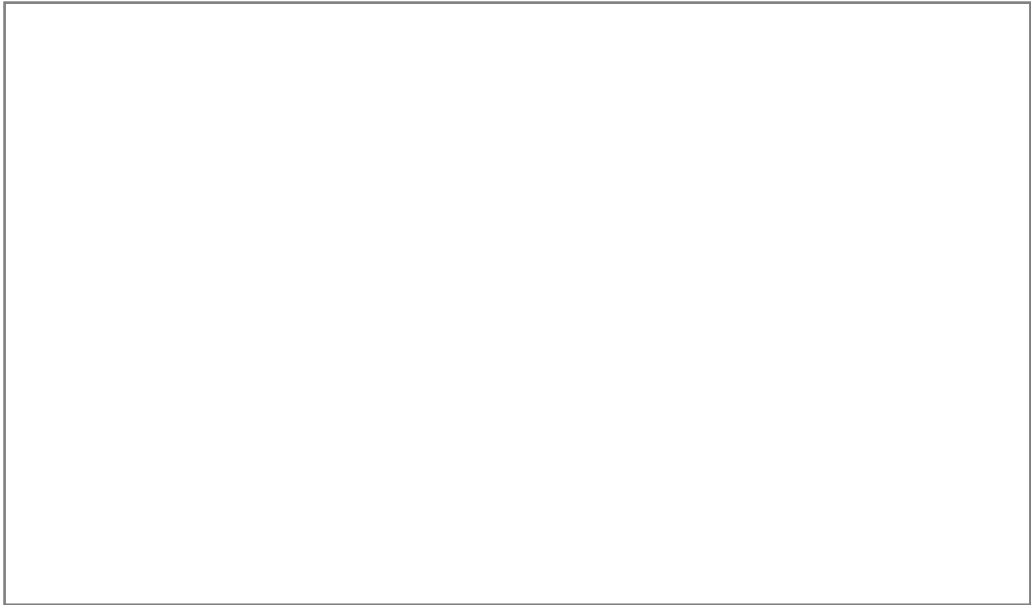
2) There is some cucumbers in the store. _____

3) There aren't some potatoes on the shelf. _____

4) There isn't many bread in the basket. _____

5) There is a big papaya on that shelf. _____

6. Guided composition. Paste a picture of your room or any room in your house. Describe it using THERE IS and THERE ARE.



This is _____. There is a _____. It is _____.

There are _____ on my night table. They are _____.

There isn't a _____, but there is a _____.

There is some _____.

_____.

_____.

_____.

_____.

7. Vocabulary practice. Complete the sentences using the words or phrases in the box. Use the correct form of the verbs when needed.

bananas	watermelons	tomatoes	lettuce
	banana	passion fruit	

1. The _____ is an exotic fruit that in Ecuador is called taxo.
2. There are many types of _____ in the tropical areas of our country.
3. People use _____ to make a delicious paste to put on pizzas.

4. Carolina uses _____ as base for her green salad.

5. _____ are big round fruit, which is green in the outside and red with black seeds in the inside.

AFTER READING:

8. DISCUSSION

Think about downtown in your hometown. Write about the places there are downtown. Use numbers in your sentences. Is there a park? A plaza? Are there stores? What kind of stores are there?

3.5. LESSON: ECUADOR IN NUMBERS

- **LEARNING OBJECTIVE:** To talk about numbers in different contexts by reviewing THERE IS – THERE ARE and the simple present of the verb TO BE and other verbs.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Present tense of the verb TO BE, simple present of other verbs

REMEMBER!

- Numeric symbols
 - Percentages
- Numbers 1 – millions

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
 - Worksheet
 - Students' book
 - Pencils
 - Pens
 - Highlighters
- **SUGGESTED TASK:** Write about your personal information concerning numbers.

BEFORE READING:

1. How do you say these symbols in English? And what is the meaning of these words?

Figure 3.5: Symbols



Source: pixabay.com

2. LET'S TALK ABOUT YOU!

**What is your zip code? What is your area code? When is your birthday?
What is your phone number? What is your ID number?**

ECUADOR IN NUMBERS

Figure 3.5.1: Numbers



Source: pixabay.com

Ecuador is a small country located in the North West part of South America. According to Worldometer (<https://www.worldometers.info>) elaboration of the latest United Nations data, Ecuador has 18,158,808 inhabitants as of Tuesday, June 7, 2022. Most people live in the Coast region, one of the four geographical regions of the country. Around 49.41% of Ecuador's population lives in the coastal region. The other regions are the Highlands, the Amazon, and the Galapagos Islands.

Ecuador has Spanish as its official language. 93% of the population speak it. 4.1% of the population speak Kichwa and 0.7% other indigenous languages. People in Ecuador must hold an identification card called “cédula”. It has a unique code for each citizen, and this code has 10 digits.

The number starts with the code of the province that the citizen was born and registered in. For example, 01 for Azuay, 02 for Bolivar, 03 for Cañar, 04 for Carchi, 05 for Cotopaxi, 06 for Chimborazo, etc. This code is also used to manage zip codes for mailing purposes. They have different codes for each province subdivision called “parroquias”, and the codes start with the province code. For example, in Riobamba, Chimborazo, you find 060105, 060106, 060110, etc. this is called zip code. It is necessary to find out your zip code based on your residence address.

Telephones also use specific codes although nowadays, most people use a cellphone which all start by 09 if you call internally in the country. However, if you call Ecuador from abroad, you have to dial 593 first and then the number without zero. This is the area code. For example, you must dial (593) 987248536 (12 numbers) if it is to a cellphone that you are calling, or (593) 32394251 (11 numbers) if it is to a home phone that you are calling.

READING:

3. Highlight these words or symbols in the text.

- Percent
- zip code
- June seventh
- twenty twenty-two
- area code
- digits
- zero point seven

Now write the words in numbers.

1. seventy percent _____

2. your zip code _____

3. June seventh, twenty twenty-two _____

4. your area code _____

5. digits of your ID _____

6. zero point seven _____

4. Choose the correct answer.

1. Most people _____ in the Coast region of Ecuador.

- a) lives b) live c) living d) life

2. The other regions ____ the Highlands, the Amazon, and the Galapagos Islands.

- a) is b) live c) are d) lives

3. Four point one _____ of the population speak Kichwa.

- a) number b) zip code c) code d) percent

4. You _____ to dial 593 first and then the number without zero.

- a) have b) has c) must d) can

5. Decide whether the following sentences are correct or incorrect. If a sentence is wrong, cross out the error and correct it.

1) Ecuador is a large country located in the
North West part of South America. _____

2) 93% of the population speak Kichwa
in Ecuador . _____

3) The “cedula” starts with the code of the province
that the citizen was born and registered in. _____

4) Ecuador has Spanish as its official language. _____

5) Few people use a cellphone in Ecuador. _____

6. Use a line to match the ideas.

Ecuador has 18,158,808 inhabitants
Most people live in the Coast region,
It is necessary to find out your zip code
If you call Ecuador from abroad,
You must dial 11 numbers if
People in Ecuador must hold

based on your residence address.
an ID called “cedula”.
as of Tuesday, June 7, 2022.
you call a house phone from abroad
one of the 4 geographical regions of the country
you have to dial 593 first.

7. Vocabulary practice. Complete the sentences using the words or phrases in the box. Use the correct form of the verbs when needed.

percent	zip code	area code	digits
	zero	point seven	

1. When you need to call to another country, it is necessary to dial the _____ first.
2. The _____ is a code that help the mail carrier find your house.
3. William has earned 10 _____ more than last year.
4. Daniel asked for a loan at the bank. He will pay _____ percent of interest.
5. Carmen knows her ID _____ by heart.

AFTER READING:

8. DISCUSSION

Search the web and find information about numbers of another country. Prepare an oral presentation.

CHAPTER IV

IMPORTANT THINGS IN MY LIFE!

Table 4: Grammar points and suggested vocabulary

	Grammar Points	Suggested Vocabulary
LESSON 4.1 Hi, I am María José Page 28	Present tense to be and other verbs	<ul style="list-style-type: none"> • Meals • Food • Times • Routines
LESSON 4.2 My daily food	Simple present	<ul style="list-style-type: none"> • Action verbs • Meals • Nationalities • Habits
LESSON 4.3 Work and study	Simple present Present progressive	<ul style="list-style-type: none"> • Jobs
LESSON 4.4 What a job!	Simple present There is – there are	<ul style="list-style-type: none"> • Meals • Occupations • Company departments
LESSON 4.5 What are they doing?	Present progressive	<ul style="list-style-type: none"> • Sports • Clothing • Spare time activities

Source: Authors

4.1. LESSON: HI, I AM MARÍA JOSÉ

- **LEARNING OBJECTIVE:** To talk about daily activities (routines) by using the simple present.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Present tense of the verb TO BE. Simple present of other verbs

REMEMBER!

Personal pronouns

I
He
She
It
We
You
They

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Write about your personal information.

BEFORE READING:

1. Look at the pictures and identify the activities.

Figure 4.1: Routines



Source: pixabay.com

2. LET'S TALK ABOUT YOU!

What do you usually do after having lunch? Do you prefer spending time with your family, doing homework, or watching your favorite series?

HI, I AM MARÍA JOSÉ

Figure 4.1.1: María José's routine



Source: pixabay.com

1. Hi! My name is María José, but everyone calls me Majos at home. I'm 12 years old, and I'm from Riobamba-Ecuador. I'm a primary school student. I'm in sixth grade. I live with my lovely mother, grandma, and little brother in a small house. My brother's name is Mateo. He is five years old. He is my favorite person at home.

4. From Monday to Friday, I get up at 6 a.m. I go to the bathroom. I take a shower, comb my hair, and get dressed. At 6:30 a.m. I have breakfast: yogurt with cornflakes. I brush my teeth. I go to school by bus because my school is far from home, almost thirty minutes away. I always read on the way to school. I love reading comic books; they are so cool! My classes start at 7 am. My favorite subject is English. I get home at 2 p.m. Then, I eat lunch and do my homework. I take a quick nap. At 5 p.m., Ismael and I go to our dance classes. We always have fun there. We often get back home at 7 pm. My family and I often have dinner at 7:30 p.m. Finally, I go to bed at 8 pm.

1. On weekends, I do some exciting things. I help my mother prepare breakfast for the family. We always have orange juice and a hot cup of coffee with a slice of bread. Then we do the dishes and clean the house. On Sundays, we often eat out. Grandma loves to eat her favorite dish: an encebollado. My mom prefers eating grilled meat with salad. Mateo and I love eating pasta. We always have a great time together. I love my family very much!

READING:

3. Highlight these words and phrases in the text.

Get up (line 4); brush (line 5); get home (line 7), nap (line 8); exciting (line 10); eat out (line 11); dish (line 12)

Now choose the correct meaning.

1. clean _____

2. thrilling _____

3. stand _____

4. dine at a restaurant _____

5. arrive at one's house _____

6. sleep _____

7. food course _____

4. Choose the correct answer.

1. María lives with _____ family.

a) his b) her c) my d) our

2. The girl gets _____ up early from Monday to Friday.

a) up b) in c) on d) out

3. I brush my _____ three times a day.

- a) face b) hands c) teeth d) mouth

4. My mother _____ at home at 7 p.m.

- b) arrives b) eats out c) cleans d) sleeps

5. Decide whether the following sentences are correct or incorrect. If a sentence is wrong, cross out the error and correct it.

6) Maria's brother is seven years old. _____

7) English is Maria's favorite subject. _____

8) The girl doesn't take a nap in the afternoon. _____

9) Maria goes to her school by taxi. _____

10) Maria and her family eat out on Saturdays. _____

6. Put the sentences in the correct order.

On weekends, I clean the house with my mother.

My little brother and I go to our dance classes

Everyone calls me Majos at home.

I live with my mother, grandma, and little brother.

My classes start at 7 a.m.

I eat lunch and do my homework.

7. Guided composition. Use the sentences in 6 to complete this composition.

Hi, I am María, but _____ home. I live _____.

I am a primary student _____ my _____ 7 a.m. I arrive home at

2 p.m. Then, I eat _____ at 5 p.m. my little _____.

Finally, on weekends _____.

8. Vocabulary practice. Complete the sentences using the words or phrases in the box. Use the correct form of the verbs when needed.

nap	eat out	do homework	brush
	get home	live	

7. Roxana has a busy day at the office today. She will _____ late.
8. Thomas always takes a _____ after finishing his piano lessons.
9. Carolina _____ with her father in Canada.
10. Carmen likes _____ on weekends, but food in Guayaquil is very expensive.
11. Charlie has many cavities. He rarely _____ his teeth.

AFTER READING:

9. DISCUSSION

**Do you have a small family? How many people are there in your family?
What kind of exciting things do you do on the weekends?**

4.2. LESSON: MY DAILY FOOD

- **LEARNING OBJECTIVE:** To talk about routines concerning meals by using the simple present tense.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Present tense of other verbs

REMEMBER!

- Action verbs
 - Meals
- Nationalities
 - Habits

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
 - Worksheet
 - Students' book
 - Pencils
 - Pens
 - Highlighters
- **SUGGESTED TASK:** Write about your habits.

BEFORE READING:

1. Make a list of any words about food that you know.

_____	_____
_____	_____
_____	_____
_____	_____

2. LET'S TALK ABOUT YOU!

What is a typical lunch at home?

MY DAILY FOOD

Figure 4.2: Food



Source: pixabay.com

Hi! My name is Santiago. I am 29 years old, and I am married. I am from Riobamba, but I live in Quito with my wife Johanna. I work at a factory every weekday and I am going to tell you what I usually eat. From Monday to Friday, I have breakfast at home very early in the morning, and I drive to work. It takes me around one hour to get to work and the entrance time is 7 am, so I leave home before 6 am. I usually eat lunch at work.

At the factory cafeteria, they prepare an Ecuadorian typical lunch. They serve soup. It is usually a vegetable soup. Then, they serve the main dish. It is often rice with a protein such as beef or chicken and a salad. Occasionally, they make pork and potatoes instead. There is always some kind of desert. They make a piece of cake or some kind of jelly, and they always serve some fruit

juice. The problem is that I do not have a choice. I have to eat whatever they serve for everybody.

However, on weekends I am happier. I eat lunch with my wife at home. She always prepares what I like the most. I love BBQ! We make a fire and grill some meat and sausages. She prepares a salad and corn or potatoes. We also like international food. We sometimes prepare Mexican, Italian, or Korean food. We really enjoy cooking and eating together on weekends.

READING:

3. Highlight the words about food you find in the text and list them here.

Lunch _____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Use the verb **LIKE** (affirmative and negative: **DON'T LIKE**) to make sentences and express which of those types of food you like and which you don't like.

I like desert. _____

I

don't like soup. _____

5. Choose the correct answer.

1. Santiago is _____ years old.

a) twenty-nine b) twenty-eight c) twenty-seven d) thirty

2. Johanna is Santiago's _____.

- a) mom b) sister c) wife d) girlfriend

3. It _____ Santiago _____ to get to work.

- a) gets/2 hours b) take/half an hour c) get/1 hour d) takes/1 hour

4. Santiago _____ lunch at the factory cafeteria.

- a) eats b) makes c) buys d) tries

6. Decide whether the following sentences are correct (C) or incorrect (I). If a sentence is wrong, rewrite the sentence so it sounds true.

11) They make international food at the cafeteria. _____

12) The main course is usually pizza. _____

13) They serve cake of jelly as desert. _____

14) The soup they serve doesn't have vegetables. _____

15) Santiago and Johanna sometimes prepare Mexican,
Italian, or Korean food _____

7. Guided composition. Use your own information to complete this short paragraph.

Hi, My name is _____. I _____ from _____.

I live in _____. I usually have _____

very early in the morning. I prefer _____ for breakfast.

I eat lunch with _____. We like _____

for lunch. We always drink _____.

In the evening, I have _____ for dinner.

On weekends, I like to eat _____.

AFTER READING:

8. DISCUSSION

What are your favorite kinds of food? What type of international food do you prefer? Write what you eat on a typical day.

4.3. LESSON: WORK AND STUDY

- **LEARNING OBJECTIVE:** To contrast daily activities with activities happening at this moment by using the simple present and the present progressive.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Simple present and present progressive

REMEMBER!

- Jobs
- Routines
- Habits

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Write about what you are wearing at this moment.

BEFORE READING:

1. Look at the following verbs: think about your daily activities and write them in the order you do them.

GET UP	GO TO BED	DO HOMEWORK
WORK	GO TO CLASS	EAT LUNCH
HAVE BREAKFAST	EAT DINNER	
BRUSH MY TEETH	TAKE A SHOWER	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

2. LET'S TALK ABOUT YOU!

Write sentences with information about your daily activities

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Write 3 things you are doing now.

1. _____

2. _____

3. _____

WORK AND STUDY

Figure 4.3: Work



Source: pixabay.com

Andrés is a student, but he has a part time job as a waiter. He goes to school at a local university every day from Monday to Friday. He has classes in the morning from 7 am to 1 pm. Then, he eats lunch at home, rests for 30 minutes, does homework, and goes to work at 6 pm. There, at his job, he waits on people who come to the restaurant. He is in charge of taking orders and serving the food and the drinks. He also gives the bill to the customers to pay at the cashier when they finish eating. He usually gets good tips because he is very polite and nice to customers. After work, at 9:30 pm, he goes home to finish homework if necessary. Finally, he goes to bed by midnight.

Today is Friday and his daily routine is not the same. Today is his last day of work because he is graduating next month, and he needs time to prepare for his final test. His coworkers know it, and they have something in mind. They are preparing a wonderful farewell party after work. Sandra is secretly baking a cake. She is also making some snacks. Carla is wrapping a gift that everybody bought for him. She is also setting up a special table. Diego, the restaurant owner, is preparing some nice cocktails. Andres is sad because he loves his friends, and he knows he will miss them. However, he is also excited because he is ready to start a new life. He has no idea that his friends are talking and working to make this his best day at the restaurant.

READING:

3. Highlight the different activities you find in the text that are new or unusual to you.

Wait on people_____	_____
_____	_____
_____	_____
_____	_____

4. Match the ideas that go together (there can be more than one possible answer)

Verb
Drink
Wait on
Take
Serve
Prepare
Set up

Complement
Orders
Food
Juice
Cocktails
A table
People

5. Choose the correct answer according to the reading.

1. Andrés is a student, but he has a _____ job as a waiter..

- a) full time b) part time c) very busy

2. He waits on people who come _____.

- a) to the restaurant b) to school c) home delivery

3. He is in charge of taking _____.

- a) food b) drinks c) orders

4. He is very _____ and nice to customers.

- c) rude b) polite c) quiet

5. He goes _____ by midnight.

- a) to bed b) to eat c) to the restaurant

6. He _____ next month.

- a) is working b) is graduating c) is studying

7. _____ are preparing a wonderful farewell party after work.

- a) His classmates b) His family c) His coworkers

6. Order the following sentences according to the original story.

Diego, the restaurant owner, is preparing some nice cocktails.

Carla is wrapping a gift that everybody bought for him.

Andres is also excited because he is ready to start a new life.

It is his last day of work

Sandra is secretly baking a cake.

His coworkers are preparing a wonderful farewell party after work.

Today is Friday and Andres' daily routine is not the same.

7. Composition. Think about your favorite person. Write about his/her daily routine (at least 7 sentences) and about what he or she is doing this moment (at least 3 sentences).

My favorite person is _____.

AFTER READING:

8. DISCUSSION

9. What do you think about working and studying at the same time? Do you think you have time to do that?

4.4. LESSON: WHAT A JOB!

- **LEARNING OBJECTIVE:** To review the simple present in the context of jobs and occupations
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Simple present tense. There is – there are.

REMEMBER!

- Jobs
- Occupations
- Company departments

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Write about your personal information.

BEFORE READING:

1. Look at the list of words and complete the missing letters. Think about jobs and occupations.

L__WY__R	A__ __OUN__ __N__	B__S__
__ __CHA__I__	E__EC__R__ __I__N	E__G__ __E__R
__A__A__ER	GA__ __EN__ __	B__ __L__ __R
T__ __C__E__	S__CR__ __AR__	D__NTI__ __
W__F__	S__B__IN__S	B__O__H__R

2. LET'S TALK ABOUT YOU!

How much do you know about jobs? You are a student; talk about the activities your profession has.

We do anthropometric measurements. _____

WHAT A JOB!

Figure 4.4: Occupation



Source: pixabay.com

Hello friends! My name is William, and I work at a very large company. I work in the human resources department and I am in charge of supervising everybody's work. This is hard because I have to actually go to each department and verify that everybody is working well.

For example, I visit the Finance Department where there is a very good accounting team. Here I supervise the director, the accountants, and the secretaries. Then, I go to the Law Office. Here I check the office manager, the attorneys or lawyers, and the legal secretaries. After that, I visit the Information Technology or Computer Department. Here the head is a computer engineer. This manager directs the ordering of new equipment, schedules repairs to existing equipment,

and ensures that there is a well-functioning backup system. He also supervises all the computer specialists such as programmers, and technicians.

Then, I go to the Maintenance Department. Here the manager is a maintenance engineer and is in charge of other people such as architects, electricians, plumbers, mechanics, builders, gardeners, janitors, etc. They make the company look clean and keep everything functioning well. There is also a Health Department. They are always working for the prevention of illnesses. There are three medical doctors, two dentists, a nutritionist, a psychologist, and five nurses. They are in charge of keeping everybody healthy and happy.

Besides these departments, there are two large cafeterias in which very good chefs prepare wonderful dishes, which are served by great waitresses and waiters. There is also a very good pastry cook in each cafeteria. They make wonderful desserts. There is also the training department. Here there are some teachers. They are in charge of training or hiring specialists to train the new people who are interviewed and hired by the human resources manager, my boss.

READING:

3. Highlight the different jobs and occupations you find in the text.

1. Now list them here:

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

5. Choose the correct answer.

1. William is in charge of supervising _____ work.

- a) gardeners' work b) everybody's c) computer technicians' work

2. William visits the Finance Department where there is a very good

_____.

- a) accounting team b) computer team c) law team

3. An attorney is a _____.

- a) manager b) lawyer c) boss

4. The health department is always working for the prevention

of _____.

- d) Electric failures b) computer crashes c) illnesses

6. Decide whether the following sentences are correct or incorrect. If a sentence is wrong, cross out the error and correct it.

1) There are five medical doctors in the Health Department. _____

2) The maintenance engineer and is in charge of architects, electricians, and other technical people _____

3) There are three large cafeterias in the company. _____

4) There are two very good pastry cook in each cafeteria. _____

5) Teachers are in charge of training new people. _____

7. Complete the sentences using the phrases in the box.

- Making good and safe food for the workers.
- Keeping the gardens beautiful
- Keeping the documents neat and in place.
- Keeping the company with good lights.
- Keeping the workers healthy.
- Keeping the computers and systems working well.

1. An electrician is in charge of _____.
2. The doctors are in charge of _____.
3. A computer engineer is in charge of _____.
4. A gardener is in charge of _____.
5. A chef is in charge of _____.
6. A secretary is in charge of _____.

AFTER READING:

8. WRITING

Figure 4.4.1: Job!



Source: pixabay.com

Look at the picture and think of a story about this person. What is her possible job? What is she in charge of? Does she like what she does? Use the simple present to explain what she does in her job every day.

4.5. LESSON: WHAT ARE THEY DOING?

- **LEARNING OBJECTIVE:** To talk about activities happening at at this moment by using the present progressive and contrat it with the simple present.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Simple present. Present progressive.

REMEMBER!

- - ing
- Sports
- Clothing
- Action verbs

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Write about your personal information.

BEFORE READING:

1. Look at the pictures and write the verb(s) that comes to your mind.

Figure 4.5: Sports and clothing



















Source: pixabay.com

2. LET'S TALK ABOUT YOU!

Look around where you are. Write some activities that people near you are doing.

Sandra is writing on her notebook. _____

WHAT ARE THEY DOING?

Figure 4.5.1: Work!



Source: pixabay.com

They are Wilson and Armando. They are computer engineers and entrepreneurs. At the moment, they are creating a new App that helps people sell their products. Wilson is explaining the new ideas to Armando. He is using a pen to show him the details. Armando is listening carefully.

Figure 4.5.2: Favorite sport



Source: pixabay.com

They are Geovanni and Carlos. They are good friends, and they always meet on Saturday to play their favorite sport. Geovanni is a farmer and Carlos is a mechanic. Geovanni works on his own farm every day, but this moment he is opening his arms to defend his team. Carlos works in a shoe factory as a mechanical engineer. He keeps the machines working well, but at this moment he is trying to shoot and score for his team.

Figure 4.5.3: Soccer field



Source: pixabay.com

These are Silvia and Patty. They are rivals on the soccer field, but they work together. They are sports nutritionists for an important soccer team in Ecuador. At this moment, they are playing soccer. Silvia is wearing her red uniform and Patty is wearing her white t-shirt with number 18 on the back.

Figure 4.5.4: Running in a marathon



Source: pixabay.com

They are Blanca and Marietta. They are senior citizens from Guayaquil. They are now retired and live near San Pablo, a beautiful location near the beach. Today, they are running a marathon for senior citizens, and they are wearing light blue shirts that represent their team. They are celebrating together because they finished and got a prize.

READING:

3. Highlight all the verbs in the different reading passages. Then list them here.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Choose the correct answer.

1. Geovanni and Carlos _____ basketball.

- a) is playing b) are playing d) be playing

2. Today, Blanca and Marietta are running a marathon for _____.

- a) children b) women c) senior citizens

3. Silvia and Patty are playing _____.

- a) soccer b) tennis c) basketball

4. They are computer engineers and _____.

- a) writers b) programmers c) entrepreneurs

5. All these sentences are incorrect. Identify the error and rewrite it correctly.

1) He are using a pen to show him the details.

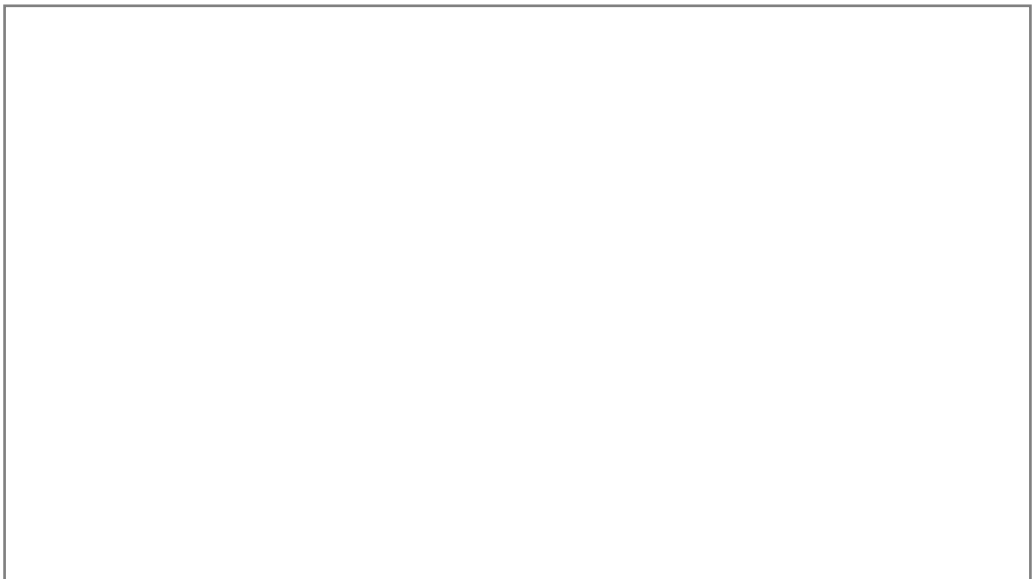
2) He is open his arms to defend his team.

3) They wearing light blue shirts that represent their team.

4) Silvia is wear her red uniform.

5) Wilson and Armando creating a new App.

6. Guided composition. Paste a picture of some people doing different activities. Describe it using the present continuous to say what they are doing. You can also say what they are wearing.



This is my sister Paulina. She is smiling to the camera. My mom is next to

_____. She is _____

7. Vocabulary practice. Complete the sentences using the words or phrases in the box.

mechanical engineer	scores	entrepreneur
details	senior citizens	

1. An _____ is somebody who starts a new creative business.

2. When making a new dress, it is very important to have beautiful

_____.

3. People who are older than 65 are called _____.

4. Carolina is the best player. She always _____ at least one goal.

5. Everybody thinks a _____ fixes cars only, but they can fix any type of engine.

AFTER READING:

6. DISCUSSION

Figure 4.5.5: Common activities at home



Source: pixabay.com

CHAPTER V MEMORIES

Table 5: Grammar points and suggested vocabulary

	Grammar Points	Suggested Vocabulary
LESSON 5.1 Two sisters and the cat	Past Tense of regular and irregular verbs	Regular and irregular verbs
LESSON 5.2 A great summer vacation	Past Tense of regular and irregular verbs part II	Adjectives
LESSON 5.3 First Impressions	Questions in the present simple and past simple	Collocations
LESSON 5.4 Martin`s vacation	Yes/No questions and Wh-questions in the past simple	Antonyms
LESSON 5.5 Martin Luther King, Jr.	Time expressions in the past simple	Time expressions in the past simple “in”

Source: Authors

5.1. LESSON: TWO SISTERS AND THE CAT

- **LEARNING OBJECTIVE:** read the short paragraph and recognize present and past tense verbs.
- **READING STRATEGIES:** skimming and scanning.
- **GRAMMAR:** Past Tense of regular and irregular verbs.

REMEMBER!

Regular Verbs	Irregular Verbs
Live	See
Visit	Say
Answer	Have
Ask	Know
Love	Come
Stop	Go
Wait	Put

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
 - Worksheet
 - Students' book
 - Pencils
 - Pens
 - Highlighters
- **SUGGESTED TASK:** Recognize regular and irregular verbs.

BEFORE READING:

1. Look up the vocabulary in italics from the reading below and check its meaning.

Example:

live

2. Choose from the reading regular and irregular verbs in the past tense.

__visited__ _____ _____

TWO SISTERS AND THE CAT

Figure 5: Two sisters and the cat



Source: pixabay.com

Karla and Katy were two sisters who live in different places. Katy lived in a house in Riobamba and Karla lived in a condominium in Ambato. One day, Katy visited Karla's house with tears in her eyes, Katy asked her "What's wrong?", Karla replied, "My cat Tom died last night, and I don't have a place to bury him". Katy was very sad because she knew that Tom the cat was very loved by her sister Karla. Suddenly, Katy had an idea and told her: "I can bury your cat in the garden of my house in Riobamba and you can come and visit him sometimes." Karla, upon hearing that proposal, stopped crying, the two sisters drank tea and had a pleasant visit. It was 5 o'clock and Katy said it was time to go home.

Katy put on her hat, coat, and gloves, while Karla put the dead Tom into a shopping bag. Katy took the shopping bag and walked to the bus stop, but while the bus was coming, she bought a newspaper. When the bus arrived, she got on, sat down, and put the shopping bag on the ground beside her feet. Then she started reading the newspaper and when the bus arrived at its stop, she got off and walked for about two minutes. Suddenly she remembered that she had left her shopping bag on the bus.

This reading was taken from: <https://bit.ly/3XxnHAW>

READING:

3. Complete the table with the following verbs in the past tense:

Present Tense	Past Tense
Have	
Know	
Come	
Go	
Put	

4. Put the verbs in these sentences into the correct form of the Simple Past.

1. Karla _____ (live) in a condominium in Ambato.

2. Katy _____ (take) the shopping bag.

3. She then _____ (begin) to read the newspaper.

4. Katy _____ (be) very sad.

5. It _____ (be) now five o'clock

5. Select the best answer according to the reading:

1) Why is Karla upset?

- a. because her sister came to see her cat
- b. because her cat died
- c. because Katy was sad

2) Who did Tom the cat live with?

- a. Katy
- b. Karla
- c. Katy and Karla

- 3) How did Katy go home?
- a. walked for two minutes before she caught the bus
 - b. read a newspaper on the bus
 - c. took a bus

- 4) What did Katy forget?
- a. the newspaper
 - b. her handbag
 - c. the shopping bags

6. Make sentences in Past tense using the clues:

Example: arrive / The bus / to the city

The bus arrived at the city

1. come / to see / her cat / Her sister

2. Tom/ live / with / Who / did / the cat /?

3. no place / I / to bury / him / have

4. see / Katy / tears / in her eyes

7. Change the affirmative sentences to negative ones in Past Tense.

Example: Katy and Karla were sisters.

Katy and Karla were not sisters.

1. Katy lived in a house in Riobamba.

2. Katy saw tears in her eyes.

3. She waited a long time for the bus.

4. Katy was very sad.

AFTER READING:

8. Use the information from the reading “Two sisters and the cat” and complete the table.

INFORMATION CARD	
Name of the Reading:	
What are the names of the sisters?	
Who was Tom?	
What did the bag left on the bus contain?	

5.2. LESSON: A GREAT SUMMER VACATION

- **LEARNING OBJECTIVE:** understand the topic and main ideas in a short paragraph.
- **READING STRATEGIES:** skimming, scanning, brainstorming, understanding the main idea
- **GRAMMAR:** Past Tense of regular and irregular verbs

REMEMBER!

- Adjectives are used to describe or give a characteristic to a noun, and are never pluralized.

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Underline the adjectives in the story, circle the verbs in past tense, and identify the topic and main ideas of the text.

BEFORE READING:

1. How much do you know about Ecuador? Read and answer the following questions.

a) What is the capital of Ecuador?

b) What language do people in Ecuador speak?

c) How many inhabitants does Ecuador have?

d) What is Riobamba famous for?

A GREAT SUMMER VACATION

Figure 5.2: Museum



Source: pixabay.com

My name is John. I just got back from the greatest summer vacation ever! It was so fantastic; I never wanted it to end. I spent ten days in Ecuador, Riobamba. I spent it with my best friends from Ecuador Carlos and Pedro. We rented a beautiful hotel room in the City Center, which was not very expensive. The room had a balcony with a beautiful view of the city.

We visited many famous tourist places. My favorite place was “La Concepción” museum, a well-known museum in Ecuador. I’ve always been interested in art, so it was a very special place. The museum is so huge that you can spend weeks there. Carlos got tired of walking around the museum and said “Enough! I need to take a break and rest.”

We took many breaks and sat in cafes along the Chibunga River. The food from Riobamba that we ate was delicious. The typical dishes were also tasty. Pedro's favorite part of his vacation was the hotel breakfast. He said he would be happy if he could eat Riobamba's bread like that forever. We had so much fun that we are already talking about our next vacation!

Taken from: <https://bit.ly/3WkM0ku>

READING:

3. What is the topic of the text?

4. What is the main idea of the text?

5. Read the following statements and choose true (T) or false (F).

a) John traveled to Rome for his vacation. _____

b) John's vacation lasted eight days. _____

c) John's best friends are Carlos and Pedro. _____

d) The hotel John and his friends stayed in was expensive. _____

e) “La Concepcion” is a well-known museum. _____

f) Pedro’s favorite part of the vacation was the hotel breakfast. _____

6. Match the noun with the correct adjective according to the text.

1. best _____ a. treat

2. beautiful _____ b. museum

3. wonderful _____ c. friends

4. well-known _____ d. view

5. special _____ e. hotel

7. Write the base form of the following verbs.

_____ had

_____ took

_____ spent

_____ went

_____ got

_____ sat

_____ ate

8. Answer the following questions.

1) Where was the hotel John and his friends stayed in?

2) What did the hotel have?

3) Who was always interested in art?

4) Who got tired of walking around the museum?

5) Where were the cafés?

6) Who said he would be happy if he could eat Riobamba bread forever?

AFTER READING:

9. Complete the chart with words from the text.

Noun	Adjective	Verb

10. Write a short paragraph about your greatest vacation. (100-150 words)

5.3. LESSON: FIRST IMPRESSIONS

- **LEARNING OBJECTIVE:** build reading fluency and identify collocations.
- **READING STRATEGIES:** skimming, scanning, brainstorming, understanding the main idea, reading fluency
- **GRAMMAR:** Simple past tense.

REMEMBER!

- Collocations are words that we usually use together.

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
 - Worksheet
 - Students' book
 - Pencils
 - Pens
 - Highlighters
- **SUGGESTED TASK:** Underline the adjectives in the story, circle the verbs in past tense, and identify the topic and main ideas of the text.

BEFORE READING:

1. Read the sentences below related to the reading and circle the correct meaning of the underlined words.

1) There are many complaints about this city. The food is not very good.

- a) comments from unhappy people
- b) comments from happy people

2) In my opinion, the city lifestyle is wonderful and exciting.

- a) a thought about something.
- b) a report about a topic

3) There are many foreign students at this university.

- a) from different countries
- b) intelligent

4) This part seems very safe. There are a lot of families with children.

- a) looks like it is
- b) smells like it is

5) The air in the city is dirty and polluted. It needs to improve.

- a) get worse
- b) get better

6) My first impression of the neighborhood was good. I liked it because there were many beautiful trees.

- a) idea or feeling
- b) town or city

7) On weekends, I buy fresh fruit at a farmer's market downtown. Each farmer sells a good variety of fruit.

- a) a place to eat food
- b) a place to shop for things

8) This museum is very expensive. I'm surprised. I thought it was free.

- a) serious feeling about something
- b) a feeling when something unusual happens

2. Talk with a partner about Riobamba, Ecuador. Together make a list of everything you know about Riobamba.

FIRST IMPRESSIONS

Figure 5.3: ESPOCH main gate



Source: <https://bit.ly/3Xg7znv>

Some long-time residents of Riobamba have complaints about the city. Last week, we encouraged a few of our residents to give their thoughts and opinions.

Dominic

I am from Esmeraldas, and moved here three years ago. I am studying engineering in Telematics at the Escuela Superior de Chimborazo. Riobamba is very international. That is its best feature. There are students and teachers from all over Ecuador and the world. During my first year here, many students didn't seem friendly to new people. I was shy at first because my Spanish accent was not good, but when my accent improved, I tried to talk and socialize more with

other students. After several months, I made some food friends. Then I started to enjoy the city with my friends. My first impression was not very good. The people seemed unfriendly. But now I have a good opinion of Riobamba and I enjoy staying here.

Laura

I am from Quito and moved here with my family five years ago. I really don't like cold weather, so I wasn't happy at first but the people of this city do not stay inside during the winter. For example, last November I visited the outdoor markets with my parents. It was cold and dark at 5:30 pm. but the markets were so colorful! My family and I walked for hours. We went to many stores and enjoyed the beautiful lights. Everyone was outside having fun! When we were too cold, we stopped for a hot drink at a cafe. Later in the evening, there was a free event in town. On that winter night, the city was exciting. The next day, I went for a walk in the ecological park with my friends. From the highest park part, there was a beautiful view of the city. Now I think differently about the cold winter months.

Alex

My first impression of Riobamba was very good. This city trully welcomes cyclists, and that is very unusual. I love riding a bike, but it can be dangerous in a city. On my first weekend in Riobamba, I rode my bike all over the city. There are special red bike lanes everywhere, and they are very safe. I was really surprised. Also, I explored the beautiful parks and gardens of the city.

Adapted from: Q: Skills for success. Reading and Writing

READING:

2. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true.

___ 1) Dominic moved to Riobamba five years ago.

___ 2) Dominic didn't speak Spanish very well when he arrived.

___ 3) Dominic doesn't like studying in Riobamba now.

___ 4) Residents of Riobamba enjoy spending time outside during winter.

___ 5) Laura didn't like the outdoor markets.

___ 6) Laura enjoyed walking in the ecological park of Riobamba.

___ 7) Alex enjoys running in the city parks of Riobamba.

___ 8) The bike paths in Riobamba are red.

3. Fill in the chart. How does each person's impression of Riobamba change?

	First impression	Last impression
Dominic		
Laura		
Alex		

a) Which person had a very good first impression? Why?

b) For the other two people, what changed their impression?

4. Answer the following questions.

1) What did you learn about Riobamba? Write three things.

2) At first, Dominic's impression of Riobamba was not very good. Why do you think that was?

3) Do you think you would enjoy visiting the outdoor markets in winter? Why or why not?

4) How is Riobamba similar to your city?

5) How is Riobamba different from your city?

5. Discuss these questions with a partner or in a group.

1) Why do people like to live in Riobamba?

2) What would you enjoy in Riobamba? Why?

3) Think about three characteristics of a good city. Which characteristic is the most important to you? Why?

AFTER READING:

11. Write a short paragraph about the last city you visited and what did you enjoy the most. (100-150 words)

5.5. LESSON: MARTIN LUTHER KING, Jr.

- **LEARNING OBJECTIVE:** identify specific information in a text and organize events in chronological order.
- **READING STRATEGIES:** skimming, scanning, brainstorming, understanding the main idea, reading fluency, giving opinions, discussion.
- **GRAMMAR:** Simple past tense.

REMEMBER!

Expressions for the past simple
When referring to the Past Simple,
we use finished-time expressions such as:

In 1980/ April

Yesterday

On Monday/ 4th

Last (week/ month/ year)

Two (days/weeks/years) ago

- **LENGTH OF TIME:** 60 – 90 minutes
- **MATERIALS:**
Worksheet
Students' book
Pencils
Pens
Highlighters
- **SUGGESTED TASK:** Underline the adjectives in the story, circle the verbs in past tense, and identify the topic and main ideas of the text.

BEFORE READING:

1. Read the quote below and write your opinion about it.

“The time is always right to do what is right.”

2. Brainstorming. Write all the information you know about Martin Luther King, Jr.

MARTIN LUTHER KING, JR.

Figure 5.5: Martin Luther King, Jr.



Source: <https://bit.ly/3QOVa7I>

Martin Luther King, Jr. was born in Atlanta, Georgia, in 1929 and was famous for his role in the civil rights movement. He believed that everyone should be equal and so he worked hard to fight racial discrimination. Discrimination is when a person or group of people are treated differently. He grew up in a time when things weren't fair to everyone. Where African Americans did not have the same rights as whites. Also, there were separate schools for African American children and white children, and they could not go to the same schools. Restaurants also had rules that separated African Americans from whites.

Martin Luther King believed that African Americans should have the same rights as whites and that people should be treated equally regardless of their skin color. He also knew that it was very important to remain at peace so that people would listen and he did not believe that violence was the answer.

March on Washington

There was a civil rights march in Washington in the year 1963, called the March on Washington for Jobs and Freedom, where King became well known and famous for his “I Have a Dream” speech. About 250,000 people marched and listened to his speech where he spoke about racism since he wanted it to end along with mistreatment and violence against people because of their race.

In 1964, Martin Luther King, Jr. won the Nobel Peace Prize, and the same year, the Civil Rights Act was passed, which outlawed many types of discrimination. Finally, Martin Luther King, Jr. worked hard to bring about change in the United States, and up until today people are working for equality.

Taken from: <https://bit.ly/3XKkqhT>

READING:

1. Read the statements. Write T (true) or F (false).

1. Martin Luther King, Jr. fought against racial discrimination. _____
2. Martin Luther King, Jr. was born in 1939. _____
3. African American people had the same rights as white people. _____
4. Martin Luther King Jr. believed that people shouldn't be treated equally. _____
5. The Civil Rights march took place in 1963. _____

6. Martin Luther King, Jr. famous speech is called “I Have a Dream.” _____

2. Match the words with its correspondent meaning.

Rights discrimination violence boycott racism

1. behavior involving physical force intended to hurt or damage.

2. legal, social, or ethical principles of freedom or entitlement

3. prejudice, discrimination, or antagonism directed against a person or

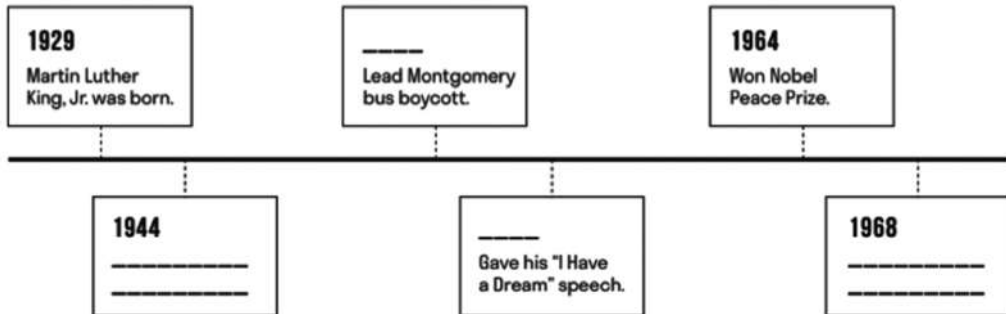
people based on their racial or ethnic group _____

4. to express disapproval or to force acceptance of certain conditions

5. when a person or group or people are treated differently

3. Use the passage to fill in the missing information on the timeline below.

Figure 5.5.1: Martin Luther King's timeline.



Source: Authors

5. Answer the following questions.

1) Why was Martin Luther King, Jr. famous?

2) What did he fight against?

3) What did he refuse to do?

4) Where did the civil rights march take place?

5) How many people marched and heard King's famous speech?

AFTER READING:

5. Write a caption (heading) for this image.

Figure 5.5.1: Martin Luther King's timeline.



Source: Authors

6. Giving opinions about the reading.

6.1. Favorite part:

6.2. Least favorite part:

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This is a book created not only for English teachers, but also for researchers, students, and anyone who seeks ideas to complement their classes and enhance students' reading skills. The book has two main sections. SECTION 1 presents two chapters: READING and READING STAGES. These chapters will help teachers understand the foundations of reading, some effective reading comprehension strategies, and an overview of the pre-reading, while-reading, and post-reading stages. SECTION 2 presents three chapters that have all the necessary practice activities and modules for level A2 students. These chapters have 15 lessons, and each lesson has pre-reading activities that will prepare students for the while reading stage. Then, there are several other activities for the post-reading stage. All the activities try to foster the practice of all receptive and productive language skills, although the main emphasis is reading.

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